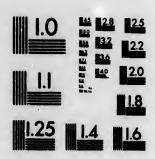
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PREFACE.

The cordial reception given by the press and by the educational profession to the ELEMENTARY LESSONS IN ENGLISH, was a great encouragement to the authors to continue this series of Language Lessons.

They now present the second volume of the series, hoping that it will be considered a worthy complement to its predecessor. The principles laid down in the ELEMENTARY LESSONS are taken up, developed, and extended in a course of exercises of a nature more difficult.

Orthoepy and Derivation receive a considerable share of attention, and Analysis and Parsing are pretty fully developed. The course of Syntax is presumed to be quite complete. The most necessary Literary Canons have their place. The authors flatter themselves that in this department they give all the essentials briefly, and they believe Teachers will appreciate the efforts made to avoid verbosity or circumlocution. The principles are concisely stated, the necessary development being left to the Teacher.

The study of Literature is continued in this course—more difficult questions being introduced, and the figures of speech are taught from the first lesson. The paraphrasing, epitomizing, or sketching of the literary selections, is an exercise so useful that it should never be omitted. The Religious and Miscellaneous Literary Selections towards the end of the volume, are supplementary to those given at the beginning of every fifth lesson. It is expected that the pupils will be required to analyze and annotate one or more of these after finishing the study of each selection given in the regular lessons. It is presumed that the Literary Selections

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ي.. الجادرين generally, particularly the pieces in prose, are good models of composition. The leading English and American authors are represented in these excerpts.

Biographical Sketches of most of the authors quoted are given at the close of the volume. When a selection from an author is studied, some questions should be asked about his life and works. These sketches may be developed at discretion. The pupils will notice that English Literature has a goodly galaxy of Catholic authors, notwithstanding the difficulties under which they have labored.

The exercises in Phraseology and Composition given in connection with every fifth lesson, are considered of paramount importance. The exercises on Homophonous Words, besides teaching the spelling of over five hundred words, afford excellent practice in composition. Outlines of the Compositions assigned as the last exercises of the fifth lessons, are to be found at the end of the volume, as an aid and direction to the pupils to observe order and method in their essays.

Finally, the object of this Language Series is to assist Teachers to impart, and students to acquire, a practical knowledge of English. There is a special edition published for the use of Teachers. The Introduction to the Teacher's Edition should be read carefully by those who wish to understand the full scope of the work.

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ABBREVIATIONS USED IN THIS BOOK.

*	Q. 9) ·
a or adj adjective.	lim limited.
abst abstract.	m mood, masculine.
adv adverb.	mod modified.
ante antecedent.	n noun, number, neuter.
app apposition.	nom nominative.
art article.	num numeral.
att attribute.	obj object, objective.
c case, common.	objs objects.
cd compound.	p person, personal, proper.
cl clause.	part, participle.
com common.	pass passive.
comp compound, compared.	perf perfect.
comz. or cx complex.	pers. p personal pronoun.
con connective.	ph., phs phrase, phrases.
conj conjunction.	pl plural.
cop copulative.	plu. or plu. perf pluperfect.
cor corresponsive.	p. pt principal part.
decl declarative.	pos positive.
def definite.	poss possessive.
deg degree.	pred predicate.
dep dependent.	prep preposition.
disj disjunctive.	pres present.
ex exclamatory.	prin principal.
exp explanatory.	pro pronoun.
f feminine.	p. t, - past tense.
g gender.	reg regular.
gov governed.	rel relative.
imp imperative, imperfect.	s. or sing singular.
ind indicative.	sent sentence.
indef indefinite.	sub subject.
inf infinitive.	subs substantive.
int interrogative.	t tense.
interj interjection.	tr transitive.
intr intransitive.	v., vbs verb, verbs.
1 line.	

The numbers within marks of parenthesis throughout the book, refer to the grammatical text. Those with (S) before them refer to Syntax; those with (L. C.), to the Literary Canons.

LESSONS IN ENGLISH.

INTERMEDIATE COURSE.

LESSON I.—Preliminaries.—Letters.

1. Language is the medium through which we express our thoughts.

2. Grammar teaches the art of using words correctly in

speaking, reading, and writing.

3. A Letter is an alphabetic mark commonly representing an elementary sound of the human voice. The letters of a language, taken collectively, are called its alphabet.

4. There are twenty-six letters in the English alphabet; viz,

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.
5. Letters are divided into two general classes, vowels and consonants.

6. A Vowel is a letter the name of which makes a perfect sound when uttered alone; as, a, e. The vowels are a, e, i, o,

u, and sometimes w and y.

7. W or y is a consonant when it is before a vowel sounded in the same syllable; as in water, youth, twine. In all other cases it is a vowel; as in new, lay, newly.

I. Vowels and Consonants.—Tell how many vowels in each word of columns 1 and 2, and consonants in 3 and 4.

1. College, 3. 2. Institute, 4. 3. Writing, 5. 4. Inkwell, 5. Academy, Gymnasium, Memory, Gayety, Asylum, Reformatory, Laughter, Awkwardness, Flowers,

II. Tell in what the following are kept.

1. Cage, coop, kennel, stable. 2. Dairy, gallery, shed, tank. 8. Armory, granery, magazine, safe.

1. Bees in a hive.

Dogs in a Water in a Grain in a Powder in a Wood in a Darry.

Birds in a Paintings in a Guns in an Gu

111. Copy this exercise, and draw one line under w or y when a vowel, and two lines when a consonant.—Martyr, lawyer, wormwood, sympathy, asylum, bulwark, window, brewery, oyster, swallow, penny, twenty, Ottawa, Brooklyn, Greytown, New York.

Oral Conjugation.-Indicative present and past of be.

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objects.
proper.
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perfect.
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subject. tantive.

tense., nsitive. , verbs.

er to the Syntax;

LESSON II.—Vowels.

- 8. The vowels are used to represent fourteen distinct sounds of the voice; they are heard in the words, fate, fat, far, fall, feel, fell, file, fill, fold, fond, fool, fuse, fuse, full,
- 9. In the dictionary, the long sound of a vowel is usually indicated by having a macron (-) over the letter; the short sound, by having a breve (~); the middle sound, by having a diæresis (··); and the broad sound, by having a circumflex (-).
 - 10. The letter A has principally four sounds:—
 - 1. Long; as in pate, insane, colonnade.
 - 2. Short'; as in pat, ballot, atmosphere.
 - 3. Middle; as in par, are, cardinal.
 - 4. Broad; as in pall, warm, alderman.
 - 11. The letter E has principally two sounds:—
 - 1. Long; as in me, evil, allegiance,
 - 2. Short; as in men, leper, envelope.
- I. Vowels.—Indicate orally, or by initials, whether a, in the first three columns, is long, short, middle, or broad; and whether e. in the fourth column, is short or long.
- 3. Thaddeus, 1. Samuel. 2. Theobald, b. 4. Henry, Gabriel, Francis. Alfred. Walter. James. Martin, Alexander. Cornelius. Andrew. Polycarp, Charles, Leopold, David, Jacob. Ignatius, Peter. Patrick. Baldwin. Octavus. Gerald.
- II. Sentences to be completed.—Indicate the motion of the animal named.

 - 1. Bounds, flies, walks. 3. Climbs, gambols, leaps. 5. Climbs, crawls, skips. 2. Crawls, hops, soars, swims. 4. Crouches, hovers, pounces, prances. 6. Leaps, plunges, scampers, struts.
- 1. The horse gallops. 3. The eagle soars. 5. The butterfly flutters. The stag — The frog -The lizard -The pigeon -The monkey 4 The lamb -The worm The elephant -The goat -
- 4. The cat -6. The salmon . 2. The herring The war-horse -The duck -The grasshopper -The hawk -The ostrich -The serpent -The lark The tiger -The moose
- III.—Underline the words containing a or e long.—Did the gamester submit quietly to his fate?--Mete out the water to the soldiers.—I bought a razor and a hammer at the hardware store.—-Eve was made out of one of Adam's ribs.—Ale is a malt liquor.— Be obedient to your parents.—I met an aged matron carrying two basins of milk.—Enoch was a prophet.

LESSON III.—Vowels.

- 12. The letter I has principally two sounds:-
 - 1. Long; as in pine, surprise, alliance.
 - 2. Short; as in pin, sinking, arithmetic.
- 13. The letter O has principally three sounds:—
 - 1. Long; as in no, note, diploma,
 - 2. Short; as in not, dollar, geometry.
 - 3. Middle; as in do, move, improve.

The middle sound of o is usually represented by oo or ew; as in spoon; grew.

I. Vowels.—Indicate orally, or by initials, whether i, in the first two columns, is short or long; and whether o, in the other two columns, is long, short, or middle.

1. Tiger, l. 2. Linnet, s. 3. Donkey, and 4. Rhinoceros, s., s. Raccon, Gorilla, Viper, Antelope, Spider. Goldfinch. Squirrel. Kangaroo, Lizard, Chicken. -Locust, soul Canoe. Lion. Crossbill, Ostrich, Proverb. Bison. Porcupine, Hedgehoghers Remove, Kingfisher, Cricket. Oriole. Stone.

II. Sentences to be completed.—What is the form of the object named?

1. Conical, crooked, oval, pointed, square, straight.
2. Concave, convex, irregular, regular, sharp, spherical, straight.
3. Cylindrical, level, round, smooth, spherical, triangular,
4. Crooked, cubic, curved, hollow, rectangular, sharp, straight.

3. The sky is vaulted. 1. A ring is circular. A funnel is —. A planed board is -A chess-board is -5 A globe is —5. A hook is -A gun-barrel is ___ A pen is A sovereign is -4

A plain is -An egg is-A lath is -A tripod is -

4. A mast is 7 2. A bowl is -A watch-glass is A window is A scythe is 3 An orange is -A parrot's beak is A reed is -A boat is -4 A thorn is

Round timber is A dart is Hewn timber is + Dice are

III. Underline the words that have a short i or o.—My little sister has a silver thimble on her middle finger.— The noble oak is the monarch of trees.-Many of the streets of Toronto are lined with chestnuts, maples, and silver poplars.—A pitcher of sirup was broken in the kitchen.—A hovel is an open shed or a mean cottage.—Decline to listen to the enticements of the wicked.

Oral Conjugation. Indicative future and future perfect of be.

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LESSON IV. - Vowels.

- 14. The letter U has principally three sounds:—
 - I. Long; as in fuse, cubic, insecure.
 - 2. Short; as in fuss, murmur, knuckle.
 - 3. Middle; as in full, pulpit, bullet.
- 15. When y is a vowel it has generally the same sounds as i under similar circumstances; as in cry, system, reply.
 - 16. The letter w is never used alone as a vowel.
- 17. The vowels a, e, i, o, and u are often obscure, that is, they are hardly distinguished in pronunciation; as in metal, aspirant; garden, evangelist; basin, imaginable; mason, obscure: sulphur, famous.
- 18. When the vowels e, i, or u precede r, the short sound of the letter is usually protracted, or doubled; as in her, fern; bird, fir; turn, fur. This sound is distinguished in dictionaries under the name of obtuse-short.
- I. Vowels.—Indicate orally, or by means of initials, whether u, in the first two columns, is long, short, or middle; and whether y, in the other two columns, is long or short.
- 2. Unicorn, 1. Pullet. ·m. 3. Syntax. 4. Cypress, Bullock, Mussel, Hyphen, Solidify. Puma, Bull-frog, M. Syllable, Pyramid, Buffalo, N Glutton, Synonym, Cylinder, Tyrant, Buzzard, Plumage, Hyena, Bullfinch, m. Muskrat, Hypocrite, Butterfly, Mustang, Crystal, Mystify, Pupa.
- II. Sentences to be completed.—What is the cry of the animal named?
- 1. Brays, cackles, hisses, screeches.
 3. Bleats, clucks, chatters, mews.
 5. Chatters, caws, gobbles, squeaks. 2. Bellows, chirps, hoots, roars, yelps, 4. Barks, cooes, grunts, pules, twitters. 6. Bleats, crows, howls, neighs, quacks.
- 3. The bee hums. 1. The frog croaks. 5. The cow lows. The monkey The ass The cat -The turkey The eagle -The sheep -The goose The parrot -The crow The hen ____. The rat The serpent
- 4. The dove 2. The fox 6. The wolf -The dog The lion The cock -The hog The bull -The horse -The swallow -The owl . The sheep . The chicken -----The dack -The cricket
- III. Underline the long vowels.—Men sometimes think they hate flattery; but they hate only the manner of it.—It is affectation of style to introduce many difficult terms into a composition.—Kindness united with firmness is a more efficacious mode of securing obedience than indiscriminate harshness and severity.—Amusing anecdotes often afford examples useful in respect to our conduct.

LESSON V.

Literary Selection for Explanation and Study

THE THOUGHT OF GOD.

The thought of God is like the tree
Beneath whose shade I lie,
And watch the fleets of snowy clouds
Sail o'er the silent sky.

It is a thought which ever makes
Life's sweetest smiles from tears,
And is a daybreak to our hopes,
A sunset to our fears.

One while it bids the tears to flow,
Then wipes them from the eyes,
Most often fills our souls with joy,
And always sanctifies.

To think of Thee is almost prayer, And is outspoken praise; And pain can even passive thoughts To actual worship raise.

All murmurs lie inside Thy Will Which are to Thee addressed; To suffer for Thee is our work, To think of Thee our rest.

-F. W. Faber (1814-1868).

Oral Statement-Sketch......

Literary Analysis.

1. Personages. Who is the speaker in this selection?

TIME AND PLACE. When and where may the thought of God do so much good?

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Literary Analysis.

- 1. To what is the thought of God compared?
- 2. What is said of the thought of God in the third stanza?
- 8. What does the Christian say in the fourth stanza?
 - 4. What is suggested in the 17th and 18th lines?
 - 5. What is said in the 19th line?
- 3. RESULT. What effect has the thought of God upon us?

MORAL. What iesson should be drawn from these verses?

Ouestions.

- 1. Who is God?
- 2. What is thought?

WORDS AND ACTIONS.

- 3. What comparison is made in the first two lines?
- 4. What name is given to a comparison such as this?—
- 5. What are the clouds said to be?
- 6. Why are clouds called fleets?
- 7. What name is given to this figure?—
 8. What is the difference between Metaphor and Simile?
- 9. Expand the 3rd and 4th lines into a simile.
- 10. For what is o'er used?
- 11. Why is the e elided?
- 12. What name is given to this omission?
- 18. Why is *snowy* applied to clouds?

 14. What does the 2nd stanza contain?
- 15. How does the thought of God beget life's sweetest smiles from tears?
- 16. What is a daybreak to our hopes—a sunset to our fears?
- 17. What figure does each of these two lines (7th and 8th) contain?
- 18. How does the thought of God wipe the tears from our eyes?
- 19. What does sanctify mean?
- 20. What is praise?
- 21. What is meant by passive thoughts?
 22. What is the meaning of actual?
- 23. What is worship?
- 24. What are murmurs?
- 25. Use another word for addressed.

Nors.—The questions marked (*) need not be asked, should the Teacher deem proper, the first time the pupils go over the book.

Ouestions.

- 26. Why use a capital for the first letter of God?
 27. To what does whose (2nd line) relate?
 28. From what is snowy derived?

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CREEK

- 29. Indicate the words that contain diphthongs in the 2nd stanza.
- 30. Name the words in which w is a consonant in the 3rd stanza.
- 31. Point out a triphthong in the same stanza.
- 32. Make out a list of the nouns and the adjectives in this selection.

Note.--The Teacher should ask the pupils to distinguish the different vowel sounds in the selection.

Phraseology and Composition.

These exercises should generally be preceded by some explanations. This is particularly useful when the answers may present some difficulties, or when the questions bear upon objects with which the pupils are but imperfectly acquainted.

- I.—Transpose the terms of the proposition, by placing the subject before the verb and the attribute after the verb.
 - 1. The two eyes of history are geography and chronology.
 - 2. The most beautiful ornament of the soul is innocence.
 - 3. The richest ornament of the mind is science.
 - 4. The most beautiful virtue of youth is obedience.
 - 5. The passion of noble hearts is love of country. .
 - 6. The strength, the life of nations, is religion.
- II.—State what the following are: a professor, a pupil, a lazy person, a doctor, a porter, a messenger,
- III.—Relate some historical facts, in the form of sentences, each of which will contain one of the following names: Adam, Esau, Jacob, Gedeon, Samuel.

Exercise on Homophonous Words.

IV.-1. Airy. 2. Anchor. 8. Allegation. 4. Bark. Eyry. Anker. Alligation. Barque. Ascent. Analyst. Bay. Ante. Anti. Assent. Annalist. Bey.

Where the dash occurs, insert a suitable word taken from the above list.

- 1. This room is not so airy as where the eagle builds his eyry.

 —— means before, and —— means against or opposed to.
- 2. The vessel having cast —, the captain brought an pt wine ashore.

 Did he give his ——?

 The —— of the mountain is difficult.
- 8. His is fak, that is difficult to learn. He is a skilful of sentences.

 An is one who writes annals.
- 4. As the entered the harbor, the captain's dog began to with glee.

 The gave orders that the ship should leave the —.

V.—Write a composition about Paper. (See Outlines at the end of the volume.)



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LESSON VI.—Consonanta

- 19. A Consonant is a letter which cannot be perfectly sounded without the aid of a vowel; as, b, m, s. The simple consonants are b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, z, and sometimes w and y.
- 20. The consonants are used to represent twenty-two sounds; viz., b, d, f, g hard, h, k, l, m, n, ng, p, r, s, sh, t, th sharp, th flat, v, w, y, z, zh. These sounds are heard in the words bay, day, fan, gay, hut, kite, lame, mind, no, sing, pit, roll, sun, shine, tin, thin, then, vile, woe, yoke, zone, azure.
 - 21. The letters, c, j, q; and x have no sound of their own.
 - 22. The sounds of the consonants are sharp or flat.
- 23. The sharp consonants are t, and all others that require the termination ed to be pronounced like t, when the e is silent; as in passed, reaped. They are f, k (e, q), p, s (e), sh, t, and th as in thank.
- 24. The flat consonants are b, d, g hard, ng, v, z, zh, and th as in than. L, m, n, and r are called liquids.
- I. Consonants.—Indicate orally, or by initials, whether the consonants in Italics are sharp or flat.
- 1. Maize, f. 2. Rice, s. 8. Flesh, s. 4. Milk, s. 5. Milk, s. 5. Milk, s. 5. Milk, s. 6. Milk, s. Milk, s. 6. Milk
 - II. Phrases to be completed.—Complete the comparison.
 - Bee, beetle, chicken, dove, peacock.
 Glass, lead, leather, silk, wool.
 Bat, cricket, eel, lumb, snall, wolf.
 Crystal, fire, grass, pitch, snow, saffron.
 - 1. As cunning as a fox.

 As tender as a ...

 As simple as a ...

 As dull as a ...

 As busy as a ...

 As proud as a ...
- As bitter as gall.
 As brittle as
 As tough as
 As warm as
 As heavy as
 As soft as
- As dark as

 As red as

 As green as

 As clear as

 As white as

 As yellow as

III. Underline the short vowels.—A nimble tongue often trips.—A man who gives his children a habit of industry, provides for them better than by giving them a stock of money.—Unthinking persons care little for the future.—Much money makes no man happy.—The first step towards vice is to make a mystery of what is innocent.

Compagnation. -Potential perfect and pluperfect of be-

a to

d of

LESSON VII.—Consonants.

25. The letter c is generally hard like k, when it precedes a, o, u, l, r, t, or when it ends a word; as in cane, come, curb, clay, cream, direct, music.

26. C is coft like s, before e, i, or y; as in cent, cider, policy.

27. The letter g is hard, before a, o, u, l, r, or at the end of a word; as in game, go, gun, glass, grease, long. It is generally soft like j, before e, i, or y; as in gem, ginger, energy.

28. Ch has the hard sound of k, in words derived from the Greek; as in character, catechism, monarch. The usual sound of ch is tch; as in church, child.

I. C. ch, and g.—Indicate orally, or by initials, whether c or ch, in the first two columns, and g in the other two columns, are hard or soft.

1. Republic, h. 2. Chancellor, s. 3. Legislator, s. 4. Druggist, Cygnet, agw Scholar, Surgeon, Religion, vetina abu Viceroy, Chemist, General, Geometry, MGovernor, Magazine, revul Democrat. Childhood Magistrate,
Shingle, Landea Tragedy,
Geography, Police, Orchestra, Colony, Anarchy, Faction, Archer, anchi Citadel, Architect, Guardian, Language,

II. Sentences to be completed.—What sound is produced by the

object named?

1. Babbles, crackles, howls, hums, patters, thunders, whizzes
2. Bangs, brays, puffs, rasps, rolls, sings, ticks, whirs.
3. Clank, clap, clatter, creak, grate, roar, rustle.
4. Boom, clash, creak, flap, jingle, snap, rumble, tinkle.

1. The wind whistles. 3. The teeth chatter. The leaves -The fire -The tempest -The hands -The timbers -4 The rain The brook -The hinges - 5. The hoofs -The cataract -The bullet -7 The chains The waves The top -

2. The clock -7. The trumpet — 4. The wheels -The sleigh-bells -The cannons,-The kettle The sails The engine 3 The silver coins The door -The swords -Emul The file -Dry twigs -New boots -The machinery -

III.—Underline c, ch, or g soft.—History is a record of the chief events which concern a people. It is known as sacred, profane, general, ecclesiastical. Historic periods are ages, decades, epochs, centuries. A genuine history is one that was written by the person whose name it bears as the author of it; an authentic history is one that relates matters of fact as they really happened.

Oral Conjugation.—Indicative present and past of have-

LESSON VIII — Equivalent Consonants.

29. The letters which, in writing, represent the sounds of the vowels or consonants, are sometimes replaced by other. letters which are their equivalents; as, come (kum), there (thare); cipher (sifer), rose (roze).

1. The equivalents of f are gh final, vh; as in laugh, philosophy.

2. The equivalents of k are c hard, ch hard, and q; as in come chorus, quote.

3. The equivalent of ng is n; as in think, conquer.

4. The equivalents of sh are c, ch, s, t; as in ocean, machine, censure

The equivalent of z is s flat: as in dismal.

6. The equivalents of zh are s, z; as in usual, seizure.

I. Equivalents.—Tell the consonants of which the letters in Italics are the equivaranta.

1. Orphan,	A. Pleasure, zh.	5. Chaise, sh.	7. Piquet,	k
Jew's-harp,	Laughter,	- Fraction,	Nation,	
Ancient,	Patience,	Confusion,	Treasure,	
Pension,	Occasion.	Quality,	Enough,	
Draught,	Sulphur,	Vision,	Conscience,	
Aqueduct,	Charade,	Insurance,	Conquer,	
2. Chamois,	4. Partial,	6. Crimson,	8. Cough,	
Glazier,	Leisure,	Motion,	Desert,	
Hyphen,	Music,	Elephant.	Precious.	
Portion.	Azure,	Grazier,	Equal.	
Liquid,	Specious,	Chivalry,	Usury.	
Pharisee,	Mosquito,	Mosque,	Dolphin,	

II. Sentences to be completed .- Of what is the Saint named the patron?

1. Artists, hunters, shoemakers, students, writers.
2. Farmers, missions, musicians, servents, soldiers, youth.
3. Canada, Ireland, S. America, Spain, Wales.
4. England, Hungary, Poland, Scotland, Toronto, Switzerland.

Transma, Transma, 1	POOL STATE TO LOTTED ! DINTERESTANCE
1. St. Joseph, of carpenters.	3. St. Peter, of Rome.
St. Luke, of —	St. David, of
St. Nicholas, of	St. Patrick, of
St. Nicholas, of St. Crispin, of	St. James, of
St. Hubert, of 2	St. Joseph, of
St. John, of —	St. Rose, of ——.
z. St. Martha, of	4. St. George, of
St. Tridore, of	St. Casimir, of
St. Maurice, of	St. Andrew, of
St. Cecilia, of ——	St. Elizabeth, of
St. Aloysius, of	St. Michael, of
St. Francis Xavier, of	St. Gall, of

III. Underline the equivalent consonants, and indicate the letters they replace.—Indolent scholars do not appreciate the privileges they enjoy.—Philosophy easily triumphs over past and future ills; but present ills triumph over philosophy.—A wise man rather avoids an engagement than conquer.

ral Conjugation.—Indicative perfect and pluperfect of have.

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LESSON IX.—Letters.

80. An Initial Letter is the first letter of a word; as k in king.

81. A Final Letter is a letter that ends a word; as, g in

- 32. The letters of a word which are neither initial nor final, are often called medial letters.
- 83. A Silent Letter is a letter that is not sounded $\{as, k\}$ and gh in knight.
 - 84. The consonants most frequently silent are:
 - 1. B before t or after m in the same syllable; as in debt. lamb.

2. G before m or n in the same syllable; as in phlegm, sign.

3. Gh not initial; as in high, daughter.

4. H after r, and in a few other cases; as in rhyme, honest, shost.

5. K before n: as in know.

6. L principally before m or k; as in alms, chalk.
7. N final preceded by m; as in solemn.

8. P principally between m and t; as in tempt.

- 9. T principally in the syllable tle preceded by s in another syllable; as in thistle."
- 10. W before r, and in a few other cases: as in write, sword.

I. Silent Letters.—Name the consonants that are silent.

1. Knife. k. 2. Epistle, t. 3. Wrinkle, w. 4. Almond. Condemn, Straight, Catarrh, Plumber. Falcon. Design, Apostle. Wrong, Talker, Knuckle. Shepherd, Walker, Exempt, Redoubt. Answer, Symptom, Palmer, Presumption, Neighbor, Thought,

II. Sentences to be completed.—Tell of what the object named is the emblem.

> A mask, of -A torch, of Oil, of Balm, of

Smoking incense, of

35

Eternity, hope, literature, study, weakness.
 Death, inconstancy, poetry, royalty, suffering, war.
 Good example, grace, hypocrisy, prayer, virtue.
 Death, hope, jealousy, penance, royalty, zeal.

A lamp, of A reed, of pen, of A pen, of 3. A scepter, of power. An anchor, of A circle, of

2. A sword, of _6 4. Purple, of -A scythe, of Black, of A Yellow, of A lyre, of -A shuttlecock, of Green, of Red, of A cross, of Violet, of A crown, of -

III. Underline the sharp consonants.—We should never speak badly of those who are opposed to us.—Death, life, sickness, health, all come to us by the order of Providence.—There is nothing the devil so much fears, or so much tries to hinder, as prayer.

Oral Conjugation. - Indicative future and future perfect of have.

LESSON X.

Literary Selection for Explanation and Study.

MY FIRST FISHING EXCURSION.

I remember my first fishing excursion as if it were but vesterday. It was a still, sweet day of early summer: the long afternoon shadows of the trees lay cool across our path; the leaves seemed greener, the flowers brighter, the birds merrier than ever before. My uncle, who knew by long experience where were the best haunts of pickerel, consider-

ately placed me at the most favorable point.

I threw out my line as I had so often seen others, and waited anxiously for a bite, moving the bait in rapid jerks on to the surface of the water, in imitation of the leap of a frog. Nothing came of it. "Try again," said my uncle. Suddenly the bait sank out of sight. "Now for it," thought I: "here's a fish at last." I made a strong pull, and brought up a tangle of weeds. Again and again I cast out my line 15 with aching arms, and drew it back empty. I looked to my uncle appealingly: "Try once more," he said; "we fishermen must have patience."

Suddenly something tugged at my line and swept off with it into deep water. Jerking it up, I saw a fine pickerel wriggling in the sun. "Uncle!" I cried, looking back in uncontrollable excitement, "I've got a fish!" "Not yet," said my uncle. As he spoke there was a plash in the water; I caught the arrowy gleam of a scared fish shooting into the middle of the stream; my hook hung empty from

25 the line. I had lost my prize.

Overcome by my great and bitter disappointment, I sat down on the nearest hassock, and for a time refused to be comforted, even by my uncle's assurance that there were more fish in the brook. He refitted my bait, and putting 30 the pole again in my hands, told me to try my luck once more.

"But remember, boy," he said, with his shrewd smile, "never brag of catching a fish until he is on dry ground. I've seen older folks doing that in more ways than one, and so making fools of themselves. It's no use to boast of anything until it's done, or then either, for it speaks for itself."

-Whittier (1807-)

health,the devil

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named is

Iral Statement-Sketch.

Literary Analysis.

1. PERSONAGES. What is spoken of in this selection?

TIME AND PLOE. When and where did the fishing excursion take

- 1. What did the young apprentice fisher do?
- 2. How did he move the bait?
- 3. Did he get anything?
- 4. What did he on the injunction of his uncle?
- 5. What did he think he caught?
 - 6. After trying in vain several times, what advice did his uncle give him?
 - 7. What was the result of the next trial?
 - 8. Did he secure the pickerel?
 - 9. What did this failure bring on?
- RESULT. What lesson did he learn from his first fishing excursion?

What is the moral of this lesson? MORAL

Ouestions.

- 1. What is an excursion?
- 2. What is meant by a still, sweet day of early summer?
- 8. What is summer?

WORDS AND

ACTIONS.

- 4. What is meant by "the long afternoon shadows of the trees lay cool across our path "?
- 5. Why did the leaves seem greener, the flowers brighter, the birds merrier than before?
- 6. Who is an uncle?
- 7. Express long experience differently.
- 8. What is a haunt?
- 9. What is a pickerel?
- 10. Use an equivalent for considerately.
- 11. What is the meaning of auxiously?
- 12. How could be tell when a fish would bite?
- 13. What is the meaning of bait as used here?14. Use an equivalent for rapid.15. What is a jerk?

- 16. Use another word for surface.

Questions.

17. What is a frog?

.18. What is the meaning of "Nothing came of it"?

19. Why do the marks ("") enclose "try again"?
20. What name is given to these marks?
21. What is a quotation?
22. Why did the bait sink out of sight?

28. What is the meaning of appealingly as used here?

24. What is patience?

25. What is the vice opposed to patience?
26. Name some models of patience.

27. Is patience a very necessary quality?

28. What is the meaning of tug as used here?

29. Use another word for swept as used here? 30. What is the meaning of wriggling?

31. What is the name of the punctuation mark used after "Uncle" (20th line)?

32. What is the meaning of uncontrollable !

33. What is the meaning of excitement !

34. For what is I've used?

35. What letters are left out?

36. What name is given to the omission of letters at the beginning of

37.*What name is given to the contraction of two syllables into one?

48. What is the meaning of plath as used here?

39. What is the meaning of arrowy shooting ?

10. From what is disappointment derived?

11. What is the meaning of hassock as used here?

42. What is a brook ?

43. What is the meaning of refit?

14. What is the meaning of "to try my luck once more"?

45. What is the meaning of shrewd?
46. Use an equivalent for brag.
47. For what does I've stand?—(Repeat questions 35-37.)

48. What is meant by folks?

49. What did he see older folks doing?

40. For what is it's used?—(Questions similar to 35-37.)
51. What "speaks for itself"?—

52. Do you know a proverb that conveys the same meaning as the above?

53. Point out, in the first two lines of the second paragraph, the words that contain two consonants.

54. In the 11th line, where c occurs, is the sound hard or soft?

55. In the fourth sentence, point out the word of four syllables.

56. Point out the diphthongs from the 26th line to the end.

57. What words would be better than or, either, for, in the last line?

Exercise.—Write a sketch of the Fishing Excursion.

n take

r do?

s uncle?

what ad-

ial?

st fishing

trees lav the birds

Phraseology and Composition

L III.e	iscology and	Composition.	111
I.—Complete the occurs.	omparison by in	serting a noun w	here the dash
1. The pleasures	of earth vanish li	ke a	
2. Remorse gnaw	a at one's soul lil	70.0	11 /4 1
2. Dool marit lile	a Aba di boli ili	. 40 com con 1 :4m=16	
o. Real merit, lik	е опе ——, веск	s to conceal itself. e night.	
4. Death comes in	ke a in th	e night.	
5. True repentant	ce makes the soul	as white as ———	•
6. The life of man	n runs like a ——	_ . ′	1 1 _{(*}
7. The heart of a	pure child is like	a	
8. The just in He	aven will be as bi	rilliant as the ——	
9. Be as simple a	s the ——.	"	
10. Let us be as pr	udent as the		
7		_ \	,
II.—Alter the inver		e subject before the	e verb and the
1. Glorious is mar	tvrdom.	. –	
2. Wretched are th		y , t	
3. Happy are hun			
4. Precious is the	death of the just		- ,
5. Blessed are the	alast of God		**
		4 -	1
6. Cursed are the		a a a	· · · ·
7. Tragical was th			
8. Imprudent was			
9. Docile was the	heart of Samuel.	~	* *.
10. Sincere was the	repentance of D	avid.	1.
11. Illustrious was			
12. Horrible was th	e crime of Judas.		To the Market
1	/		
III State what th	e following are:	a veterinarian, a pe	ddler. a coach-
	iel, an octogenaria		
	,	٨	t
ş. ¥	· -	- · · -	
TO	TT		4
Exercis	se on Homo	phonous Work	as.
*** 1 70	0 D:	0.70	
IV.—1. Beer.	2. Bin.	3. Bite.	4. Borne.
Bier.	Been.	Bight.	Bourne.
Bell.	Beau.	Better.	Bold.
Belle.	Bow.	Bettor.	Bowled.
Where the dash occu	rs. insert a suitable	word taken from the	above list.
Y 6.1			ylar Eli
	r to excess leads q	uickly to a oier.	error.
Ring the		p n	N TOT HAY
She was a ce	lebrated	A	The state of
,	- carrying corn	to the	1
That impude	ent — broke	he Indian's	
			R 14 5
s. When last I	entered this,	I saw a tame fox — that he never saw	— a man.
It were -	— for that ———	that he never saw	a race.
4. He was	- beyond the -	of the country.	* * * * * * * * * * * * * * * * * * * *
Thet	boy has ir	the alley for more	than an hour
	100	- the and lot more	
** ***	11		
V.—Write a letter	to a friend, givin	g an account of h	low you spent

LESSON XI.—Diphthongs and Triphthongs.

- 85. A Diphthong is a combination of two vowels in one syllable; as, ou in sound, ea in heart.
- 86. A Triphthong is a combination of three vowels in one syllable; as, iew in view, uoy in buoy.
- 87. Diphthongs and triphthongs are divided into two classes, proper and improper.
- 88. A Proper Diphthong is a diphthong in which both the yowels are sounded; as, oi in oil, ow in crown.
- 39. The combinations that generally form proper diphthongs are of and oy, ou and ow; as in choice, joy; cloud, vow.
- 40. An Improper Diphthong is a diphthong in which but one vowel is sounded; as, ai in praise, ey in money.
- 41. The improper diphthongs are numerous. In some, one only of the vowels is heard; as in belief, heart; in others, the two vowels unite to give the diphthong a sound different from that of either vowel; as in vein (a), said (b).
- 42. The most usual triphthongs are eou after c or g, and iou after c, g, t, or x; as in gorgeous, anxious.

I. Diphthongs.—Indicate orally, or by initials, whether the diphthong is proper or improper.

1. Caught,	p.	2. Sound,	p. 3. Rejoice,	p. 4. Woodman,	i.
Against,		Health,	Outrage,	Joyful,	
Mouth,	100	Drawl,	Brown,	Counter,	
Guard,		Pointer,	Valley,	Friend,	V a
Moisture,		Launch,	Ointment,	Townsmen,	
Hearth,		Devout,	Delay,	Severeign,	
Mount,		Youth,	Through,	Toyshop,	
Juice,		Boyhood,	Sleigh,	Virtue,	

II. Sentences to be completed.—Indicate the motion of the object named.

Beats, blows, flows, recoils, spins.
 Circulates, drifts, gushes, swings, waves.
 Glides, sails, sweeps, veers, wreathes.

2. The arrow flies. 3. The hoop rolls. 1. The smoke curls. The fountain -The pulse -The tempest -The river . The snow . The ship -The top -The blood The boat -The pendulum -The gun The vane The wind -The corn -The vapors

III. Draw one line under the diphthongs, two lines under the triphthongs, and tell what class.—A title of royalty does not always bring to its possessor that ease and pleasure which are thought to accompany it by people in the humbler walks of life.—The general reviewed his troops before the battle, and then called the colonels, captains, lieutenants, chaplains, and surgeons, for particular advice concerning the treatment of the wounded.

Oral Conjugation.—Potential present and past of have.

nd the

coach-

orne. ourne. old. owled. list.

an.

n hour.

u spent

LESSON XII.—Equivalent Vowels.

- 48. The sounds of the vowels are often replaced by equivalents.
 - 1. The equivalents of long a are ai, ay, ca, ci, cy; as in pam, pay, steak, reign, they.

2. The equivalent of middle a is au; as in laundry.

- 3. The equivalents of broad a are au, aw, ou; as in cause, draw, ought.
- 4. The equivalents of long e are ea, ee, ei, ey, i, ie, and y; as in read, deep, soize, valley, marine, field, mercy.

5. The equivalent of short e is ea; as in head.

- 7. The equivalents of short i are ai, ei, y; as in captain, forfeit, myth.

 8. The equivalents of long care at The equivalents of long o are oa, oe, ou, ow; as in boat, foe, soul,

o. The equivalent of short o is a: as in what.

- 10. The equivalents of middle o are ew, oo, ou, u; as in grew, moon, soup, rude.
- II. The equivalents of long u are eu, ew, ieu, iew, ue; as in feud. new, lieu, view, due.
- 12. The equivalents of short u are o, ou; as in son, rough.
- 13. The equivalents of middle u are o, oo; as in wolf, book.

I. Equivalents.—Indicate, with its appropriate sign, the vowel to which the letters in Italics are equivalent.

Tough, tingse 3. Hawk, ett. 1. Coal, ō. 2. Vein, New, Law, Cry. System, Lie. True. Love, School, Laugh, Police. Prey, Review, Griet, chief ikn Pie, Rule, Double, Drain, dya Loaf, Great, Jew. Bathre Room, Watch, Curtain, rule and Beat. Chief. Coat. Money. Through.

ob

II. Sentences to be completed.—What is the color of the object named?

Black, blue, brown, gray, green, red, yellow, white. The cherry is red.
The lemon is _____.
The laurel is ____.
The juniper-berry is ____.
The canary is ____. 1. The cherry is red. The lily is \---. The boiled lobster is -4

4. The common rat is The American jay is nuncul The buttercup is ____ Ebony is ____ che Logwood is -The crest of the cock is -Chocolate is -The common parrot is priville The common fox is-The sloe is -

III. Underline the improper diphthongs and tell their equivalents. - It is not the quantity of meat, but the cheerfulness of the guests that makes the feast.—The aim of poetry is to touch the feelings, and its duty to lead us to virtue.

Oral Conjugation .- Potential perfect and pluperfect of have.

LESSON XIII.—Syllables.

44. A Syllable is one or more letters pronounced in one sound; as, pen, pen-cil. A syllable may be either a word or a part of a word.

45. A Monosyllable is a word of one syllable; as, friend,

form.

46. A Dissyllable is a word of two syllables; as, friend-ship, in-form.

47. A Trisyllable is a word of three syllables; as, un-

friend-ly, in-form-er.

48. A Polysyllable is a word of many syllables; as, un-friend-li-ness, in-form-a-tion, Ec-cle-si-as-ti-cal.

49. There are as many syllables in a word as there are dis-

tinct sounds.

50. In dividing words into syllables, the ear is the best guide. Words should be divided just as they are pronounced; the consonants joined to the vowels or diphthongs which they modify in utterance; as, as-tron-o-my, as-tro-nom-i-cal.

51. When a word is to be divided, the letters of a syllable should not be separated; and a hyphen is used at the end of a line to show that the rest of the word not completed is at the beginning of the next

line.

52. A Word is one or more syllables used as the sign of an idea.

I. Syllables.—Divide the word into its syllables, and tell how many in each. 1. Prov-erb. 2. Re-proach, 3. Ne-ces-si-ty. Consecrate, Idea, Mysterious, Chestnut. Commerce, Omnibus, Mosque, Landscape, Plague, Book-keeper, Hurricane. Christmas. Memorable, Craunched. Prodigal,

II. Sentences to be completed.—Of what is the animal or the object named the symbol?

Courage, meekness, mourning, purity, simplicity, strength.
 Annoyance, cunningness, fidelity, martyrdom, pride, slowness.

1. The bee symbolizes industry.
The lamb symbolizes —.
The oak symbolizes —.
The lily symbolizes —.
The lfon symbolizes —.
The oppress symbolizes —.
The dove symbolizes —.
The snail symbolizes —.

III. Draw one line under the dissyllables, and two lines under the trisyllables.—A still and quiet conscience is a peace above all earthly dignities.—He who keeps vile company, must be content if his virtues and affections are thought hypocrisy.

Oval Conjugation. Subjunctive of have

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wel to

ten as

hagran.

object

10

of the

Lesson XIV.—Orthographical Marks.

58. Accent is a distinguishing stress on some particular

syllable of every word of two or more syllables.

54. The Acute Accent (') is used to mark the syllable on which the stress is laid; as, e-qual, c-qual-i-ty; char-ac-ter, char-ac-ter-is'-tic.

55. Polysyllables have generally two accents, a primary and a secondary accent. Thus, in as-pi-ra'-tion, the primary accent is on ra, and the secondary on as. In English words, the primary accent is usually on the second or third syllable from the end; as, an-te-ce'-dent, at-tor'-ney, no-bil'-i-ty, a-mal'-ga-mate.

56. The Hyphen (-) is the mark used to join the parts of many compound words; as, self-love, wagon-load, red-hot.

57. The Apostrophe (') is the mark usually denoting the omission of some letters of a word; as, bo't, for bought; e'er, for ever; thro', for through,

58. The Diæresis(") is the mark placed over one of two contiguous vowels, to show that they are not a diphthong; as, reënter, coöperate, aërial, Arsinoë.

I. Accent.—Divide the word into syllables, and mark the syllable on which the accent falls.

1. Nour'-ish-ment. 2. Cir-cum'-fer-ence. 3. Mis'-er-g-ble. Refreshment. Intelligent. Aristocratio. Pumpkin. Catholic. Accommodate. Cauliflower. Patriotic. Designation. Unreasonable. National. Orthography. Conservative. Imprudent. Literature. Distinguish. Benevolent. Etymology.

II. Sentences to be completed.—Tell in what the persons live, and how the animals collect.

Log-cabins, monasteries, ranches, tents, wigwams.
 Asylum, hut, lodge, mansion, palace, presbytery.
 Armies, beds, herds, packs, troops.
 Colonies, coveys, flights, flocks, herds. shoals.

1. Soldiers live in barracks. Indians live in -Arabs live in -Herdsmen live in -Backwoodsmen live in --Religious live in –

2. The priest lives in a -The king lives in a -The nobleman lives in a -The porter lives in a — The poor man lives in a -The insane live in an –

3. Bees collect in swarms. Cattle collect in -Wolves collect in -Locusts collect in -Oysters collect in -Moose collect in .

4. Fishes collect in -Ants collect in -Quails collect in -Sheep collect in -Buffaloes collect in -Partridges collect in -

III. Supply the letters replaced by the apostrophe.—Tho', 'tis, mong, I'll, o'er, conq'ring, 'neath, e'er, didn't, ne'er, that's.

Oral Conjugation.—Indigative present and nast of leve.

LESSON XV.

Literary Selection for Explanation and Study.

THE BROOK.

I come from haunts of coot and hern
I make a sudden sally,
And sparkle out among the fern,
To bicker down a valley.

By thirty hills I hurry down, Or slip between the ridges, By twenty thorps, a little town, And half a hundred bridges.

I chatter over stony ways,
In little sharps and trebles;
I hubble into eddying bays,
I babble on the pebbles.

I chatter, chatter as I flow
To join the brimming river;
For men may come and men may go,
But I go on for ever.

I wind about and in and out, With here a blossom sailing, And here and there a lusty trout And here and there a grayling,

And here and there a foamy flake Upon me, as I travel, With many a silvery water-break, Above the golden gravel,

I murmur under moon and stars
In brambly wildernesses;
I linger by my shingly bars;
I loiter round my cresses.

And out again I curve and flow
To join the brimming river;
For men may come and men may go,
But I go on forever.

--Alfred Tennyson (1809-).

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syllable r'-ac-ter,

is on ra, coent is ce'-dent,

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Tho', 'tis,

Oral Statement-Sketch

Literary Analysis.

1. PERSONAGES. What is represented as the speaker in this selec-

TIME AND PLACE. When and where is the brook represented as speaking?

- 1. Where does the brook rise, and whither does it go?
- 2. What is the brook represented as saving in the second stanza?
- WORDS AND ACTIONS.
- 3. Of what does the brook speak in the third and fourth stanzas?
- 4. Of what does the brook speak from the fifth stanza to the end?
- 8. RESULT.

After all the windings, eddyings, bubblings, etc., of the brook, what does it finally reach?

MUBAL.

What practical lesson may be learned from the brook 3

II.

2

Ouestions.

- 1. What is a haunt ?
- 2. What is meant by haunts in the first line?
- 8. What is the coot?
- 4. What is the hern !-- (This word is more commonly written heron.)
- 5. What is a sudden sally ?6. What is the meaning of the third line?
- 7. What is fern?
- 8. What does bicker mean?
- 9. What does the sound of the word bicker suggest?
- 10. What is a valley ?
- 11. What is a hill?
- 12. What is the meaning of ridge as used here?
- 13. What are thorps?
- 14. What do the sounds of the words: chatter, sharps and trebles, bubble, babble, suggest?
- 15. What does the third stanza describe?
- 16. What is meant by brimming?
- 17. Why is the brook represented as gay and chattering?
 18. What is the meaning of lusty (19th line)?
 19. What is a trout?

- 20. What kind of fish is a grayling?
- 21. From what is foamy (21st line) derived?
- 22. What is meant by water-break (28rd line)?

Questions.

28. Why is silvery used to modify water-break!

24. What is the meaning of murmur in the 25th line?
25. What is a wilderness?
26. What is meant by shingly bars?
27. What is the meaning of "I loiter round my cresses?"
28. Who is the author of these verses?

29. Point out the words of two syllables in the first stanza.

30. Point out a word containing a proper diphthong in the 4th line. 31. Name the words that contain short vowels in the fifth line.

82. Mention a word containing a diphthong in the 9th line.

38. Make a list of the dissyllables in the 5th stanza, separate the syllables by means of the hyphen, and mark the accented syllable.

84. Name the words containing e mute in the 21st line.

- 35. Point out the words containing proper diphthongs in the 7th
- 86. What letter has a sound equivalent to at in again (29th line)?
- 87. Make out a list of the words containing improper diphthongs in the last stanza.

88. Name the words containing silent consonants in the 8th line.

39. In the fourth stanza, find a word containing g hard.

40. From the 25th line to the 30th, find the words containing s sounding like z.

41. Make out a list of the plural nouns in the selection.

Exercise.—Write a sketch of the Brook, without referring to the book.

Phraseology and Composition.

I.—Construct sentences, each of which shall contain one of the following words and its opposite: Proud, deliberate, begun, yield, bitter.

II.—Put the words in Italics after the word to which they refer

- 1. Of the Sacred Heart study to be the true friend.
- 2. Of youth truth is the brightest ornament. 3. Of doing a good action lose no opportunity.
- 4. Of the trappings of folly affectation is a part.

5. Of evil-doers be not the companion.

- 6. Of your immortal soul consider the value.
- 7. Of the spouse of Christ despise not the teachings.

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Phraseology and Composition.

/IIState why	the	action	indicated	is	done.
--------------	-----	--------	-----------	----	-------

- 1. We clean our teeth.....
- 2. We drain soil
- 3. We ventilate rooms.....
- 4. We boil meat
- 5. We exercise our muscles
- 6. We exercise our mind.....

The ass —— loudly.

Exercise on Homophonous Words.

IV. -1. Boy. 2. Brays. 3. Bred. 4. Broach. Bread. Buov. Braze. Brooch. Brake. Breach. Brews. Brows. Break. Breech. Bruise. Browse.

Where the dash occurs, insert a suitable word taken from the above list.

- The negro boy has fastened his wherry to the buoy near the point.
 The robber thought to —— the child's neck by throwing it into the ——.
- Dashing through the —, he broke the of his gun on the head of an ugly Russian.
 Did the smith the instrument?
- 3. That ill boy snatched the piece of from the little girl's hand.
 - The man that our beer received a severe —.
- 4. How shall I the sad news to my mother that her valuable has been stolen.
 - The farmer bent his —— in anger, because strange cows were permitted to —— in his fields.

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V.—Write a composition about THE MASON.



ORTHOEPY.

Orthoëpy treats of various sounds of the language, and the proper pronunciation of words.

N. B.-These particulars on Orthody are given for reference, and as an appendix to the lessons on the sounds of letters. The study of these principles need not be required of beginners. See Introduction to Teacher's Edition.

A has four distinct sounds properly its own :-

I. A long, or open; as heard in bane, lace, obligation. 2. A short, or close; as heard in bat, valley, tenacity.

3. A middle, or Italian; as heard in bar, father, diploma. 4. A broad, or Dutch; as heard in ball, swarm, waterfall.

A before r has sometimes a peculiarly long sound; as in pare, care, share.

A ir an unaccented syllable is often obscure; as in mental, beggar. workable: but generally it has its long sound slightly uttered; as in regulate, nightingale.

Note.—The vowels, when obscure, have nearly all the same sound; compare them in village, college, actor, famous, martyr.

A before f, s, n, followed by another consonant, has the sound of middle a slightly shortened; as in staff, graft, pass, last, ask, grasp, chance, chant.

A in many words has the sound of short o; as in what, quality, wad, wadding, chap, wander, swallow, &c. It has the sound of short e in any, many.

DIPHTHONGS BEGINNING WITH A.

Aa when pronounced in one syllable takes the sound of short a:

as in Isaac, Balaam, Canaan.

Æ generally has the sound of long e; as in Æolian, minutia, Casar: it is sometimes equivalent to short e; as in diæresis, aphæresis, phænomenon, et cætera. In many words, the a of this diphthong is generally rejected; as in enigma, phenomenon.

Ai generally has the sound of long a; as in pail, pain, sail, vain: it has the short sound of e in said, saith, again, against: that of

short a in plaid, raillery: that of long i in aisle.

At in a final unaccented syllable has usually the sound of short i: as in mountain, fountain, curtain, villain.

Au generally has the sound of broad a; as in haul, caught, applause. Au before n followed by another consonant, has the sound of middle a slightly shortened; as in aunt, craunch, flaunt, jaundice, laundry: also in laugh and its derivatives.

Au in a few words from the French, has the sound of long o; as in hautboy, Esquimau. Gauge and gauger are pronounced gage and

gager.

Broach. Brooch. Brows. Browse.

ve list. the point.

ing it into

run on the

little girl's

r valuable

cows were

Aw has the sound of broad a; as in bawl, draw, drawl.

The word ay, meaning yes, is the only proper diphthong beginning with a; it combines the middle sound of a with the open sound of e.

Ay, an improper diphthong, has generally the sound of long a; as in pay, hay, day, delay. It has the sound of short e in says, sayst; and in Sunday, Monday, it is sounded as if written Sundy, Mundy.

TRIPHTHONGS BEGINNING WITH A

Awe is pronounced as broad a.

Aye, meaning always, is pronounced as long a.

B.

B has but one sound as heard in by, rob, bibber.

B preceded by m or followed by t in the same syllable, is silent; as in limb, comb, dunb; debt, doubt: except in succumb, rhomb.

C.

C is hard like k, before a, o, u, l, r, t, or when it ends a word; as in call, cot, cut, cliff, crown, edict, zinc, traffic.

C is soft like s, before e, i, or y; as in cell, face, city, mercy: ex-

cept in sceptic, scirrhus.

C when it ends a syllable, is hard; as in picture, fluccid, crocodile: except when it ends an accented syllable and is tollowed immediately by e or i; as in acid, docile, sagacity.

C has the sound of z in sice, discern, suffice, sacrifice, and their deriv-

atives.

C before ea, ia, ie, io, eou, when the accent precedes, has the sound of sh; as in ocean, social, species, tenacious, farinaceous.

C is silent in czar, czarina, victuals, indict, muscle, corpuscle, arbuscle, and when it follows s in the same syllable; as in scent, scepter, scissors.

Ch is generally sounded like tch; as in church, child, richer, speech. Ch in words derived from the ancient languages, sounds k; as in epoch, chorus, distich, chaos, echo: except in chart, charity, cherub, and their derivatives.

Ch' in words derived from the French, has the sound of sh; as in

chaise, machine, marchioness.

Ch is silent in schism, yacht, drachm.

Arch before a vowel is pronounced ark; as in archangel, architect,

archipelago, archaism; except in archer, archery, archenemy.

Arch before a consonant is pronounced artch; as in archhishop, archduke, archfiend.

C).

D in the termination ed preserves its own sound when preceded by t, the sound of a vowel or that of a flat consonant; as in repented, renewed, loved. When proceded by a sharp consonant other than t, it sounds t; as in faced, stuffed, cracked, tripped, distressed, mixed; pronounced faste, stuft, cract, tript, distrest, mixt.

D in a few words has the sound of j; as in soldier, pronounced

soljer

3 silent in Wednesday, handkerchief.

E.

E has two sounds properly its own :-

1. E long, or open; as heard in Eve, mete, legal.

2. E short, or close; as heard in end, met, strength, attentive.

E short before r has sometimes a peculiar ringing sound called the obtuse-short; as in herd, merchant.

Note.—The vowels e, i, o, u, and y, short before r, have a sound like u in urge; compare them in her, fir, nor, fur, myrrh.

E in several words has the sound of a long before r; as in there, where, parterre. Pretty is pronounced pritty.

E final is generally mute, and belongs to the syllable formed by the preceding vowel or diphthong; as in ice, cre, hope, care.

E final is sounded:

- 1. In the words be, he, me, we, she, in which it has its long sound; and in the article the, in which it is long before a vowel, and obscure before a consonant.
- 2. In Greek and Latin words; as in apostrophe, catastrophe, simile, extempore, epitome, synedoche, Penelope, Phoce, Pasiphaë, Cyaneë.
- 3. In the termination re preceded by a consonant, it has the sound cobscure e, and is heard before the r; as in acre, meagre, centre. The greater number of this class of words may be spelled as they are pronounced; thus, center, scepter, fiber.

E mute after a single consonant, or after st or th, generally preserves the long sound to the preceding yowel; as in cane, mete, fine, cone, cube, paste, clothe: except in a few monosyllables; as, bade, were, gone, done, give, live, love; and in unaccented syllables; as, genuine, hostile, juvenile, justice, maritime, doctrine, granite.

E mute after c or g, shows that the consonant is to have its soft

sound; as pace, nice, voice, page, huge, oblige.

E in the termination ed of preterits and participles, is generally silent; as in loved, aimed, praised; pronounced lov'd, aim'd, prais'd.

Ed is distinctly sounded:-

I. When preceded by t or d; as in lifted, contented, added, amended.

 In adverbs in ly and nouns in ness formed from words ending in ed; as in assuredly, confusedly, composedness, contentedness.

3. In the participial adjectives beloved, blessed, cursed, learned,

winged.

4. In adjectives that are not participles as well; as, crabbed, crooked, dogged, naked, ragged, wicked, wretched.

E in the unaccented final syllable el has an obscure sound; as in fannel, chapel, ressel. It is silent in drivel, grovel, hazel, mangel, mantel, mussel, ravel, rivel, shekel, shovel, shrivel, snivel, weasel.

E is silent in most words ending in en unaccented; as in harden, heaven, often, even; pronounced hard'n, heav'n, of'n, ev'n. Its obscure sound is heard in acumen, aspen, bitumen, catechumen, chicken, Eden, heathen, hyphen, kitchen, latten, legumen, lichen, linen, marten, mitten, omen, patten, platen, pollen, regimen, siren. sloven. svecimen, sudden, woolen, women.

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ga; as

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cy: excocodile: ediately

r deriye sound

rbuscle, scissors. speech.

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DIPHTHONGS BEGINNING WITH A.

There are no proper diphthongs or triphthongs beginning with e. Ea generally sounds like long e; as in beat, hear, fear, pea.

Ea in many words has the sound of short e; as in dead, earl, It sounds long a in bear, break, great, pear, steak, swear, tear, wear, and their derivatives; like middle a in heart, hearth, hearken.

Ea unaccented is obscure; as in ocean, pageant, vengeance.

Ee has the sound of long e; as in eel, feed, sheep, sleep: except in heen. breeches, in which it has the sound of short i; and in the contractions

e'er and ne'er, pronounced air and nair.

Ei generally sounds like long a; as in eight, freight neighbor. It has the sound of long e in ceil, conceit, conceive, deceit, deceive, inveigle, leisure, perceive, receipt, receive, seize, seignor, seine; commonly also in either, neither.

Ei has the sound of long i in height, sleight; of short e in heifer and

nonpareil.

Ei in an unaccented syllable has the obscure sound of i; as in foreign, foreigner, forfeit, sovereign.

Eo is pronounced long o in yeoman; long e in people; short e in

feoff, jeopard, jeopardy, leopard.

Lo unaccented has the sound of short u; as in bludgeon, dungeon, gudgeon, luncheon, pigeon, puncheon, surgeon, sturgeon.

Eu and Ew have generally the sound of long u; as in feud, neuter, neutral, dew, few, Jew. These diphthongs, when initial, sound like yu; as in euphony, Europe, ewer.

Eu and Ew after r or rh have the sound of middle o; as in rheum.

rheumatism, crew, shrewd.

Ew sounds long o in sew, shew.

Ey accented has the long sound of a; as in prey, they, survey, convey: except key and ley, pronounced kee and lee.

Eu unaccented has a slight sound of long e; as in valley, galley, money.

TRIPHTHONGS BEGINNING WITH

Eau sounds like long o; as in beau, bureau, flambeau, portmanteau: except in beauty and its derivatives, in which it sounds long u.

Eou forms a triphthong after c or g, and is sounded like short u: as in herbaceous, cetaceous, gorgeous, courageous. After any other consonant, the vowels are heard in different syllables, except in righteous.

Ewe has the sound of yu. Eye is pronounced i.

F is never silent, and has one unvaried sound; as in fame, staff: except in the simple word of, pronounced ov.

G before a, o, u, l, r, or at the end of a word, is hard; as in gate. gold, gun, glad, grain, keg, log.

G before e, i, or y, is soft like j; as in gem, rage, engine, gypsy. "xcept-1. In gear, geck, geese, get, gewgaw, tiger, anger, eager, auger, r. linger, gibber, gibberish, gibbous, gibcat, giddy, gift, gig,

gimlet, gimp, gird, girl, gizzard, begin, give, and their derivatives.

1. When a syllable beginning with e, i, or y is added to a word ending in g, even when g is doubled; as, long, longer; young, younger; drug, druggist; fog, foggy.

G is silent before m or a in the same syllable; as in phlegm, para-

digm, gnash, ensign.

Gh at the beginning of a word has the sound of g hard; as in ghost, ghastly, ghoul. Also in the termination burgh.

Gh in other situations is generally silent; as in high, although,

night, bought, neighbor.

Gh final sometimes sounds f; as in laugh, cough, tough, rough, Also in the word draught. In hough, lough, slough (the skin of a serpent), it sounds like k; in hiccough, like p.

H.

H initial is silent in heir, herb, honest, honor, hour, and their derivatives; it may be sounded or suppressed in hospital, hostler, humble, umor, and their derivatives.

H is always silent after r; as in rhyme, catarrh.

H final immediately following a vowel, is also silent; as in ah, oh, irrah, Messiah.

1

I has two sounds properly its own :-

1. The long, or open; as heard in time, child, confine, reconcile.

2. The short, or close; as heard in tin, ill, mirror, tribute.

I is very frequently obscure, especially at the end of an unaccented syllable; as in divest, diversity.

I in a number of words, derived mostly from the French or Italian, has the long sound of e; as in magazine, ravine, tambourine, invalid.

I accented followed by a vowel, has its long sound; and the vowels belong to separate syllables; as in lion, pious, violin, sobriety.

I unaccented followed by a vowel, is obscure; as in obedient, odious, retaliate.

DIPHTHONGS BEGINNING WITH I.

I and a in the terminations ial, ian, iant, iar, iard, are often sunk into one syllable and pronounced ya; as in filial, Christian, brilliant, familiar, billiard; pronounced filyal, Christyan, brillyant, etc.

Ie final has the sound of long i; as in die, tie, belie.

Ie medial is generally sounded long e; as in field, grief, belief. It sometimes sounds ye; as in alien, spaniel, collier. In friend, it has the sound of short e; and in sieve, that of short i.

Io in the termination ion after l or n, has the sound of yu; as in

million, battalion, onion, dominion.

Io in the terminations sion, tion, sounds short u; as in version, omission, nation, action: except when tion is preceded by s or x; as in question, mixtion, pronounced questyun, mixtyun.

Some authors call the combinations ia, ie, io, proper diphthongs when they are properties of the consonant, become a consonant, become a consonant w.

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ypsy. uger,

TRIPHTHONGS BEGINNING WITH I.

Leu is found in a few words derived from the French; as lies, adieu, purlieu: it has the sound of long u. Lieutenant is generally pronounced leftenant or levtenant,

Iew is found only in view, and its derivatives review and interview,

in which it has the long sound of u.

 I_2 o, and u in the termination ious combine to form a triphthong after c, g, l, t, or x; as in spacious, religious, rebellious, factious, anxious. After l, ious sounds as yus; after c, g, t, or x, as us; after the other consonants the letters are found in different syllables.

J.

J is never silent, and has the sound of dzh; as in joy, jewel.

K.

K has the same sound as c hard; it occurs where c would have its soft sound; as in keep, king, kitchen, smoky.

K is silent before n and after c; as in knee, know, knuckle, back,

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barrack, trafficker.

L

L is silent in many words, especially before a final consonant; as in salf, chalk, calm, could, would, should.

M

M before n, at the beginning of a word, is silent; as in mnemonics, Mnemom, Mnason. Accompt, accomptant, and comptroller are pronounced, and more commonly written account, accountant, controller.

N.

N has two sounds:-

I. The pure; as in man, not, entry, cannon.

2. The ringing sound of ng, before k, q, x, or c or g hard; as in

banker, banquet, larynx, concourse, congress.

N final after m is silent; as in hymn, solemn, condemn: but it is generally sounded in derivatives formed from those words by adding a termination beginning with a vowel; as in hymnic, hymning, solemnize, condemnatory.

O.

O has three sounds properly its own:

1. O long, or open; as heard in vote, old, depose, tobacco.
2. O short, or close; as heard in not, odd, resolve, laconic.

3. O middle, or slender; as heard in do, tomb, prove, remove.

O in many words has the sound of short u; as in son, come, done, nothing.

O before r in a monosyllable or in an accented syllable, when not followed by a vowel or another r, has generally the sound of broad a; as in lord, north former, orchard. In work, word, worm, worth, and some other work

O in bosom, wolf, woman, Wolsey, Wolverhampton, has the sound of

middle u. One and once are pronounced wun, wunce.

O in the termination on is often suppressed when preceded by c, ck, s, or t; as in bacon, reckon, treason, mutton; pronounced bak'n, rek'n, treas'n, mutt'n.

DIPHTHONGS BEGINNING WITH O.

Oa has the sound of long o; as in boat, loaf, coal: except in broad, abroad, groat, in which it sounds like broad a.

Oe final has the sound of long o; as in doe, foe, mistletoe: except in shoe, canoe, pronounced shoo, canoo. Does is pronounced duz.

E is very seldom found in English, the o being generally rejected.

It has usually the sound of long e; as in Antaci, asophagus.

Oi is generally a proper diphthong, uniting the sound of o short before r and that of short i; as in boil, soil, rejoice. The words in which oi does not form a proper diphthong are avoirdupois, connoisseur, shamois, choir, tortoise, pronounced avurdupoiz, konnissur, shammy, kwire, tortis.

Oo generally has the middle or slender sound of o; as in room, food.

Oo has the sound of middle u in the termination ook; as in book, brook, cook, crook, flook, look, rook, stook, took; also in foot, good, hood, stood, wood, wood. It has the sound of short u in blood, flood; and that of long o in door, floor.

Ou is generally a proper diphthong, uniting the sound of o short

before r and that of middle u; as in our, bound, sound, shout.

Ou as an improper diphthong has six sounds :-

1. That of short u; as in country, cousin, trouble, rough, young.

2. That of middle o; as in soup, group, tour, through, youth. 3. That of long o; as in court, course, source, four, shoulder.

4. That of broad a; as in bought, sought, thought, ought.

5. That of short o, in the words cough, trough, lough (lok): 6. That of middle u, in the words could, would, should.

Ow generally sounds like the proper diphthong ou; as in brown, how, trough, flower. In a number of words, it has the sound of long o; as in flow, bestow, growth, owner: in knowledge, the sound of short o.

Ou has always the diphthongal sound of oi; as in boy, toy, ouster.

TRIPHTHONGS BEGINNING WITH O.

Eu occurs only in manauvre, pronounced manoover, and often spelled maneuver.

Owe is pronounced like long o.

P initial is silent before n, s, or t; as in pneumatics, pneumonia, psalm.

psalter, ptisan, ptarmigan.

P is also silent in raspberry, receipt, sempstress, corps, and when it comes between m and t in the same syllable; as in exempt, tempt, prompt: but when preceded by m and followed by t, in the next syllable, it is generally sounded; as in redemption, temptation, sumptucus.

Ph generally sounds like f; as in phantom, philosophy, p. osphorus. In Stephen, and generally in nephew, it has the sound of v. Before th. the h after p is sometimes silent; as in diphthong, triphthong, naphtha: sometimes both the v and the h are silent; as in whthisical.

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Q is always followed by u, and the two letters, taken together, have the sound of kw; as in queen, quill, quart, conquest. The u in a few words from the French, is silent; as in liquor, etiquette, mosque, burlesque.

R.

R is never silent: it has two sounds:—

1. The rough; as in ream, roll, rose, merit, spirit: it has this sound when it is not preceded by a vowel; as in roam, dream, prompt: or when it comes between two vowels, the former of which is short; as in baron, florid, torrid.

2. The smooth; as in for, terse, surge, word.

8

S at the beginning of a word, or after any of the sharp consonants, is always sharp or hissing; as in see, smiths, steps, stocks.

S is also sharp in the terminations as, is, us, ss; as in gas, bias, this. tennis, genius, famous, less, express: except in as, has, was, whereas, is, his, and the plural of nouns ending in ea; as, seas, pleas.

Safter any of the flat consonants, and when it forms a syllable with c before it, is generally flat like z; as in beds, bags, hens, paces, boxes, pages, Aristides.

Stakes the sound of sh, in words ending in sion and sure preceded by a consonant; as in diversion, session, mission, censure, pressure, insure.

S has the sound of zh, in the terminations sion and sure preceded by a vowel; as in invasion, cohesion, explosion, measure, enclosure, leisure. Also in several words ending with sier; as, crosier, osier, brasier.

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S is silent in isle, island, aisle, demesne, puisne, viscount.

T.

T before ia, ie, io, and immediately following an accented syllable not ending in s, has the sound of sh; as in partial, patient, nation.

T is silent in the terminations ten and the after s; as in fasten, listen, whistle, castle. Also in chestnut, Christmas, often, soften, mortgage, depot.

Th has two sounds:-

1. The sharp; as in thigh, earth, author, athlete.
2. The flat; as in with, mother, breathe, thither.

Th initial is sharp; as in thin, thank, thorn: except in the, this, that, these, those, thou, thy, thine, thee, they, their, theirs, them, there, then, thence, thither, though, thus, and their compounds.

Th final is generally sharp; as in death, breath, south: except in beneath, booth, with, the verbs mouth, bequeath, smooth; those formed by adding a final e mute; as, cluthe, bathe.

Th between two vowels is generally flat in words purely English; as in leather, gather, neither, whither: but sharp in words from the learned languages; as in method, atheist, ether.

Th is flat in the plurals baths, cloths, laths, moths, mouths, oaths, paths, and wreaths, although in the singulars it is sharp.

The has the sound of t, in asthma, isthmus, phthisic, Thames, Thomas, thyme, and their compounds.

U.

U has three sounds properly its own:-

U long, or open; as heard in tube, pure, unit, cubic.
 U short, or close; as heard in tub, study, hurry, justice.

3, U middle; as heard in hull, push, bush, artful.

U forming a syllable by itself is equivalent to you; as in union, educate, reunite.

U when it precedes another vowel in the same syllable, is generally

equivalent to w; as in quarter, aqueduct.

U, and the diphthongs ue and ui, after r or rh, have the sound of middle o; as in rude, rhubarb, rue, fruit, pronounced rood, roobarb, roo, froot.

U in a few words sounds short i; as in minute, lettuce, pronounced

minit, lettis. Bury and busy are pronounced berry, bizzy.

DIPHTHONGS BEGINNING WITH U.

Ua when both letters are pronounced, has the sound of wa; as in equal, persuade, language, assuage.

Ua has sometimes the sound of middle a; as in guard, guardian,

In victuals and its derivatives, both letters are silent.

We when both letters are pronounced, has the sound of we in wet; as in quell, query, conquest, In some words, we has the sound of short e; as in guess, guest.

Ue final has the sound of long u or yu; as in due, hue, pursue, value, virtue: except in the terminations gue, que, in which it is silent; as

in league, fatigue, tongue, catalogue, antique, oblique.

Ut has generally the sound of wi; as in quiet, anguish, vanquish, languid. In some words, the u is silent; as in guide, guile, build, guinea: in others, the i is silent; as in juice, suit, pursuit.

Uo, which occurs but in a few words, is now generally pronounced

wo; as in quote, quotient, quoth.

Uy has generally the sound of we somewhat obscure; as in colloquy, obloquy. In buy, it sounds as long i; and in plaguy, as obscure e.

The combinations ua, ue, ui, uo, and uy, in which u sounds w, are

generally called proper diphthongs.

TRIPHTHONGS BEGINNING WITH U.

Uai is sounded like way; as in quail, quaint, guai-a-cum.

Uaw is sounded like wa in water; as in squaw.

Uay has the sound of way; as in Paraguay: except quay, pro-

nounced like key.

Uea and uee are sounded wee; as in queasy, queer, squeal, squeese.
Uoi and uoy are sounded woi; as in quoit, quoin, buoy, buoyancy.
The combinations uoi and uoy in those words, are regarded by those who call the u a vowel, as the only proper triphthongs in the language.

V.

V is never silent, and has but one sound; as in love, vote, vulture.

W.

W is a consonant when sounded before a vowel in the same syllable; as in wine, twine, inward, Ottawa.

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Thomas,

W before h is pronounced as if it followed the h; as in when, while, whip, pronounced hwen, hwile, hwip. In who, whole, whoop, and their derivatives, the w is silent.

W is always silent before r; as in write, wring, wrath. Also in

answer, sword, toward, two.

W is never used alone as a vowel. In diphthongs, when heard, it has the sound of u; as in brow, few.

X has two sounds:-

I. The sharp, like ks; as in ox, tax, box, expect. 2. The flat, like gz; as in example, exert, exhibit.

X is sharp when it ends an accented syllable; as in exit, excellence. execute: or when it precedes an accented syllable beginning with a consonant; as in expound, expunge, excuse.

X is generally flat, like gz, when the syllable which immediately follows it begins with an accented vowel or h; as in auxiliary, exert, exalt, exhort, exhaust.

X sounds ksh in some words, when the accent immediately precedes

it; as in fluxion, complexion, luxury, anxious.

X initial has the sound of z; as in xebec, xylography, Xavier, Xerxes.

Y is a consonant when sounded before a vowel heard in the same syllable; as in yard, youth, yawn, beyond.

Y as a vowel has the same sounds as i under similar circum-

stances :-

1. The long; as in rye, style, thyme, cycle.

2. The short; as in nymph, lyrical, abyss, symptom. Y final preceded by a consonant is generally pronounced like long e feebly uttered; as in mercy, policy, lately, colony.—Except:—

1. In the monosyllables by, cry, dry, fly, fry, ply, sty, try, wry,

and their compounds.

2. In verbs ending in fy; as fortify, testify, magnify, glorify.

3. In the words ally, occupy, multiply, prophesy.

Z generally has the same sound as s flat; as in breeze, zenith, frozen. Z before the terminations ier and ure, has the sound of zh; as in brazier, glazier, grazier, azure, razure, seizure.



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ETYMOLOGY.

59. Etymology treats of words, their various modifications, and their derivation.

PARTS OF SPEECH.

- 60. Words, in English, are divided into ten classes, called the Parts of Speech; namely, the Noun, the Article, the Adjective, the Pronoun, the Verb, the Participle, the Adverb, the Preposition, the Conjunction, and the Interjection.
- 61. A Noun is the name of any person, animal, place, or thing, that can be known or mentioned; as, James, horse, Toronto, school, water, soul, grammar.
- 62. An Article is the word the, a, or an used before nouns to limit their signification; as, the school, a man, an eye.
- 68. An Adjective is a word added to a noun or a pronoun, and generally expresses quality; as, a rosy apple; five diligent boys; unhappy me.
- 64. A Pronoun is a word used instead of a noun; as, "The boy loves his books; he has long lessons, and he learns them well."
- 65. A Verb is a word used to express action or being; as, "John writes a letter."—"God is."
- 66. A Participle is a word derived from a verb, participating the properties of a verb, and of an adjective or a noun; it is generally formed by adding ing, d, or ed to the verb; thus, from the verb love, three participles are formed: Imperfect, loving; Perfect, loved; Preperfect, having loved.
- 67. An Adverb is a word added to a verb, a participle, an adjective, or another adverb, to modify it; as, "The boys are almost all here working very industriously."
- 68. A Preposition is a word used to express some relation of different things or thoughts to each other, and is generally placed before a noun or a pronoun; as, "Josue governed after Moses, and introduced the Jewish people into the Promised Land."
- 69. A Conjunction is a word used to connect words or clauses in construction, and to show the dependence of the

terms so connected; as, "He is patient and happy because he is a good Christian."

70. An Interjection is a word uttered merely to indicate some strong or sudden emotion of the mind; as, Oh! Alas!

How to Distinguish the Parts of Speech.

- 1. A Noun is distinguished by adding it to the phrase, I mentioned; as, "I mentioned peace."—"I mentioned war."—"I mentioned fire."—"I mentioned justice."
- 2. An Article is easily distinguished; the words the, an, and a are the only articles.
- 8. An Adjective is distinguished by putting the word thing or things after it; as, A little thing; a precious thing; few things; fifty things.
- 4. A Pronoun is distinguished by observing that the nonn repeated makes the same sense. Thus, "The boy loves his books; he has long lessons, and he learns them well,"—means, "The boy loves the boy's books; the boy has long lessons, and the boy learns those lessons well."
- 5. A Verb is distinguished by observing that it will make sense when inflected with the pronouns; as, I write, thou writest, he writes; we write, etc.—I walk, thou walkst, etc.
- 6. A Participle is distinguished by placing it after to be or having; as, To be writing, having written.—To be walking, having walked.—To be studying, having studied.
- 7. An Adverb is distinguished by observing that it answers to the question When? Where? How much? or How? as, "He spoke fluently." How did he speak?—Fluently.
- 8. A Preposition is distinguished by observing that it will govern it or them after it; and that it is not a verb or a participle; as, Above it; after it; around it; between them; among them; below them.
- 9. A Conjunction is distinguished by observing that it joins other words; as, John and James; John or James; not John but James; sweeter than honey.
- 10. An Interjection is usually distinguished by the exclamation mark (!); as, Lo! hark! hush! oh! mum!

In the following passage, all the parts of speech are exemplified. Let the Teacher require the pupils to distinguish them.

(The Teacher might also take from the Elementary Course, the sentence exemplifying the parts of speech.—Teacher's Ed., p. 149.)

The power of speech is a faculty peculiar to man; a faculty bestowed on him by his beneficent Creator, for the greatest and most excellent uses; but, alas! how often do we pervert it to the worst of purposes.

-LOWTH

CHAPTER I.—LESSON XVI.—The Sentence.

- 71. A Sentence is such an assemblage of words as makes complete sense; as, "God is love."
 - 72. The complete sense expressed in a sentence is call a proposition.
- 78. The Essential Parts of a sentence are the subject and the predicate; as, "I exist."
- 74. The Subject of a sentence is that of which it treats; as, "God is love."
- 75. The Predicate of a sentence is that which is said of the subject; as, "John walks."—" The fire burns."
- I. Name three things belonging to the animal, the vegetable, and the mineral kingdom.

Classification of Words.—State orally, or by initials, whether the words indicated belong to the animal. the vegetable, or the mineral kingdom.

1. Glass, 2. Bone, a. 3. Wool, 4. Rock. Nerves, Mule, Gold. Plaster. Vine. Bread, Violet. Board. Platina, Eilver. Steel. Earth. Wheat. Pine, Leather Rose.

II. Subjects.—Supply the subjects. / 5 4 Character, Creator, fables, fund, He, he, they, we.

FABLES.

could never have been so universally adopted by all nations, as see have, if there was not a vast of useful truths contained in them, and agreeably concealed under that plain and negligent disguise, in which their peculiar consists. The certainly designing to instruct mankind by the prospect of nature, has endowed the brute part of it with various instincts, inclinations, and properties, to serve as so many pictures in miniature to man, of the several duties incumbent upon him; and to point out to him the good or evil qualities — ought to acquire or avoid. Thus has — given us, for instance, a lively image of meekness and innocence in the lamb; of fidelity and friendship in the dog; and on the contrary, of violence, rapaciousness and cruelty in the wolf, the lion, and the tiger; and so of the other species of animals; and all this has designed, not only as instruction, but as a secret reproof to man if should be indifferent about those qualities in himself, which -- cannot forbear esteeming or detesting, even in the brutes themselves. ---Rollin (1661-1741).

III. Draw one line under the subject and two lines under the predicate.—Gold is precious.—Man is mortal.—Adam is the father of the human race.—The poor too often turn away unheard from hearts that shut against them with a sound that will be heard in Heaven.

Oral Conjugation. Indicative perfect and Pluperfect of leve.

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LESSON XVII.—Objects and Attributes.

- 76. Besides the subject and the predicate, sentences frequently contain objects or attributes. These four are denominated the Principal Parts.
- 77. The Object of a sentence is the person or thing on which the action of a transitive verb terminates; as, "Fire melts gold."—"The lightning struck an oak."
- 78. The Attribute of a sentence is an adjective, a participle, a noun, or a pronoun, modifying or completing the predicate of a sentence, and relating to the subject; as, "The sky is blue."—"The earth is revolving."—"The horse is an animal."—"It is he."
 - 79. The attribute means the same as the subject.
- I. Classification of Words.—Indicate orally, or by initials, whether the word designates the name of a person, an animal, or a thing.
- 2. Parsley, 7. 1. Land. 3. House, t. 4. Pruning-knife, t Camel, chancemGardener, Well, Hoe, becker Colonel, Caterpillar, Sprinkler, Tenant, Worm, were Dog, Window, Farmer. Workman, Fruit. General, Apartment, Plough, chan Proprietor, Powder, Servant. Mule, Cat, Corporal, Officer, Mole. Wagon, Bayonet,

II. Supply the subjects.

Air, body, demands, element, none, organ, this, tonic, we.

THE NEED OF AIR.

The _____ needs food, clothing, sunshine, bathing, and drink; but _____ of these wants is so pressing as that of air. The other _____ may be met by occasional supplies, but _____ must be furnished every moment or _____ die. Now, the vital _____ of the atmosphere is oxygen gas. _____ is a stimulating, life-giving principle. No _____ will so invigorate as a few full, deep breaths of cold, pure air. Every _____ will glow with the energy of a flery furnace. __J. D. Steele.

III. Draw one line under the object, and two lines under the attribute.—Louis and Edmund are good scholars.—Cessar conquered many nations.—Candor, sincerity, and truth are amiable qualities.—The rose is a fragrant flower.—The eagle has a strong, piercing eye.—Sloth enfeebles equally the bodily and the mental powers.—Emelia learns her lessons.—A cheerful temper is a great blessing.—Frontenac was a brave soldier.—It is the dawn of day that chases the old darkness, from our sky, and fills the land with liberty and light.—The proverb is true.

LESSON XVIII.—Classification of Sentences.

- 80. With regard to their meaning, sentences are divided into four classes; Declarative, Imperative, Interrogative, and Exclamatory.
- 81. A Declarative Sentence is a sentence by which an affirmation or a negation is expressed; as, "He writes his exercise."—"He does not write his exercise."
- 82. An Imperative Sentence is a sentence by which a command is expressed; as, "Write your exercise."
- 83. An Interrogative Sentence is a sentence by which a question is asked; as, "Does he write his exercise?"
- 84. An Exclamatory Sentence is a sentence by which an exclamation is made; as, "How he writes!"
- I. Classification of Words.—Indicate orally, or by initials, whether the word designates a good quality or a bad quality.
- 1. Wisdom, g. 2. Meekness, g. 3. Anger, 4. Wickedness, b. Giddiness. Science. Frankness, Disobedience, Envy, Jealousy, Amiability, Egotism, Stubbornness, Goodness, Charity, Strength, Deceit, Avarice. Hypocrisy, Honesty. Pride. Justice. Innocence, Dissipation. Courage, Probity, Prudence, Ignorance, Sloth, Calumny, Sanctity, Virtue.
- II. Blanks to be filled.—Where the dash occurs, supply a word that will complete the sense.

Air, blood, body, breath, lungs, matter, oxygen, water.

Action of Air in the Lungs.

In the delicate cells of the —, the air gives up its oxygen to the —, and receives in turn carbonic-acid gas and —, foul with waste —, which the — has picked up in its circulation through the —. The — thus purified and laden with inspiring —, goes bounding through the system, while the — we exhale carries off the impurities. In this process, the — changes from purple to red, while, if we examine our —, we can readily see what it has removed from the —..—J. D. Steele.

III. Indicate by an initial or an abbreviation, after each sentence, the class to which it belongs.—Vice brings misery.—Wisdom is more precious than gold.—Can wickedness bring happiness?—Have courage.—How charity is admired!—Avoid stubbornness.—Preserve your innocence, my dear children.—The lamb is an emblem of meekross.—Is jealousy a vice?—A great man is always willing to be little.

Oral Conjugation.—Potential present and past of leve.

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LESSON XIX.—The Simple Sentence.

- 85. Besides their classification as to meaning, sentences are also classified as to form. The simplest division as to form is the Simple Sentence.
- 86. A Simple Sentence is a sentence that contains but one proposition; as, "The wind blows."—"Let the wind blow."

 —"Does the wind blow?"—"How the wind blows!"

· In other words, a Simple Sentence is a sentence that contains but one subject and one predicate. It may also contain an attribute or an object.

I. Classification of Words.—State orally, or by initials, whether the word belongs to the saimal, the vegetable, or the mineral kingdom.

V. Kettle, Tinder, Teapot, Bkillet,	m.	2. Napkin, Tumbler, Goblet, Sauce,	v.	8. Tureen, Mutton, Gridiron, Sideboard,	m.	4. Cauliflower, Nut-cracker, Table-cloth, Saucepan,	v.
Basket,		Veal,		Cannister,		Sirloin,	
Onion,		Salt,		Griddle,		Oilcloth,	

II. Omissions to be supplied.—Where the dash occurs, insert a word that will complete the sense.

Candle, flame, gas, matter, moisture, odor, presence.
 Air, disease, health, life, place, smell.

TESTS OF THE BREATH.

- 1. Breathe into a jar, and in lowering into it a lighted —, the will be instantly extinguished, thus indicating the of carbonic-soid —. Breathe upon a mirror, and a film of will show the vapor. If the breath be confined in a bottle for a time, the animal will decompose, and give an offensive —.
- 2. Our breath is thin robbed of its vitality, and containing in its a gas which is as fatal to as it is to a flame, and effete matter, which at best is disagreable to —, injures the —, and may contain the germs of .—J. D STEELE
- III. Draw one line under the subject, and two lines under the predicate.—Point out the Simple Sentences.—Order is Heaven's first law.—The Athenians observed Solon's laws.—What is the hardest task in the world? To think.—England was conquered by the Normans in the eleventh century.—The sun rising, dispelled the mists.—The eyes of faith contemplate eternal truths.—A soldier's life is always perilous.—A good Christian never omits his morning and night prayers.—Things are saturated with the moral law. There is no escape from it. Violets and grass preach it; rain and snow, wind and tides, every change, every cause in Nature is nothing but a disguised missionary.—In Heaven, eternal happiness is enjoyed.

LESSON XX.

Literary Selection for Explanation and Study.

ESOP. AND XANTHUS.

One day his master designing to treat some of his friends, ordered Esop¹ to provide the best of everything he could find in the market. Esop bought nothing but tongue, which he desired the cook to serve up with different sauces. When dinner came, the first and second courses, the side dishes, and the removes were tongue. "Did I not order you," says Xanthus in a violent passion, "to buy the best victuals the market afforded?"-"And have I not obeyed your orders?" says Esop. "Is there anything better than a tongue? Is not the tongue the bond of civil society, the key of science, the organ of truth and reason? By means of the tongue, cities are built, governments estab had and administered: with it men instruct, persunde, and preside in assemblies: it is the instrument by 15 which we acquit curselves of the chief of all our duties, the praising and adoring of the gods."—"Well then," replied Xanthus, thinking to catch him, "go to market again tomorrow and buy me the worst of everything: the same company will dine with me, and I have a mind to diversify ny entertainment." Esop the next day provided nothing but the same dishes, telling his master that tongues were the very worst things in the world. "It is," says he, "the instrument of all strife and contention, the fomenter of lawsuits, and the source of divisions and wars; it is the organ 25 of error, of lies, calumny, and blasphemy."

Oral Statement-Sketch.....

Literary Analysis.

-Rollin (1661-1741).

1. Personages. Who are the personages of this selection?

Time and Place. When and where did the event take place?

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Literary Analysis.

- What orders did Xanthus give to Esop?
- 2. What did he buy each time?
- WORDS AND ACTIONS.
- 3. How did Esop prove that tongue is the best thing to be found?
- 4. How did he prove that tongue was the worst thing to be found?

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3. RESULT.

Could Xanthus blame Esop for his conduct?

MORAL

What does this narrative teach us?

Questions.

1. Does one here express a definite idea?

2. Use an equivalent for designing.

3. Who was Xanthus !- Esop !

4. Use an equivalent for provide.

5. What is a market?

6. What is the noun which expresses the action of buying?

7. Is purchase also used as a verb?

3. What is the opposite of bought?

9.

10. What is meant by sauces?

11. What is the meaning of removes as used in the 6th line?

12. In ordering Esop to bring what was best in the market, did Lan thus mean to buy but one article of food?

13. Use equivalents for violent.

14. What is meant by victuals?

15. What figure is contained in "market offered"?

16. What is meart by "the bond of civil society"?

17. Why does Esop call the tongue "the key of science"?

18. What name is given to men well versed in science?

19. What is the meaning of "the organ of truth and reason"?

20*What figures are contained in "bond of civil society"—"key of science"—"organ of truth and reason"?

21. Why is it said "cities are built by means of the tongue"?

22. How are "governments established and administered"?

23. What name is given to the person who presides over an assembly? 24. Why does Esop speak of "praising....the gods," and not of Gud?

25. What is the meaning of diversify?

26. What is meant by the "fomenter of lawsuits"?

27. What is the opposite of strife?

contention ? 28. 29. error \$

lies -80.

R1. What is calumny

Ouestions.

- 32. What is blasphemy ?
- 33.*Point out a figure in the 24th line.
- 34. Point out an interrogative sentence in the selection.

35. Point out an imperative sentence.

36. Are the words science, truth, concrete or abstract nouns?
37. Make out a list of the adjectives in the first sentence, and of the nouns in the last sentence.

Phraseology and Composition.

- I.—Give the meaning of the following proverbs:—
 - 1. An idle man tempts the devil.

2. A lie has no legs.

- 3. A liar is daring towards God, and a coward towards man.
- II. Say of what virtues the following persons may be taken as models: The Most Blessed Virgin, St. Joseph, Abraham, Isaac, St. Patrick, Ven. de La Salle, St. Vincent de Paul, St. Francis of Assisi, St. Stanislas Kostka, Job.
- III.—Construct sentences, each of which shall contain two of the following names: Brian Boru, Clontarf; O'Connell, Catholic Emancipation; Wolfe, Montcalm; Ireland, Rome.

Exercise on Homophonous Words.

- IV.-1. Bruit. 2. But. 3. Blote. 4. Brest. Brute. Butt. Bloat. Breast. Bridal. Burrow. Bolder. Brood. Brewed. Bridle. Borough. Boulder.
- Where the dash occurs, insert a suitable word taken from the above list.
 - 1. Do not believe the bruit that the man acted as a brute. The —— of chickens preferred to drink home-—— ale.
 - 2. I am fond of a joke, I would not suffer myself to be made the - of the company. Put the — on my horse that I may attend the — party.
 - 3. that ham, if you wish to keep it sound. John's eye began to — from the effect of the blow he received. There are many — in the new —
 - received a severe wound in the -4. The sailor from -"Be ----," cried the boy, as he sprang upon a huge -

V.—Write a composition about THE TONGUE.

God 1

CHAPTER II.-LESSON XXI.-Nouns.

87. A Noun is the name of any person, animal, place, or thing, that can be known or mentioned; as, James, horse, Toronto, school, water, soul, grammar.

^{QQ}. There are two general classes of nouns, the Common Noun and the Proper Noun.

89. A Common Noun is the name of a class of beings or things; as, boy, cow, country, mountain, book; boys, cows, countries, mountains, books."

90. A Proper Noun is the name of a particular individual, or people, or group; as, Adam, Canada, the St. Lawrence, the Americans, the Alleghanies.

91. The first letter of a proper noun should be a capital.

I. Common and Proper Nouns.—State orally, or by initials, whether the nouns are proper or common.

I. Sermon, c.	2. Vincent, p.	3. Cæsar, p.	4. Philosophy,c.
Burke,	Hospital,	Athens, $\bar{\phi}$	Aristotle, 🏖
Audience,	Montreal, P	Warrior,	Academy,
Hughes,	St. Louis, P	Greece, 10	Lecture,
Preacher,	Professor,	Legislator, C	Socrates,

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II. Sentences to be completed.—Where the dash occurs, insert a noun that will complete the sense.

Ages, admiration, bosoms, currents, ears, foam, food, lips, roar, scene. shores, time, view, waters.

LACHINE RAPIDS.

At length, they neared the Lachine Rapids, the — of whose restless waters had been for some — previous sounding in their —; and as the broad wreaths of —, the snow-covered rocks, with the black — boiling and chafing up between them, or eddying round in countless different — and whirlpools, burst upon their —, an involuntary exclamation of — escaped the colonel's —. The scene was indeed grand, sublime in the extreme; and the lonely wooded — of Caughnawaga opposite, the tiny islets with a solitary pine tree or two growing from their rocky —, and standing warre they had stood for —, calm, unmoved by the wild tempest of so fleroely ranging around them, gave fresh — to the thoughts, whilst they added increased grandeur to the —.—Mrs. Lagrance (1832—1879).

under each proper noun.—New York is the largest city in America.—London is the largest city in the world.—Pekin is the most populous city of Asia.—Tokio (formerly Yeddo) covers a larger surface than any other city in the world.—The Nile is the largest river in Africa.—The Mississippi is the largest river in the United States.—Quito is the capital of Ecuador.—Nova Scotia is noted for its coal mines and fisheries.—Aristotle and Socretes were great philosophers.

Oral Conjugation.—Subjunctive present of have, be, leve.

Analysis and Parsing.—Lexicology is the science of words.—Arithmetic is the science of numbers.

LESSON XXII.—Nouns.

- 92. A common name, when used to denote a particular object, becomes proper; as, the Park, the Gardens, the Terrace.
- 93. The common name of an animal or a thing often becomes proper by personification, that is, when the animal or thing is represented as capable of language and action; as, "The Fox addressed the Crow."—"The Oak addressed the Reed."—"Fair Peace her olive branch extends."
- 94. When a proper name is used to designate a class of beings or things, it is considered common; as, A Solomon; three Russians; a Turk; many an Alp; the Cicero of the age.
- I. Proper Nouns.—Indicate whether the proper nouns are the names of persons or places.
- p. 3. Chaucer, p. 2. Clay, p. 4. Maisonneuve, p. 1. Quebec. Yorktown, Webster, Napoleon, St. Francis, Manitoba. Liverpool, Blucher. Washington, Waterloo, Selkirk. Wallace, Edinburgh, Las Casas, Napier, Moscow, Hudson,
- II. Sentences to be completed.—Where the dash occurs, insert a noun that will complete the sense.

Battle, courage, court, death, feasts, kings, possession, Saxons, stories, table, time.

KING ARTHUR.—THE ROUND TABLE.

After Vortigern, there were two British — who, by their wisdom and —, prevented the Saxons from taking — of Britain for a —. The first was named Amelius Ambrosius, a Roman-Briton; and the second was great King Arthur, about whom so many wonderful — are told. It is said that he had twelve knights at his — who were so brave that he could never tell which was the bravest. To displease none he had a round — made for them, because he could not decide which deserved to sit at the head of the table at his —. King Arthur was never beaten in any —; and even when dead, the Britons firmly believed that he had only disappeared for a time, and that he would come back and help them to fight the —. King Arthur was buried at Glastonbury Abbey; and after his —, the Saxons gained — of all Britain.

III. Underline the proper nours.—Seventeen Saxon kings and three Danish kings reigned in England before the Norman Conquest.—William the Conquerer, William II., Henry I., and Stephen, were the kings of England of the Norman line. They reigned from A.D. 1066 to 1154.—The French were the first explorers and settlers of Canada. In 1534, Jacques Cartier entered the Gulf of St. Lawrence and penetrated into Chalcur Bay. He erected a cross on the Gaspé Peninsula, and took possession of the country in the name of Francis I., king of France.—In the ship of humanity, will is the rudder and sentiment the sails.—James has gone to the Park.

Oral Conjugation.—Subjunctive past of have, be, leve.

Analysis and Parsing.—Orthography treats of letters.—Spelling is the art
of expressing words by their proper letters.

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LESSON XXIII.—Particular Classes of Nouns.

95. A Compound Noun is a name formed of two or more words joined together; as, silversmith, spoonful, man-of-war, father-in-law.

96. The particular classes, collective, concrete, abstract, and participial nouns are usually included among common nouns.

97. A Collective Noun is a name that denotes a collection of many individuals; as, family, meeting, flock, swarm.

98. A Concrete Noun is the name of a thing that has real existence; as, sun, air, soul.

99. An Abstract Noun is the name of a quality, an action, or a state of being; as, goodness, pride; motion, growth, poverty, manhood.

100. A Participial Noun is a kind of abstract noun that retains the form of the participle; as, reading, triumphing.

I. Particular Classes of Nouns.—State to what particular class each noun belongs.

1. Hardness, a. 2. Pailful, cd. 3. Herd. col. 4. Sister-in-law. cd. Penmanship, A Body, Iniquity, Water, 🖰 . Bociety, e.s. Singing, Generosity, . Humility. A Goldsmith, Boul, C. Writing, J. Riding. Virtue, q. Glassful, id. Moon, & Congregation, U.

II. Sentences to be completed.—Where the dash occurs, insert a down that will complete the sense.

Armies, brothers, conquest, customs, England, emperor, Europe, France, government, king, kingdoms, man, nation, order, pieces, Spain, talents, stop.

Napoleon Bonaparte.

Young Napoleon soon made himself consul of —, and in the end was crowned —. He was a — of most extraordinary — and genius. He saw that the habits and — of the old — of France were broken to —; and he resolved to put a — to the confusion, and to create — again out of the chaos which had hitherto reigne!. He turned the bloodthirsty fury of the — to foreign —. He raised immense — and led them against the old monarchies of —. He overran Austria, Italy, and — and gave new kings to most of the — he attacked. Bernadotte, a French general, was made — of Sweden; one of Napoleon's — was made king of Spain, and another of Westphalia. Having thus disposed of the chief kingdoms of the Continent of ——, it was determined to conquer ——.

III. Underline the proper nouns.—Henry II., Richard I., John, Henry III., Edward II., Edward III., Edward III., and Richard II., were kings of England known as the Angevins or Plantagenets. They reigned from 1154 to 1399.—Nature, when she sends a new mind into the world, fills it beforehand with a desire for that which she wishes it to know and do. Let us wait and see what is this new creation, of what new organ the great spirit had need when it incarnated this new will. A new Adam in the garden, he is to name all the beasts in the field, all the gods in the sky.

Oral Conjugation,-Imperative of have, be, love.

Analysis and Parsing. Astronomers cannot count all the stars.—Exhibi-

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LESSON XXIV.—Modifications of Nouns.—Persons.

101. Nouns have modifications of four kinds: Persons, Numbers, Genders, and Cases.

102. Persons, in Grammar, are modifications that distinguish the speaker or writer, the person or thing addressed, and the person or thing spoken of.

103. There are three persons; the First, the Second, and

the Third.

104. The First Person denotes the speaker or writer; as, "I, Paul, said this."

105. The Second Person denotes the person or thing

addressed; as, "William, shut the door."

106. The Third Person denotes the person or thing spoken of; as, "George is going to school."

I. Proper Nouns.—Tell whether the proper noun is the name of a person, a place, or a group.

1. Azores, g., pl. 2. Venice, pl. 3. Curran, p. 4. Hindoostan, pl. Cortereal, Cambodia, Roderic, Virgil, Borgia, Reeks, Reeks, Dublin, P. 4. Hindoostan, pl. Vasco de Gama, Canaries, Giant's Cause-Julian, Dublin, P. 4. Hindoostan, pl. Vasco de Gama, Canaries, Giant's Cause-Julian, P. 4. Hindoostan, pl. Vasco de Gama, Canaries, Giant's Cause-Julian, P. 4. Hindoostan, pl. Vasco de Gama, Canaries, Giant's Cause-Julian, P. 4. Hindoostan, pl. Vasco de Gama, Canaries, P. 4. Hindoostan, pl. Vasco de Gama, P. 4. Hindoostan, pl. Va

II. Sentences to be completed.—Where the dash occurs, insert a noun that will complete the sense.

Arrows, distress, folks, forest, friends, games, law. life, names, people, reign, yards.

ROBIN HOOD.

III. Write (1) after the nouns of the first person, (2) after those of the second, and (3) after those of the third person.—I, Paul an apostle, commend this to all good men.—Father, where art thou going without thy deacon?—Come gentle Spring.—We tell our charities, not because we wish to be praised for them, not because we think they have great merit, but for our justification. It is a capital blunder; as we discover when another man recites his charities.

Oral Conjugation.—Infinitive of have, be, leve.

Analysis and Parsing.—Evil communications corrupt good manners.—
Perseverance overcomes obstacles.

LESSON XXV.

Literary Selection for Explanation and Study.

THE MORNING LARK.

Feathered lyric, warbling high, Sweetly gaining on the sky, Op'ning with thy matin lay— Nature's hymn—the eye of day, Teach my soul, on early wing, Thus to soar and thus to sing.

While the bloom of orient light
Gilds thee in thy tuneful flight,
May the Dayspring from on high,
Seen by Faith's religious eye,
Cheer me with His vital ray,
Promise of eternal day!

—Thomson (1700—1748).

Oral Statement-Sketch......

Literary Analysis.

1. Personages. What is the subject of this selection?

TIME AND PLACE. { When and where must the sight of the lark have inspired the poet to write these lines?

- 2. Words and Actions.
- (1. What is the lark said to be doing?
- 2. What does the poet say the lark sings?
- 3. RESULT. What result does the poet reach from his reflections on the soaring of the lark?

MORAL. What lines convey the moral of this selection?

Questions.

What is the lark called in the first line?
 What suggests this name?

8. Why this name?

4.*Is lyric, in general use, a noun?

5. What is warbling?

6. Express "gaining on the sky" differently. 7. Why is the apostrophe used in op'ning?
8. Why is e left out?

9. What does matin mean?

10. What is a lay?

11. What other name does the poet give to "matin lay"?

12. What does the poet say the lark opens with its "matin lay"?

18. When does the "eye of day" commence to open?

14. What, then, is the "eye of day"?

15.*What is the name of this figure?

16. Express the meaning of the last two lines of the first stanza in plain language.

17. What is the orient?

18. What is the "bloom of orient light"? 19. Express the 8th line in plainer language.

20. What is meant by Dayspring?

21. Why does Faith's commence with a capital?

22. What is meant by "vital ray"?

23. What is the meaning of eternal as used here?

24. What is the plural of sky?

day?

26. Why does His (11th line) begin with a capital?

27. Make a list of the adjectives in the first stanza, and of the nouns in the second.

Exercise.—Paraphrase the Morning Lark.

Phraseology and Composition.

- I.—Make sentences containing historical facts about one of the following persons: Robert Bruce, George Washington, Isaac Brock, Jacques Cartier.
- II.—Put the subject before the verb and the attribute after.

1. An abomination to the Lord are lying lips.

2. Void in its own nature is a promise against law or duty.

3. The best sign of repentance is amendment.

- 4. The most unquiet companion is an evil conscience.
- 5. A magnet that attracts all men is civility. 6. A leaf in your history is every day of your life.

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Phraseology and Composition.

III.—Give the reason why the following things are done:-

1. We masticate our food

2. We put wooden or ivory handles on metal tea-pots.....

8. We manure land

4. We sow different crops in rotation

5. We filter water

Exercise on Homophonous Words.

2. Call. IV.-1. Cash. 8. Cask. 4. Cast. Cache. Caul. Casque. Casto. Calendar. Capital. Carat. Caster. Calender. Capitol. Carrot. Castor.

Where the dash occurs, insert a suitable word taken from the above list.

- Place the balance of your cash in a cache.
 Remarkable events are entered in the ——.
 Linen manufacturers use a ——.
- Margaret that she may buy a —— for her sister.
 Ottawa is the —— of Canada.
 The —— at Washington is a splendid edifice.
- 8. The soldier filled his —— from a —— of wine. The gold is ten —— fine

 He ate a large ——.
- 4. John a stone into the water.

 There are no distinctions of in this country.

 Look at the constructing his dam.

 You should have a pepper —.

V.—Write a composition about Snow.



LESSON XXVI.—Numbers of Nouns.

107. Numbers, in grammar, are modifications that distinguish unity and plurality.

108. There are two numbers, the singular and the plural,

109. The Singular Number denotes but one; as, pen, fox. 110. The Plural Number denotes more than one; as, pens, foxes.

111. The plural of nouns is regularly formed by adding a

to the singular; as, house, houses; book, books.

112. Nouns ending in ch soft, o preceded by a consonant, s, sh, w, or z, form their plural by adding es to the singular; as, match, matches; tomato, tomatoes; cross, crosses; brush, brushes; box, boxes; waltz, waltzes.

I. Plural of Nouns,-Write or spell the nouns of this section in the plural number. 2. Miss. Misses. 1. Palace, Palaces. 8. Proprietor, Proprietors. Coach. -Castle. . Mansion. Peach, -Virago, Portico. Embryo, Sex, Juntow -Quiz. Punctilio. Tyro. II. Omissions to be supplied.—Where the dash occurs, insert a

suitable noun.

Bench, companions, father, Henry, history, judge, king, law, man, masks, money, people, prince, prisoner, sense, station, taverus, time.

Madcap Harry.

5 Madcap Harry was the wildest 13 that we read of in English
He spent all his 44 with a number of low 2 who went out with him to stop the +0- on the highroads, and to take their ++ from them. They used to dress in ++, that people might not know who they were; and then they went and dined together at some of the ++ in London. On a certain day, one of his had been taken before Chief-Justice Gascoigne for stealing. The prince came to the court, and demanded the instant release of the H. On Gascoigne's refusal to give him up, Prince drew his sword. Gascoigne was a — who deemed the dignity of the — superior to the dignity of a — who forgot what was due to his ++, and calmly committed him to the King's --. Prince Harry had the good — I and good feeling to submit, and when his — heard what had passed, he exclaimed: "I am a happy — to

washing the dish.—The mariners are preparing the ship.—Can you unravel the rebus !- The optician sold him good lens. - Do not speak of phiz in place of face.—Did you hear the cuckoo singing?—Give the messenger the calico.—Did he repair his loss?—The moss cannot be good in this part of the country.—They are hunting the buffalo.—Did you see the patch of corn.

Oral Conjugation.—Principal Part and Participles of have, be, leve.

Analysis and Parsing.—Forget the faults of others. Remember your own

asto. aster. astor.

ve list.

z. Some words ending in o preceded by a consonant add s only to form the plural; as, piano, pianos; junto, juntos.—2. Henry 1V.

LESSON XXVII.—Numbers of Nouns.

118. Nouns ending in y preceded by a consonant, change y into i and add es to form the plural; as, copy, copies.

114. Nouns ending in y preceded by a vowel, follow the

general rule; as, key, keys; boy, boys.

115. The nouns soliloquy, obloquy, alloquy, and colloquy, change

the y into i and add es; thus, soliloquies.

116. The following nouns ending in f, change f into v and add es: beef, calf, elf, half, leaf, loaf, self, sheaf, shelf, thief, wolf; as, beeves, calves, leaves.

117. The following nouns ending in fe, change f into v before adding s, to form the plural: knife, life, and wife; as,

knives.

118. Wharf has wharfs or wharves. Staff, when it means a cane, makes staves; in compounds it always makes staffs; as, flagstaff, flagstaffs.

I. Plural of Nouns.—Write or spell the nouns of this section in the plural.

1. Play. 2. Sheaf. Sheaves. 3. Soliloquy, Soliloquies. Plays. Medley. Colony, -Colloquy, Skiff. Monarch, Ally, Leaf, Beef, Viceroy, Wharf. Kerchief. Gipsy,

II. Omissions to be supplied.—Where the dash occurs, supply a noun that will complete the sense.

Body, childhood, darkness, earth, evening, foot, lifetime, man, night, morning, noon, pains, pleasures, shadows.

SHADOWS OF THE MIND.

The shadows of the mind are like those of the ____. In the _____, of life, they all lie behind us; at _____, we trample them under ____; and in the _____, they stretch long, broad, and deepening before us. Are not, then, the sorrows of _____ as dark as those of age? Are not the morning _____ of life as deep and broad as those of its _____? Yes; but morning shadows soon fade away, while those of evening reach forward into the _____, and mingle with the coming _____. The life of _____ upon this fair _____ is made up, for the most part, of little _____ and little _____. The great wonder-flowers bloom but once in a _____. Longfellow (1807-1882).

III. Change the words in Italics to the plural and make the other necessary changes accordingly.—The miner found a topaz under the layer of state.—The soldier placed the flag on the flagpoll.—The missionary overcame the difficulty.—The laborer cut down the cliff.—Take the relay from the battery.—The sailor put the sail on the skiff.—The old man bent the blackthorn staff.—The men are engaged in a colloquy.—The huntsmen shot the wolf.

Oral Conjugation.—Indicative present and past of listen.

Analysis and Parsing.—Where is James?—How is your father?

z. The Teacher may refer to the Elementary Course for other exercises. See Teacher's Edition, pp. 19, 24.

LESSON XXVIII.—Irregular Plurals.

119. The fol	llowing nouns form	n their plural thi	us:
Singular	Plural.	Singular.	Plural.
Child,	Children.	Mouse,	Mice.
Foot,	Feet.	Ox,	Oxen.
Goose,	Geese.	Tooth,	Teeth.
Man,	Men.	Woman,	Women

- 120. Brother has brothers or brethren.
- 121. Penny has generally pence; it has pennies to designate distinct coins.
- 122. Die, a stamp for impressing metals, has dies in the plural; die, a cube for gaming, has dice.
- I. Numbers.—Write or spell the words of this section in the singular.

1. Pence,	Penny.	2. Boobies,	Booby.	3. Glories,	Glory.
Women,	,	Potatoes,		Lasses,	
Dice,		Obloquies,	31	Rabatos,	
Oxen,		Foxes,		Porticoes,	
Branches,		Toys,		Splashes,	

II. Omissions to be supplied.—Where the dash occurs, supply a noun that will complete the sense.

Badge, blood, cap, dispute, England, favorite, gentlemen, great-grandson, Henry, king, Lancaster, Lord, paper, ribbon, rose, Roses, York.

THE BEGINNING OF THE WARS OF THE ROSES.

During the reign of Henry VI., a famous — arose between Lord Somerset and — Warwick, in the Temple Gardens, in London, about which had the best right to be —, Henry or Richard Duke of York, who was the great-grandson of King Edward III. Somerset was another — of Edward III., his grandfather being John of Gaunt, and he was a great — with both Henry and Margaret. He was very hot-tempered; and when he found that Warwick could not agree with him, he hastily plucked a red — from a rose-tree that stood near, and cried out: "Whoever is for — of Lancaster, let him wear a red rose!" and he stuck it in his — as the badge of the House of — . Warwick immediately plucked a white rose as the — of the House of —; all the — who followed him did the same; and rosettes of red and white —, or red and white —, were very soon made, and worn by every body, all over — . This was the beginning of the Wars of the —, in which more — was shed than can easily be reckoned.

III. Write in the plural the words in Italics, and make any other necessary changes accordingly.—Give a penny to the beggar.—The cat caught the mouse.—The rosette looked well.—The coiner lost the die.—The gambler lost the die.—The penny came from the mint last year.—My dearly beloved brother, listen to your pastor.

Oral Conjugation.—Indicative perfect and pluperfect of read.

Analysis and Parsing.—What a beautiful sight the rising sun is!—How it rains!

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exercises.

r. The Teacher may give more exercises. See Elementary Course, Teacher's Edition, p. 25.

LESSON XXIX.—Plural of Compounds.

129. The plural of compound nouns is formed by varying the principal word; as, step-son, step-sons; eye-tooth, eye-teeth; brother-in-law, brothers-in-law; court-martial, courts-martial; hanger-on, hangers-on.

124. When the terms of a compound differ little in importance, the last only is varied in the plural; as, queen-consorts, jack-a-lanterns,

piano-fortes.

125. The plurals of the compounds man-servant, woman-servant, man-buyer, man-seller, man-child, are written by a few authors men-servants, women-servants, men-buyers, men-sellers, men-children. This form is contrary to analogy, and the proper plurals are man-servants, woman-servants, man-buyers, man-sellers, man-children. The distinctive adjectives male and female would be less objectionable; thus, male servant, male servants; female servant, female servants; male child, male children.

male servants; female servant, female servants; male child, male children.
126. Some foreign names consisting of distinct words, are, in
English, joined by the hyphen, and made plural by adding s or es at
the end; as, Ave-Marias, Te-Deums, camera-obscuras, tête-a-têtes, hocus-

pocuses.

127. Compounds ending in ful form the plural by adding s; as, spoonful, spoonfuls.

I. Plurals of Compounds.—Write or spell the nouns of this section 1. Sister-in-law, Sisters-in-law. 2. Knight-errant, Knights-errant. Flesh-wound. Fisherman. Wayside, Flesh-fly, Man-buyer, Flesh-brush, Fleur-de-lis. Man-trap, Man-hater. 3ucketful. Flesh-pot, Queen-consort, II. Omissions to be supplied.—Where the dash occurs, supply a

suitable noun.
Children, citizens, clothes, food, ground, heat, humor, infancy, law, masters, nothing, obedience, passion, summer, teachers, winter, years.

In Sparta, — were accustomed to remain alone, and to walk in the dark, so as to habituate them to fear —. They were also taught to be neither particular nor delicate about their —; to never give way to bad —, bawling, tears, or — to walk barefoot, and to sleep on the hard —; to wear the same — in — and — At the age of seven —, they were placed under the direction of able and severe — . Their education was, properly speaking, only an apprenticeship to — . Lycurgus fully understood that the proper way to have — submissive to the —, is to teach children, from their —, to be perfectly submissive to their —.

TII. Copy this exercise, changing the nouns in Italics to the plural.—The father-in-law went out with the son-in-law.—The male singer and the female singer have gone to the choir.—They were saying an Ave-Maria.

Oral Conjugation.—Indicative future and future perfect of sing.

Analysis and Parsing.—James wrote the letter.—Mary Ann answered the letter.

LESSON XXX.

Literary Selection for Explanation and Study.

CHRISTMAS.

Of all the old festivals, that of Christmas awakens the strongest and most heartfelt associations. There is a tone of solemn and sacred feeling that blends with our conviviality, and lifts the spirits to a state of hallowed and elevated enjoyment. The services of the Church about this season, are extremely tender and inspiring. They dwell on the beautiful story of the origin of our faith, and the pastoral scenes that accompanied its announcement. They gradually increase in fervor and pathos during the season of Advent, until they break forth in full jubilee on the morning that brought peace and good-will to men. I do not know a grander effect of music on the moral feelings, than to hear the full choir and the pealing organ performing a Christmas anthem in a cathedral, and filling every part of the vast pile with triumphant harmony.

It is a beautiful arrangement, also, derived from days of yore, that this festival, which commemorates the announcement of the religion of peace and love, has been the season for gathering together of family connections, and drawing closer again those bands of kindred hearts, which the cares and pleasures and sorrows of the world are continually operating to cast loose: of calling back the children of a family, who have launched forth in life, and wandered widely asunder, once more to assemble about the paternal hearth, that rallying-place of the affections, there to grow young and loving again among the endearing mementos of childhood.—Washington Irving (1788-1859).

Oral Statement-Sketch......

Literary Analysis.

1. Personages. Of what does this selection treat?

TIME AND PLACE. When and where do these festivities take place?

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WORDS AND

ACTIONS.

3. RESULT.

MORAL.

Literary Analysis.

- 1. What feeling does the festival of Christmas cause to arise in all Christian hearts?
- 2. What is remarkable in the ceremonies of the Church at this season?
- 3. On what do the ceremonies dwell?
- 4. What time is set aside by the Church in preparation for Christmas?
- 5. What effect has a Christmas anthem on a Christian?
- 6. What beautiful arrangement is referred to in the second paragraph?
- What do the religious ceremonies and the family gatherings of Christmas cause to spring up?

What practical lesson should be drawn from this sketch?

Ouestions.

- 1. From what words is Christmas formed?
- 2. What is meant by festivals?
- 3. What is the meaning of associations in this place?
- 4. Use an equivalent for (1) sacred, (2) blends.
- 5. What is meant by conviviality?
- 6. What is meant by spirits as used here?
- 7. Use an equivalent for hallowed, for elevated.
- 8. Give some synonyms of enjoyment.
- 9. What are "the services of the Church"?
- 10. What is the meaning of season in this place (5th line)?
- 11. What is the more generally accepted meaning of season?
- 12. What is meant by inspiring in this place?
- 13. In the fourth sentence, what does they represent?
- 14. Use some words that would convey nearly the same meaning as dwell in the 6th line.
- 15. What is a story?
- 16. What is the meaning of origin?
- 17. What is faith as used here?
- 18. What is the meaning of pastoral?—
 19. What is the meaning of scene in this place?

Questions.

20. Why is the term "pastoral scenes" used in this connection?

21. What is meant by gradually? 22. Use an equivalent for increase.

23. What does fervor mean here?
24. What is the meaning of pathos as used here?
25. What is Advent?

26. What other meaning is given to the word advent?

27. Use an equivalent for break (10th line).

28. Explain what is meant by jubilee in this place.

29. Give other meanings for jubilce.

30. Express differently "on the morning that brought peace and goodwill to men."

31. What is meant by "moral feelings"?

32. What is a Choir?

33. Give a word conveying nearly the same meaning as pealing.

34. What is an Anthem or Antiphon?

35. What is a Cathedral?
36. For what is "vast pile" used?

37. What is the meaning of triumphant?

38. What is meant by harmony in this place? 39. Use a better word than arrangement.

40. Use another word for yore.

41. Tell what is meant by commemorate.

42. What is the meaning of announcement?

43. What religion is "the religion of peace and love"?

44 What are "family connections"?

45. What are the "bands of kindred hearts"?

46. What are tne cares, pleasures, and sorrows of the world continually trying to loosen?

47. Express differently "who have launched forth in life."

48 What does "wandered widely asunder" express?

49. What is meant by assemble?

50. For what is "paternal hearth" used?
51. What is the "paternal hearth" called?

52. What are the "endearing mementos of childhood"?

53. Use other words for mementos.

54. Tell the difference between among and between.

55. Give the rules for forming the plural of (1) day (16th l.), (2) family (19th l.)—(Is family a noun here?) (3) children, (4) family (23rd l.), (5) life (23rd l.) (Is the plural ever used in the sense in which the word is employed here?) (6) mementos. (Has childhood a plural?).

56. Name the nouns in the last sentence of the first paragraph. 57*Would the omission of the word of improve the construction of the

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Phraseology and Composition.

- I.—Make sentences containing historical facts about each of the following persons: Edward the Confessor, Champlain, Nelson, Wellington.
- II.—Give the meaning of the following proverbs:-
 - 1. Better to wear out shoes than sheets.
 - 2. Between two stools we come to the ground.
 - 3. Empty vessels make most sound.
- III .-- State what the following are: Opium, vegetable dyes, chocolar, cotton, wool.

Exercise on Homophonous Works.

IV.—1. Cede.	2. Cere.	3. Censor.	4. Char.
Seed.	Sear.	Censer.	Chair.
Ceder.	Seer.	Cession.	Chagrin.
Cedar.	" Sere.	Session.	Ghagreen.

Where the dash occurs, insert a suitable word taken from the above list,

- 1. James, cede your share of the seed to that poor man.

 A ceder is a person that —— or yields.

 —— is very durable.
- 2. Throw away that —— leaf, and —— the top of the bottle.

 Don't —— the clothes of that aged ——.
- 3. The —— having caught hold of a —— offered sacrifice to an idol. During a recent ——, the English Privy Council decided that the Disputed Territory belongs to Ontario.

 The government made —— of the Island to the Company.
- 4. The ——woman fell from a —— and blackened her eye.

 He could not conceal the —— his defeat caused him.

 The book is covered with ——.

V.—Write a composition on Christmas.

LESSON XXXI.—Numbers of Nouns.

- 128. Some nouns are not used in the plural; such are:
- 1. The names of metals considered as such; as, iron, lead, tin.
- The names of virtues, vices; as, patience, pride.
 The names of qualities, states of being; as, hardness, childhood.
- 4. The names of sciences, arts; as, surgery, music.
- 5. The names of materials usually considered in bulk, when the kinds are not referred to; as, tallow, beer, wheat, flour, coffee.1
- 129. Thus, the names of fishes are used in the singular, when we refer to the bulk; as, twenty barrels of mackerel. When we refer to the number, they should have the plural sign; as, two carps, many trouts.
- I. Numbers of Nouns.—Write or spell the singular of the nouns of this section.
 - 1. Fishes. Fish. 3. Valleys, Valley. Coachfuls. Streets, Cargoes, Geese, Teeth, Soloes, 2. Fishermen, 4. Misses, Ruffs, Lynxes. Journeys, Armies. Leashes, Stuffs,
- II. Omissions to be supplied.—Where the dash occurs, insert a suitable noun, 4

Angevins, favor, kings, Richard III., Roses, Tudor, Yorkists.

THE LANCASTRIANS AND THE YORKISTS.

The Wars of the took place between the Lancastrians and the The Lancastrians and Yorkists were both descendants of the — or Plantagenets. The Wars of the Roses lasted from 1455 to 1485, and ended in — of Henry VII., the first —. The Lancastrian — were Henries IV., V., and VI. They reigned from 1399 to 1461. The Yorkist kings were Edwards IV. and V., and They reigned from 1461 to 1485.

III. Write the nouns in Italics in the plural, and make the other necessary changes accordingly.—Iron, lead, and tin are metal—Did you catch any fish A-Did you ever practice surgery?—They
sang a Te-Deum and a Laudate Have you a variety of coffeed—Buy
the mouse-trapat the hardware store.—They are for a court-yard.—He sent off the smoke in a whiff Have you a quarto among your books?-Did you see the dwarf Button your cuff Tune the pianu-forte. The artist has touched up the relief.—The catakilled the dormouse Arthur gentleman has visited his foster-child.—He plucked a kite's-foot from the parterre.

Oral Conjugation.—Potential present and past of sing.

Analysis and Parsing.—Lakes are large bodies of water.—Oceans are large bodies of water.

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r. In some constructions, such words as tea, ale, coffee, etc., may be used in the plural; as, "How many kinds of teas have you?"—"Show me your ales."
--"I have not seen your coffees."

LESSON XXXII.—Numbers of Nouns.

180. Some nouns are not used in the singular; such are:-

1. Things double or plural in meaning and form; as, Aborigines. Bowels. Eaves. Snuffers. Annals. Breeches. Embers. Obsequies. Spectacles. Antipodes. Calends. Forceps. Tincers. Teens. Archives. Pliers. Chops. Goggles. Trowsers. Ashes. Clothes. Scissors. Ides. Tweezers. Assets. Compasses. Matins. Shears. Vespers. Billiards. Dregs. Nippers. Skittles. Victuals.

2. Names derived from other parts of speech, chiefly adjectives; as, Betters. Filings. Measles. Riches. Sweepings. Bitters. Movables. Statistics. Goods. Thanks. Commons. Hustings. Mumps. Stays. Tidings. Credentials. Leavings. Nuptials. Sundries. Wages.

Note.—The names of sciences ending in ics; as, mathematics, mechanics, metaphysics, optics, etc., are, with respect to their form, nouns in the plural number. Previously to the present century, they were construed with a verbor a pronoun in the plural; but it is now generally considered preferable to treat them as singular.—Webster.

3. A few compounds and foreign terms; as,
Backstairs. Credenda. Headquarters. Literati. Spatterdashes.
Belles-lettres. Firearms. Hotcockles. Regalia. Self-affairs.

I. Numbers of Nouns.—Where the dash occurs, supply a suitable noun from the list No. 1.

1. True annals.
Complete
Total
Game of
Pains in the

2. A pair of compasses.
Mutton
A suit of
Number five
Funeral
Clean out the

II. Sentences to be completed.—Supply a suitable word from list No. 2 and Note.

1. The steward poured out the Give place to your Did you show your -?—James is studying Henry was elected to the

2. Where will the cutler put the hung. The orator spoke from the worken is reading the

woman is reading the mathematics.—The child is, sick with the line with the wishing treats of vision.—The student has commenced with the line with the line

4. Did you hear the glad The girl is mending her You will find it in the The The girl is mending her Return to God.

the nouns that are the names of sciences.—Do you know the meaning of hydraulics? No; but I know the meaning of mathematics.—The monks are reciting matins while the student is pouring over hydrostatics.—What is acoustics?—The literati are reviewing the new volume on physics.—I do not like statics as well as belies-lettres.—The soldier prefers firearms to didactics.

Oral Conjugation.—Potential perfect and pluperfect of study.

Analysis and Parsing.—The science of measurable quantities is mathematics.—The science of morals is ethics.

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blood thereupon leaves the +++, bearing, not invigorating oxygene acts slowly. The - is indigested. The brain is clogged. Instances of fatal results are only too frequent. The constant breathing of even the slightly impure air in our /3, cannot but tend tion run riot.—J. D. STEELE.

III. Write the italicized nouns in the singular, and make the other necessary changes accordingly.—The Pope has defined dogmas.—Give me the prospectuses of the schools.—What wonderful phenomena!—Is there an errata to the books?—The anglers visited the valleys, the meadows, the forests, and the best fishing haunts.

Oral Conjugation.—Subjunctive of write. Analysis and Parsing.—Give the beggar all alms.—Describe a hexagon.

LESSON XXXIV.—Numbers of Nouns.

184. Proper nouns generally form the plural by the addition of s or es, after the manner of common nouns of the same terminations; as, the Carolinas; the Jameses; the two Sicilies; the Platoes.

185. India has Indies in the plural.

186. When a name and title are to be used together in a plural sense, the name alone is pluralized, if the persons are of the same name; as, the two Doctor Russells; the title only is pluralized if the persons are of different name; as, the Lords Howard and Russell; Messrs. Lambert & North; the Knights-Templars; Masters Thomas and John Kelly.

187. When words usually belonging to other parts of speech become nouns, they should form the plural like common nouns of the same endings; as, three-fourths; his yeses and noes.

188. When letters and other characters require the plural, they form it by taking an apostrophe and s; as, two a's; four g's; the x's. Otherwise, the characters are liable to be misunderstood; thus, "Stroke the t's" is very different from "Stroke the ts."

I. Plural of Proper Nouns.—Write or spell the plural of the nouns of this section.

1. James, Jameses. 2. Juliana, Julianas. 3. Louisa. Louisas. John, Horatio, Sicily. Felix. Carolina. Henry, -Bruno. Cæsar. Mary, Plato, Baldwin. -Fanny, Kelly, Patrick,

II. Omissions to be supplied.—Where the dash occurs, supply the suitable proper name, either in the singular or the plural number, according to the sense.

Angevins, Ann, Britons, Charles, Danes, Edwards, Elizabeth, Georges, Hanoverlans, Henries, Jameses, John, Lancastrians, Maries, Normans, Richards, Romans, Saxons, Stephen, Stuarts, Tudors, Victoria, Williams, Yorkists.

Among the kings of England since the Norman Conquest, there were four to one to one the Norman Conquest, there were four to one the conquest, there were four to one the conquest, there were four to one the conquest, there were four to one to one to one the conquest, there were four to one to one

necessary changes accordingly.—She visited Miss Hamel.—He has gone to see Mr. Sadlier.—They visited Master Kelly.—Did you call upon Dr. Russell?—Yes and no are not satisfactory answers in school.—Did you see the knight-templar?—Cross the t, and make the x plainer.—The 9 should be more distinct.—The have might-be struck out.—N. or S. Carolina went republican.—Winter is pleasant in Sicily.

Oral Conjugation.—Imperative of command.

Analysis and Parsing.—The stars are the diamonds of the firmament.—
The saints are the stars of Heaven.

LESSON XXXV.

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Literary Selection for Explanation and Study.

THE MONTH OF MARY.

Green are the leaves, and sweet the flowers,
And rich the hues of May;
We see them in the garden round,
And market-paniers gay;
And e'en among our streets, and lanes,
And alleys, we descry,
By fitful gleams, the fair sunshine,
The blue transparent sky.

Green is the grass, but wait awhile,
'Twill grow, and then will wither;
The flowerets, brightly as they smile,
Shall perish altogether;
The merry sun, you sure would say,
It ne'er could set in gloom;
But earth's best joys have all an end,
And sin, a heavy doom.

The green green grass, the glittering grove,
The heaven's majestic dome,
They image forth a tenderer bower,
A more refulgent home;
They tell us of that Paradise
Of everlasting rest,
And that high Tree, all flowers and fruit,
The sweetest, yet the best

O Mary, pure and beautiful,
Thou art the Queen of May;
Our garlands wear about thy hair,
And they will ne'er decay.

—Newman (1801-)

Oral Statement-Sketch.....

Literary Analysis.

1. PERSONAGES. Who is the person referred to in this selection?

TIME AND PLACE. When and where is the Month of Mary celebrated?

- 1. How does the first stanza describe May?
 - WORDS AND 2. To what does the second stanza refer? ACTIONS.
 - 3. What does the third stanza suggest?

11

3. RESULT. What result does the writer come to after his reflections on May?

MORAL. What moral may be drawn from these beautiful lines?

Ouestions.

- 1. What month of the year is specially dedicated by holy Church to the honor of the Most Blessed Virgin?
- 2. Where did this devotion originate?
- 3. Use an equivalent for hues.
- 4. What is a panier?
- 5. Why not say "gay market-paniers"?6. For what is e'en used?
- 7.*What name is given to this elision of a letter?
- 8. What are alleys?
- 9. Use equivalents for descry.
- 10. What is meant by "fitful gleams"?
 11. For what is 'twill used (10th l.)?
- 12*. What name is given to the leaving out of a letter at the beginning of a word?
- 13.*What is the reducing of two syllables to one called?
- 14. What is a floweret?
 15. Do the flowers smile?
- 16.*What figure is contained in this line (11th)?
- 17. Why is the sun called merry?
- 18. For what is ne'er used?
- 19. What is meant by "earth's best joys"?
- 20. What name is given to this figure?
 21. What is meant by "sin, a heavy doom"?
- 22. Is this figure the same as the former?
- 23. What is a grove?

Questions.

24. What is "the heaven's majestic dome"?

25. What figure is this?

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26. What "image forth a tenderer bower"?

27. What is a bower?
28. Is bower used here in its literal sense?

29. What figure is this?

80. What does refulgent mean?

31. What is "more refulgent home" referred to?

82. Is this mentioned in the stanza?

88. What is Paradise?
84. What is meant by "everlasting rest"?
85. What does the author mean by "that high Tree"?

36. What does the last stanza contain?

37. What name is given to an address of this kind?

38. What is the singular of leaves?

39.

40! " " plural of sky?"
41. Why is not fruits used (23rd line) instead of fruit!

42. Make a list of the proper nouns in the selection.

Note.—The Teacher will understand that these questions, particularly the grammatical ones, are merely suggestive. The exercises can be easily extended.

Phraseology and Composition.

- I.—Give the meaning of the following proverbs:—
 - 1. As you brew, you must bake.
 - 2. A straight tree may have crooked roots.
 - 3. Bend the twig and bend the tree.
 - 4. Frost and fraud both end in foul.

II.—State by whom or what the following actions are endured; carried, hammered, pierced, cut, ground, salted, plucked, eaten. drunk, published, burned, washed, killed, planted, gathered, praised, adorned, denounced, punished, rewarded, encouraged, engraved, printed, written.

Phraseology and Composition.

III.—Connect a second proposition to the first by means of the conjunction when.

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1. We should offer our heart to God

2. We please God

- 3. We render ourselves detestable
- 4. We are certain of having our prayers heard.....

5. We honor Jesus

Exercise on Homophonous Words.

IV.-1. Chews. 2. Chough. 3. Coarse. 4. Cite. Chuff. Choose Course. Site. Choler. Check. Cingle. Chaste. Cheque.1 Collar. Single. Chased.

Where the dash occurs, insert a suitable word taken from the above list.

- 1. John chews tobacco, but I choose to abstain from such a filthy habit.
 - A should be kept on William, lest he forge his father's name to a —.
- 2. A —, while walking through the fields, threw a stone at a and killed it.

 He gave himself to violent —, because his was too tight.
- 3. That is a —— looking horse that is trotting on the ——.
 A —— is a girth for a horse.
 St. Paul preferred the —— to the married life.
- 4. They will —— him to appear before a court of justice, for having built his house on a —— to which he had no claim.

 The —— person was —— by an impious crowd.

V.—Write a composition on The Month of Mary.



I Also written check.

LESSON XXXVI.—Nouns.—Genders.

189. Genders, in grammar, are modifications that distinguish objects in regard to sex.

140. There are three genders; the masculine, the feminine,

and the neuter.

141. The Masculine Gender is that which denotes persons and animals of the male sex; as, father, lion.

142. The Feminine Gender is that which denotes persons

and animals of the female sex; as, mother, lioness.

148. The Neuter Gender is that which denotes objects that are neither male nor female; as, stone, hand.

144. Genders are distinguished in three ways:—

1. By means of different names; as, boy, girl; man, woman.

- 2. By means of different terminations; as, lion, lioness; hero,
- 3. By means of different prefixes: as he-bear, she-bear; cocksparrow, hen-sparrow

I. Genders.—Indicate orally, or by initials, whether the name is of the masculine, the feminine, or the neuter gender.

f. 4. Grandmother, f. 1. Mayor, m. 2. Monarchy, n. 3. Empress, Blacksmith, Warrior, Shoulder, Chambermaid, Wisdom. Governess, Milliner, Instruction. Machinist, Boyhood, Laundress. Wheelwright, Bricklayer, Goatskin. Goldsmith. Irishwoman. Sempstress, Workshop. Stomach. Prudence.

II. Sentences to be completed.—Replace the dash by a suitable noun.

1. Approach, canopy, condescension, court, nobility, presence.
2. Blood, contempt, face, life, power, success, truth.
2. The Retern of Colombus.

1. It was the middle of April before Columbus reached Barcelona. The - and cavaliers in attendance on the -, together with the authorities of the city, came to the gates to receive him, and escorted him to the royal . Ferdinand and Isabella were seated, with their son, Prince John, under a superb - of state, awaiting his arrival. On his - - , they rose from their seats, and extending their hands to him to salute, caused him to be seated before them. These were unprecedented marks of 3 to a person of Columbus's rank in the haughty and ceremonious of Castile.

olumbus's rank in the haughty and ceremonious 4 of Castile.

2. It was, indeed, the proudest moment in the 4 of Coumbus. He had fully established the — of his long-contested theory, in the of argument, sophistry, sneer, scepticism, and —. The honors paid him, which had hitherto been reserved only for rank, or fortune, or military - purchased by the - and tears of thousands, were; in his case, a homage to intellectual — successfully exerted in behalf of the noblest interests of humanity.—Prescott (1796-1859).

III. Change the italicized nouns to the plural.—Before descending the shaft the miner threw in a shovelful of lime slaked in a pailful of water.—Parliament decreed that the commander-in-chief should preside in person over the court-martial.

Oral Conjugation.—Subjunctive of discover. Analysis and Parsing.—Honesty is the best policy.

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LESSON XXXVII.-Nouns.-Genders.

Males. Bachelor, oclibal	Mid fille	Lad Hone gener	Females.
Beau, , .	Belle.	Lord,	Lady.
Boar, sangher	Bow. Truit	Man,	Woman.
Boy,	Girl.	Master,	Mistress.
Brother,	Sister.	Master,	Miss.
	Doe. daine	Milter, male	Spawner. Jen
Bull,	Cow.	Mister, (Mr.)	Missis, (Mrs.
Cock, Rooster	Hen.	Nephew,	Niece.
Colt, pulan	Filly.	Ram, belien	Ewe. frillis
Dog,	Bitch.	Sir,	Madam.
Drake, canard	Duck. cane	Sire,	Dam.
Earl, camtes	Countess.	Sloven, saland	Slut. surven
Father, Friar, or Monk,	Mother.	Son,	Daughter ,
Friar, or Monk,	Nun. reliquen	Stag, certi,	Hind. leich
Jander, Jans	Goose, alk	Steer, Bullock, Man	Heifer.
Gentleman,	Lady.	Swain, aman!	Nymph.
Hart, ecol	Roe. Suche	Uncle,	Aunt.
Horse,	Mare.	Wizard,	Witch.
Husband,	Wife.	Youth,	Damsel.
King,	Queen.	Youth,	Maiden.

	Uncle.	2. Damsel,	3. Witch,	Wizard.
Duck,		Nymph,	 Miss,	
Filly,		Roe,	 Doe,	
Goose,		Belle,	 Sow,	
Ewe,		Hind,	 Spawner,	·
	d at			

II. Sentences to be completed.—Supply a plural noun.

1. Edict, knee, member, officer, rank, relative, victim!

2. Apostle, brother, Christian, convert, conviction, soldier.

CHINESE CONFESSORS.

1. Among the earliest — of the terrible persecution which raged from one end of China to the other, and in which mandarins of all — vied with one another in executing the sanguinary — of their master, were several of the emperor's nearest — These — of the royal house had been nurtured in all the pride and pomp of the Chinese court; one of them had even been named as a probable successor to the throne; the greatest — of state had been wont to approach them only on their —.

2. They were now summoned, not to disavow their —, but only to pay external homage to the state religion. It was the same easy compromise which had so often been proposed to the primitive —, and which those true — of Christ had calmly rejected. The Chinese princes were — of the same class, and had been formed by — of the same school. With one consent, therefore, they refused to touch the unclean thing; and the whole family, including several — of the emperor, were degraded and exiled.—T. W. M. Marshall (1815-1877).

III. Change to the fermine.—The gentleman entered the room holdings youth by the hand.—A milter is the male among fishes.—The swain set a young boy on the back of the colt.—The earl attended on the him.

the king.

Oral Conjugation.—Infinitive and Imperative of reveal.

Analysis and Parsing.—Generosity makes friends

LESSON XXXVIII.—Nouns.—Genders.

146. II.—Distinction of Genders by different terminations.

I. A certain number of nouns take the feminine termination ess directly; as, prince, princess; poet, poetess; baron, baroness; lion, lioness.

2. Other nouns drop a letter or a syllable before assuming ess; as, negro, negress; governor, governess; tiger, tigress; murderer, murderess.

3. A few nouns have a peculiar termination in the feminine; as, adjutor, adjutrix; administrator, administratrix; arbitrator, arbitratrix; chamberlain, chambermaid; creditor, creditrix; czar, czarina; duke, duchess; hero, heroine; landgrave, landgravine; margrave, margravine; marquis, marchioness; palsgrave, palsgravine; sulto:, sultana; tyrant, tyranness; widower, widow; Francis, Frances; Augustus, Augusta; Joseph, Josephine.

I. Genders.—Write the feminine of the nouns.							
1. Mayor,	Mayoress.	2. Patron,	Patroness.	3. Jew,	Jewess.		
Viscount,		Testator,		Giant,			
		Shepherd,		George,			
Actor,		-will,		220000			
Peer,		NJ COL COULTY		Songster,			
Traitor,		Prophet,		Prior,			
Waiter,		HILLS OUL,		Czar,			
Hunter,		Porter,		John,			

II. Sentences to be completed.—Supply the plural noun required.

1. Building, column, face, group, height, sheet, spike. O da men file. Echo, flame, insurgent, man, shout, shriek, timber, wailing. THE BURNING OF WHE TEMPLE OF JERUSALEM.

1. It was an appalling spectacle to the Roman-what was it to the Jew? The whole summit of the hill which commanded the city, blazed like a volcano. One after another, the — fell in with a tremendous crash, and were swallowed up in the fiery abyss. The roofs of cedar were like - of flame; the gilded pinnacles shone of red light; the gate towers sent up tall -4 of flame and smoke. The neighboring hills were lighted up; and dark -4 of people were seen watching in horrible anxiety the progress of the -, some pale with the agony of despair, others scowling unavailing vengeance.

2. The __ of the Roman soldiery, as they ran to and fro, and the howlings of the 3 who were perishing in the 2 mingled with the roaring of the conflagration and the thundering sound of falling The --- of the mountains replied, or brought back the --- of the people on the heights; all along the walls resounded screams and , who were expiring with famine, rallied their remaining strength to utter a cry of anguish and desolation.—MILMAN (1791-1868.)

III. Change to the feminine.—The king was accompanied by two princes, a duke, a marquis, an earl, and several viscounts.—The poet has completed a work entitled "The Peer."—Louis has acted as a generous benefactor towards Julius, the poor widower.

Oral Conjugation.—Principal Parts and Participles of send. Analysis and Parsing.—The tree bears fruit.—The ox has a yoke.

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LESSON XXXIX.—Nouns.—Genders.

147. III Distinction of Genders by prefixing a distinctive to	re term
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Males.Females.Males.Females.He-goat,She-goat.Male elephant,Female elephant.Buck-rabbit,Doe-rabbit.Man-servant,Maid-servant.Cock-sparrow,Hen-sparrow.Mr. Short,Mrs. Short.

148. Words that are compounded or derived from others, usually express gender in the same way as the simple words; as, coheir; coheiress; archduke, archduchess; landlord, landlady; brother-in-law,
sister-in-law; Frenchman, Frenchwoman.

147. Many nouns are equally applicable to both sexes; as, cousin, parent, neighbor, person, servant, child.

150. Many nouns denoting professions usually followed by men, have no corresponding feminine; as, carpenter, baker, printer, writer, laborer.

151. When inanimate objects are personified, things remarkable for power or greatness are considered as masculine; as, the sun, time, death, fear, winter: things beautiful or productive are considered as feminine; as, the moon, spring, nature, hope, peace, the earth.

I. Genders.—Give the corresponding feminine.

Schoolmaster, Schoolmistress.	2. Grandfather,	Grandmother.
Peacock, ———	Schoolboy,	
Father-in-law,——	Ex-emperor,	
Step-son,	Mr. Thomson,	
Lord Mayor, -	Merman,	
Grand Duke, ——	He-bear,	
Welshman, -	Servingman,	

11. Omissions to be supplied.—Insert a plural noun where the dash occurs.

Christian, confessor, embassy, letter, menace, threat, turn, virtue, wild.

CHINESE CONFESSORS.

Father Paremin was a competent judge of Christian heroism, and himself a master of the spiritual life; yet he declares in his —— to Europe, that nothing could surpass the sublime —— of these admirable ——. Promises and —— were employed by —— to shake their constancy. But remonstrance and sarcasm, blandishments and ——, were equally vain. The members of the Portuguese and Russian ——, who visited China at this period, were filled with astonishment at the fortitude of these new ——, and declared, on their return to Europe, that "they had found the Primitive Church in the remotest —— of Asia."—T. W. M. Marshall.

III. Change to the feminine.—The schoolmaster warned the schoolboys not to believe the professions of wizards and sorcerers.—The Emperor of Germany wrote a congratulatory letter to the Landgrave of Hesse.—The hero of the story was once a famous songster.—The administrator of the estate is a kind protector to the orphan.—Charles South is an accomplished young gentleman.—The groomsman of this this morning's wedding-party was Mr. Henry North.

Oral Conjugation .- Principal Parts of conjugate.

Analysis and Parsing.—Columbus discovered America.—Champlain founded Quebec.

LESSON XL.

Literary Selection for Explanation and Study.

THE MAN WITH AN AX TO GRIND.

When I was a little boy, I remember, one cold winter's morning, I was accosted by a smiling man with an ax on his shoulder. "My pretty boy," said he, "has your father a grindstone?"—"Yes, sir," said I.—"You are a fine little 5 fellow," said he; "will you let me grind my ax on it?" Pleased with the compliment of "fine little fellow;"—"Oh, yes, sir," I answered, "it is down in the shop."—"And will you, my man," said he, patting me on the head, "get me a little hot water?" How could I refuse? I ran, and soon brought a kettleful. "How old are you? and what's your name?" continued he, without waiting for a reply; "I am sure you are one of the finest lads I have ever seen; will you just turn a few minutes for me?" Tickled with the flattery, like a little fool, I went to work, and bitterly did 15 I rue the day. It was a new ax, and I toiled and tugged till I was almost tired to death. The school-bell rang, and I could not get away; my hands were blistered, and the ax was not half ground. At length, however, it was sharpened, and the man turned to me with, "Now, you little rascal, you've played truant; scud to school or you'll rue it!" "Alas!" thought I, "it was hard enough to turn a grindstone this cold day, but now to be called a little rascal is too much." It sank deep into my mind, and often have I thought of it since. When I see a merchant overpolite 25 to his customers, begging them to take a drink of liquor, and throwing his goods on the counter, I think, "That man has an ax to grind." When I see a man flattering the people, making great professions of attachment to liberty, who is in private life a tyrant, methinks, "Look out, good people! that fellow would set you turning grindstones." When I see a man hoisted into office by party spirit, without a single qualification to render him either respectable or useful, "Alas!" methinks, "deluded people, you are doomed for a season to turn the grindstone for a booby." -Franklin (1706-1790)

Oral Statement-Sketch......

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Literary Analysis.

- 1. PERSONAGES. Who are the persons represented in this selection?
- When and where did the incident take place? TIME AND PLACE.
 - 1. What did the man say on meeting the boy?

28 29

80 31

32 33.

34 35.

II

- 2. Having succeeded so well, for what did the WORDS AND man ask next? ACTIONS.
 - 3. Did the little fellow turn the grindstone?
- 3. RESULT. What was the reward the boy received for his hard work?

Wional. What moral lesson may be derived from this narration?

Ouestions.

- 1. What is the meaning of accosted?
- 2. Why was the man smiling?
- 8. Why did he call the lad pretty?4. What was the object of all the flattering words the man addressed the lad down to the 12th line?
- 5. Why are so many quotation marks and dashes used?
- 6. What is meant by patting?
 7. For what is what's used (10th 1.)?
- 8. Why did not the man wait for a reply?
- 9. Why did the man ask the boy to turn a few minutes for him?
- 10. Use a word that gives the meaning more plainly than tickled.

- 11. What is flattery?
 12. What is the meaning of rue?
 13. Is a new ax harder to grind than one that has been in use?
- 14. What does toiled mean?
- 15. What does tugged mean?
 16. Why use ground and sharpened in the 18th line?
- 17. What name is given to the quality of style that *caches *r avoid such repetitions?
- 18. Why did the man tell the boy to scud to school?
- 19. What is the meaning of rascal?
- 20. For what is you've used?
- 21. What is the meaning of played truant?
- 22. Express scud differently.
- 23. For what is you'll used?
- 24. Did the boy expect this?
- 25. Was this a useful lesson for the boy?
- 26. What is meant by merchant?

Ouestions.

- 27. What is the meaning of counter as used here?
- 28. Use an equivalent for professions as employed here.
- 29. What is the opposite of liberty?
- 30. What is a tyrant?

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- 31. What is the meaning of fellow as used here (30th line)?
- 32. How may hoisted be construed here?
- 33. What is meant by booby?
- 34. Why is there an apostrophe in winter's?
- 35. What kind of noun is grindstone t 36. Give the plural of kettleful.—(123)
- 37. Point out a compound noun in the 16th line.
- 88. What is the plural of booby.—(113)

Exercise.—Write a sketch of The Man with an Ax to Grind.

Phraseology and Composition.

- I.—Construct sentences which shall contain two of the given names: Jesus, Blessed Sacrament.—Pius IX., Immaculate Conception.— Jesuits, Ontario.—Responsible Government, Act of Union .--Canada, Treaty of Paris .- Catholic Church, Society.
- II.—Name a quality of each of the following animals: Elephant, buffalo, leopard, horse, goat, beaver, ostrich, condor, hawk, mockingbird, lark, wren, whale, shark, dolphin, eel, trout, sardine.

EXAMPLE: The elephant is large.

- III.—Add a second proposition to the first by means of when.
 - 1. The wicked flee
 - 2. The hour approaches
 - 3. Why think to live long.....
 - 4. We should never rejoice except
 - 5. We act through cowardice
 - 6. All is well.....

Exercise on Homophonous Words.

IV1. Coal.	2. Coat.	8. Coin.	4. Cit.
Cole.	Cote.	Coigne.	Sit.
Coble.	Coral.	Climb.	Complement.
Cobble.	Corol.	Clime.	Compliment.

Where the dash occurs, insert a suitable word taken from the above list.

- Put coal into the stove otherwise the cole will not be boiled quickly.
 A shark broke the ——.
 That old shoemaker will —— your shoes.
- 2. I tore my —— while driving some sheep to their ——.
 Some islands are formed almost entirely of ——.
 The —— is the inner part of a flower.
- 3. The young man has plenty of ——, but will not give any to the erection of the church whose —— has just been laid.

 To —— that lofty mountain in such a sunny —— is very warm work.
- 4. is used for citizen, by Shakespeare.

 Bid him ——

 He has his —— of men.

 The —— was not well received.



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⁻Write a composition on Hygiene.

LESSON XLI.—Cases of Nouns.—The Nominative.

1512. Cases, in grammar, are modifications that distinguish the relations of nouns and pronouns to other words.

153. There are three cases; the nominative, the possessive,

and the objective.

154. The Nominative Case is that form or state of a noun or pronoun which usually denotes the subject of a verb.

155. The Subject of a finite verb is that which answers to the question with who or what before the verb; as, "Thomas writes." Who writes? Thomas.—"The boys play ball." Who play? The boys.—"The ball rolls." What rolls? The ball. -Thomas, boys, and ball are in the nominative case.

I. Opposite of Nouns. Give the opposite of the noun. health. 2. Happiness, misery. 3. Generosity, avarice.

Humidity, Confidence,
Peace, James Griendship,
Industry, Hellmustrength,
Pain, Jones Wisdom, August . Sickness, Victory, Severity, Motion, Reward, per Liberty. Praise, Questing Birth, Aid, a for Gayety, radian Glory, Famine, at Glory, Standard Glory, II. Omissions to be supplied.—Insert a subject, in place of the dash. .11

1. Benevolence, master, mind, reason, sensibility, spring, warmth.
2. Countenance, expression, eye, God, heart, life, sense, sensibility.

INFLUENCE OF HEAT ON MAN.

1. Even man, the — of the whole creation, whose — embraces all times and places, is far from being insensible to the change of season. His far-seeing —, of course, draws delight from the anticipation of autumn, with its fruits; and his - rejoices in the a direct influence. In his early life, when the natural fresh, and unaltered by the habits of artificial society, _6 to man. is always a season of delight.

2. The - brighten, the whole - is animated, and the feels as if a new - had come, and has longings for fresh objects of endearment. Of those who have passed their early years in the country, there are few, who, in their morning walks in spring, have not experienced, without very definite cause, a kind of tumultuous joy, of which the natural 1 would have been, how good the of nature is to us! Spring, thus, is a time when sleeping is roused to feel that there lies in nature more than the gross - perceives. The heart is then thrilled with sudden ecstasy, and wakes to aspirations of sweet acknowledgment.—Arnort (1788-1874).

III. Put the Italicised nouns in the plural.—The huntsman brought back a trophy of a successful hunt.—A goose, a grouse, and the tongue of a calf were served up at the dinner party.-Corks are drawn by means of a corkscrew.

Oral Conjugation.—Indicative present and past of jump.

Analysis and Parsing.—Oxen and cows were formerly called neat.—Peas and beans were formerly called pulse.

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LESSON XLII.—Cases of Nouns.—The Possessive.

156. The Possessive Case is that form or state of a noun or pronoun which usually denotes the relation of property; as "The boy's book."—" My book."

157. The possessive case of nouns is formed, in the singular number, by adding an apostrophe and an s to the nominative; as, boy, boy's; fox, fox's; fly, fly's.

158. When the nominative plural ends in s, the apostrophe

only is added; as, boys', foxes', flies'.

159. When the nominative plural does not end in s, the possessive case is formed in the same manner as the singular: as, men, men's; children, children's.

I. Possessives.—Write the possessive case, singular and plural, of each noun. 1. Wolf, wolves'. 8. Attorney, attorney's, attorneys'. wolf's.

Lynx,			Negro,	
Judge,	innage.	'	Walrus,	 -24
Animal,			Leaf,	 ا القديب
Woman,	·•	-4-	Ostrich,	 0.4
Army,		-ie	Calf,	 sees.
2. Mother,		-0:	4. Child,	 en's
Essay,		184	Monkey,	 - · ·
Lady,		180	Butterfly,	 ill
Thief,		العدم	Sheaf,	 selv.
Sphinx,		· 40	Goose,	
Hero,	1	ر تعدد	Jury,	 _ser .
Wife.	-11	sul.	Alderman.	

II. Sentences to be completed.—Supply a singular noun in the

possessive case.

1. Beaver, man, Mary, Milton, St. Paul.
2. Adam, Columbus, father, Hemans, man, stranger.
1. Slanderers are Satan's bellows, with which he blows up strife. -4-Paradise Lost is an immortal poem.

What lessons of wisdom are contained in 5 Depistles! Nothing surpasses the Aingenuity in building his dam. Calais fell into the hands of the French in Queen & reign.

A 2 taste often depends on circumstances.

2. Who but God has an insight into grad heart? A 5 wish is sacred in the eyes of a dutiful son. disobedience is the origin of the evils of this life. John employs his spare time in reading Mrs. 4 1 poems.

Few tears are shed over the provent grave.
To 2 12 firmness is due the discovery of the New World.

III. Change the nouns in Italics to their plurals.—Slighted pride is found at the root of the great heresy.-Travelers in a foreign country do well to keep a diary. - A heavy body may be raised from the ground by means of a pulley.—Among all the flowers, I like the daisy, the peony, the violet, and the pansy, the best.—America possesses the largest lake, the longest river, and the highest active volcano in the world.—Formerly in England there used to be a tax levied on the chimney of a house.—The large strawberry rolled to the ground;

Oral Conjugation.—Indicative perfect and pluperfect of leap.

Analysis and Parsing.—Essu asked for Isaac's blessing.

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LESSON XLIII.—Cases of Nouns.—The Possessive.

160. Those nouns whose plural is like the singular in form, take the apostrophe after the s in the plural, to distinguish it from the singular; thus, sheep's, sheeps'; deer's, deer's.

161. The possessive case of compound nouns is always formed by adding the apostrophic s to the end of the word; as, commander-inchief's, court-martial's.

162. The apostrophe and s add a syllable to all nouns that require the es of the plural to be pronounced separately; as, pag-es, page's; torch-es, torch's.

163. The apostrophe and s, the sign of the possessive case, must be distinguished from the contraction of the verb is, which gives to the nominative case the same form; thus, "An honest man's (is) the noblest work of God."

noolest work of	Goa."			
I. Possessi	ves.—Wr	ite the po	ssessive, singular and pl	iural, of eacl
noun.		•		- X - X - X
1. Deer,	deer's,	deers'.	2. Princess, princess's	. princesses'.
Huntsman,			Landlady,	
Tigress,			Swine.	
German,			Belfry,	<u> </u>
Neat,			Seraph, —	
Grouse,			Seaman, —	
Publican,			Dormouse, —	
Countess,			Gallery, —	
1. The wester The furrice Ostriph for	ern India er has jus eathers ar	ns hang be t received e used to	gel, Apostle, child, day, hu ars' claws about their n a load of antiers. ornament head-dre	ecks.
Anapi	liness or i	nisery is i	nostly of their own mal gether, two by two.	sing.
A Chinam	led the	tails to	getner, two by two.	11
			w + worth of rice dai	
2. Three	time is	allowed b	y way of grace on a not	Β.
The	Creed 18	the earlies	t abridgment of our fait	in.
The "Glo	oria in Ex	ceisis " W	as the ++ song at the	Nativity.
The Thir	cy to W	ar niled i	Europe with desolation.	
			yed making shoes.	
W 1dows s	ometimes	retain the	ir deceased 5 👈 Christi	an name.

Alde-de-camp, Attorney-General Commander in-chief, court-martial father-in-law Governor-General Lord-Lieutenant man-of-war, Sergeant at arms.

III. Supply a compound noun in the possessive.—The bride is staying at her — house.—The — violent proceeding was greatly condemned.—The soldiers promptly executed the — orders.—It is the — duty to execute the orders of the Speaker.—The — message to parliament was read by the Premier.—The wounded general reached

the ambulance leaning on his — arm.—In Ireland, the — will is law.—Divers are employed repairing the — keel.—The — address to the court took three hours to deliver.

Oral Conjugation.—Indicative future and future perfect of vault.

Analysis and Parsing.—Give me ten deers' horns.—Hold the pages' torches.

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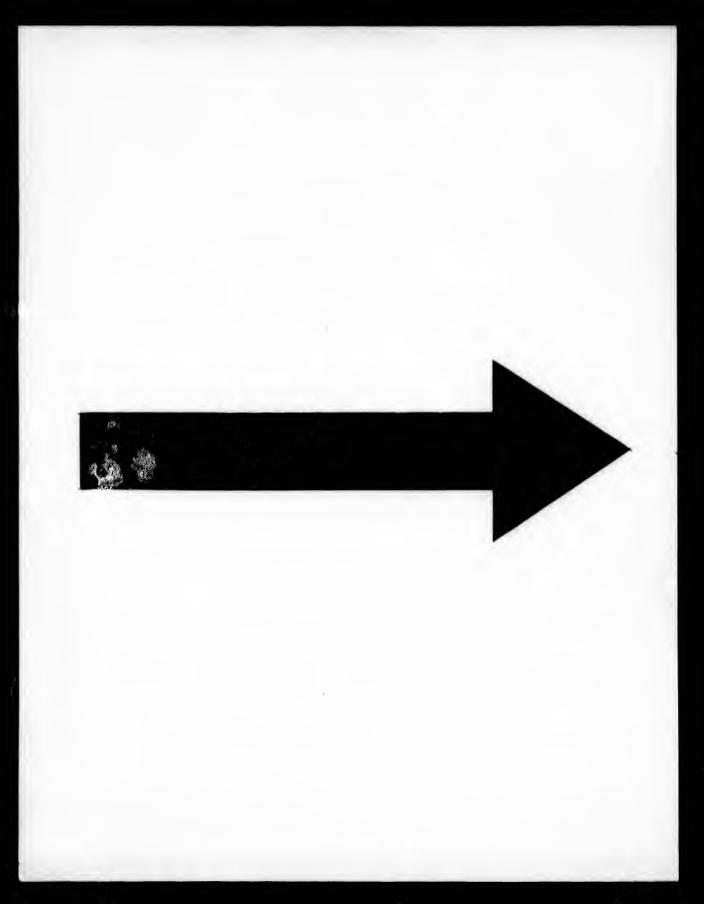
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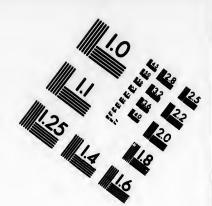
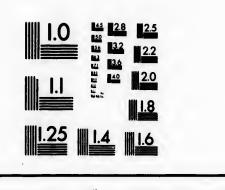


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LESSON XLIV.—Cases of Nouns.—The Objective.

164. The Objective Case is that form or state of a noun or pronoun which usually denotes the object of a verb, participle, or preposition.

165. The object of a verb, participle, or preposition answers to the question with whom or what after it; as, "David succeeded Saul." David succeeded whom? Saul .- "Hunting the buffalo is fine sport." Hunting what? The buffalo.—"Sloth leads to misery." Sloth leads to what? To misery. Saul, buffalo, and misery are in the objective case.

166. The declension of a noun or pronoun is a regular

arrangement of its numbers and cases. Thus :-

Nom.	Oab alas	V. Sa	Singu			The first to the second
Poss.	Scholar Scholar		x's.	Fly,	Man,	Sheep,
Obj.	Scholar	Fo		Fly's, Fly:	Man's, Man:	Sheep's,
	F 12 1		Plure		Tran;	Sheep;
Nom.	Scholar	- 1 M - 1	Xes,	Flies	Men,	Sheep,
Poss. Obi.	Scholars	1479 1	xes',	Flies'	Men's,	Sheeps'.
The state of	COMOUNT	. ro	Xes.	Flies.	Men.	Sheep.
Hara I a	100	3	78	-		A Chir

2 20	I.	Dec	lension.—	Decline	the	nouns	74

	Nom.	Poss.	OL:	1.75	Many , span, a.	
			Obj.	Nom.	Poss.	Obj.
_1	. City	city's,	city;	cities,	cities'.	2 7/0 M/2 - 2/4 - 2
1500	Valley,			Ormon,	circes ,	cities.
3	AT.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1	1 (1) (1)	120	11 19. VI
100	Nuncio,	1				1900 - 3
	Fancy,		-Variable Control	H MA	- " · 1/2"	We gar.
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	Seaman,	- 1 to 30	- Part Part	The same of the same		AND AND AND A
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II. Omissions to be supplied.—Where the dash occurs, insert an objective. Disk, earth, forest, fragrance, night, ray, spring. INFLUENCE OF HEAT ON NATURE.

When the warm gales of — have once more breathed on the — it soon becomes covered, in field and in — with its thick garb of green, and soon opening flowers or blossoms are everywhere breathing back again a — to heaven. Among these, the heliotrope is seen always turning its beautiful — to the sun, and many delicate flowers, which open their leaves only to catch the direct solar —, closing them often even when a cloud intervenes, and certainly when the chills of __ spproach.—Arnort.

III. Change the nouss in Italics to the plural.—The mulatto and the same are half-breeds.—The ostrich and the gnu were brought from Africa; the emu and the kangaroo, from Australia; and the bos-constrictor and llama, from South America.

Oral Conjugation. Potential present and past of rum. nivels and Parsing.—David succeeded Saul.—Sloth leads to misery,

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Literary Selection for Explanation and Study.

THE CHOICE OF FRIENDS.

League not with him in friendship's tie,
Whose selfish soul is bent on pleasure;
For he from joy to joy will fly,
As changes fancy's fickle measure.
Not his the faith, whose bond we see,
With lapse of years remaining stronger;
Nor will he then be true to thee,
When thou canst serve his aim no longer

Him, too, avoid whose grov'ling love
In earthly end alone is centered,
Within whose heart, a thought above
Life's common cares, has seldom entered,
Trust not to him thy bosom's weal,
A painted love alone revealing;
The show, without the lasting zeal;
The hollow voice, without the feeling.

-G. Griffin (1803-1840).

Oral Statement-Sketch.....

WORDS AND

ACTIONS.

Literary Analysis.

- 1. Personages. Who are the personages in this selection?

 Time and Place. When and where should such false friends be
 - 1. What advice does the poet give in the first four verses?
 - 2. What is suggested by the 5th and 6th lines?
 - 3. What do the next two lines go to show?
 - 4. What further advice does the poet give in the first four lines of the second stanza?
 - 5. What name does the poet give the love of such an earth-worm?

Literary Analysis.

- 3. RESULT. What conclusion may be drawn from these sage advices?
 - MOBAL. What moral instruction should be drawn from

Questions.

- 1. Use an equivalent for choice.
- 2. What is a friend?
- 3. Use equivalents for league.4. Why is tie applied to friendship?
- 5. What is the meaning of selfish? 6. What is pleasure?
- 7. Express the meaning of the fourth line in different phraseology.
- 8. Does the word measure give the precise meaning intended to be conveyed?
- 9. Give the meaning of faith as used in the 5th line.
- 10. Use synonyms for bond.
- 11. Express the 6th line in different phraseology.
- 12. Paraphrase the last two lines of the first stanza.
- 13. For what is can'st used?
- 14. Why is the e left out of grov'ling?

 15. What is the meaning of groveling as used here?
- 16. Express the meaning of the 11th and 12th lines differently.
- 17. What is the meaning of the 18th line?
- 18. What figure does the 14th line contain?
- 19. Explain the last two lines.
- 20. Point out the nouns in the possessive case in the selection.
- 21. What is the plural of fancy !—(113)
- 22, life?—(117)

Exercise.—Paraphrase The Choice of Friends.

Phraseology and Composition.

- I.—Add a second clause which shall contain the opposite of the word in Italics.
 - 1. Virtue is a garment of honor:
 - 2. The wise man knows he knows but little:
 - 8. Deep rivers flow in silence:
 - 4. Among the base, merit begets envy :
 - 5. Anger stirs up fury:

Phraseology and Composition.

- II.—Replace by a preposition and a noun the adjective that qualifies the subject.
 - 1. Youthful application makes old age comfortable.

2. A prudent man will not murmur when he is reproved.

- 8. Will power over bodily organs may be increased by judicious physical exercise.
- 4. An obedient man shall speak of victory. 5. The honest man will always be trusted.
- 6. The polite man will gain many friends.7. The virtuous man will be rewarded.
- III.—Add a second proposition, and connect it with the first by means of the conjunction because.
 - We should obey the Church and the State,...
 We should love our neighbor,...

 - 3. We should shun bad companions,.

4. Fresh air gives a glow to the cheeks ...

5. Persons look pale and jaded in crowded cities

Exercise on Homophonous Words.

IV.-1. Cord. 3. Cousin. 2. Cougher, 4. Creak. Chord. Coffer. Cozen. Creek. Core. Coward. Conneilor. Crews. Corps. Cowered. Counselor. Cruise.

Where the dash occurs, insert a suitable word taken from the above list.

- 1. With a cord I measured the chord of the arc. The soldiers of that Irish — are game to their hearts' -
- 2. One who coughs is a -That miser has a large — for his money. The man who --- as a vicious dog approached him and his wife, is an arrant -
- 3. My tried to me out of a barrel of apples. He was elected —, although he had often proved a bad —— for those who sought his advice.
- 4. My new shoes continued to —, though I gave them a thorough soaking in the -
 - of those vessels in the harbor long to get ashore after their long — to Japan.

V.—Write a composition on THE CHOICE OF COMPANIONS.

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LESSON XLVI.—Simple and Compound Words.

167. Words are simple or compound, primitive or derivative.

168. A Simple Word is one that is not composed of other words; as, pen, man, boy.

169. A Compound Word is one that is composed of two or more simple words; as, penman, schoolboy, nevertheless.

170. Permanent Compounds are those which are written as one word; as, bookseller, rainbow.

171. Temporary Compounds are those the parts of which are joined with the hyphen; as, glass-house, negro-merchant, man-of-war, bosom-friend.

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I. Compounds.—giving sense.	Decompose t	he compound nouns into two word
1. Sandstone, so Ploughshare, —	and stone.	3. Breastplate, breast place. Shellfish,
Bookseller, -		Pearlash,
Almshouse, -	4.	Milestone,
Watchword, -		Waterfall, 4. Common wealth,
2. Bricklayer, — — — Schoolmistress, —		Blackberry,
Penholder		Statesman, ———
Screwdriver, -		Windmill, ——
Grindstone, -		Safeguard, ——

II. Omissions to be supplied.—Insert a suitable plural.

1. Alley, direction, extremity, house, one, pipe, trunk.
2. Artery, citizen, extremity, finger, pipe, vein.

BLOOD-VESSELS.

1. The manner in which the blood-vessels are disposed in the human body, bears some resemblance to the arrangement of the by which a great city is supplied with water. Large trunks are carried from the pumping engine in different ; smaller pipes branch out from these into streets, lanes, and ; still smaller issue from them, and convey the water into private . These waterpipes represent the arteries, which carry the blood from the heart to the dot, So far the resemblance is complete.

2. But the ____ may use the water or waste it as they please. Not so with the blood. The precious fluid conveyed by the arteries to the ends of the ____, must be returned to the heart. In order to effect this purpose, another set of ____ is prepared called veins, which, joining the ____ of the ____, receive the blood from them, and carry it back again to the heart. The ____ present the same general appearance as the arteries.—Mrs. Hack (adapted).

III. Underline the compound words, and tell the kind.—The snowfall seldom reaches knee-height on the cornfields.—Nothing exceeds in beauty the landscape around Quebec.—A fond grandfather will often sit for hours in his arm-chair doting over a child at its playthings.—The desire to excel is praiseworthy.—The candlestick is in the cupboard.

Oral Conjugation.—Principal Parts and Infinitive of dream.

Analysis and Parsing.—Order is Heaven's first law.—Brevity is the soul of wit.

LESSON XLVII.—Compounds.

172. When a compound word has but one accented syllable and the parts of it are easily pronounced together, the hyphen is not generally inserted; as, watchword, gentleman, sheepfold sunbeam,

178. Compound words retain the orthography of the simple words which compose them; as, shellfish, horseman, lady-like,

knee-deep, pennyworth.

174. The exceptions are:—In permanent compounds of full and all, one l is dropped; as, careful, handful, fulfill, always, altogether: but in temporary compounds, both l's are retained; as, full-eyed, all-wise. In shepherd, fetlock, chilblain, pastime, welcome, welfare, Christmas, one of the double letters is dropped.

I. Compounds.—Write the words in a compound noun, with or

without the hyphen, as required.

1. Watch tower. 3. Tea cup. 5. Hour glass. 7. Pitch fork. Elbow room. Hand full. Water melon. Self devotion. Chill blain. Harness maker. Bosom friend. Land mark. Meeting house. Time server. Butterfly shell. Feet lock. Ant hill Fortune hunter. Sky light. Candle mass.

2. Brick kiln. 4. Printing press. 6. Thorn hedge. 8. Plum tree. Horse cucumber. Glow worm. Barn yard. Pear tree. Counting house. Shoe maker. Stepping stones. Grand son. Writing master. Tin pedlar. Goat skin. Chess board. Paper mill. Gun powder. Black bird. Air pump.

II. Omissions to be supplied.—Insert the plural noun required.

Eruption, lantern, mass, phenomenon, shower, street, village.
 Ashes, building, image, imagination, step, stream, tree.
 Volcanoes.

- in a state of eruption present several remarkable -Flames, smoke, and large hot —— are projected from the craters often to a considerable height. —— of ashes are ejected and spread over the face of the country. These showers are sometimes so dense as to darken the surrounding towns and —— so that the inhabitants must carry — with them in the — in the middle of the day. This has happened during the — of Vesuvius, and in Quito during the eruptions of Pichincha.

2. "Lava streams," says Humboldt, "are less dreaded than an erup--, a phenomenon which fills the - of men with terror, from the vague tradition of the manner in which Herculaneum, Pompeii, and Stabiæ were destroyed." Lava — often issue from the sides of the volcanic mountain, and creep with slow but steady — over the adjoining country, which they cover with a bed of molten rock; destroying —, consuming the plants and - they meet in their resistless progress, and entirely altering the

face of the country.—Red—adapted—(1791-1858).

III. Insert a compound noun instead of the words in Italics.— A house for making glass formerly stood on the top of the hill.—A ball of snow was thrown at me.—The kiln for making lime stands at the other side of the hedge of thorn-trees.—The full of a barrow of earth was put around the trunk of the tree bearing plums .- The maker of shoes lay down to sleep near a hill of ants.

Oral Conjugation.—Indicative present and past of rave.

Analysis and Parsing.—Knowledge is power.—Lucy is a good sirl.

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LESSON XLVIII.—Primitive and Derivative Words.

175. A Primitive Word is one that is not formed from

any simpler word; as, man, friend, draw.

176. A Derivative Word is one that is formed from some simpler word; as, manly, manfully; friendly, friendship, un friendly; drawing, withdraw.

177. The parts of derivative words are roots, prefixes, and

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178. The Root of a word is that part that belongs exclusively to the primitive form, and expresses the principal meaning; as in pressure, impression, suppress, the root is press.

179. A Separable Root is one that is a significant English word

without a prefix or a suffix; as, move, see, hold.

180. When the root is not used alone as a word, it is said to be inseparable; as in convert, introduce. Vert and duce are inseparable roots, since they are not used as English words.

I. Root.	Point o	out the root of the	word.		4 100
1. Reform,	Form.	8. Armament	Arm.	5. Beggar,	Beg.
European,		Songster,		Embark,	1-11-
Kingdom,		Inaction,		Perform,	
Pressure,		Adverb,		Childhood,	*
Entomb,	-	Teacher,	<u> </u>	Prefix,	-
2. Bravery,		4. Nonsense,		6. Duckling,	-
Overload,	-	Forenoon,		Spaniard,	
Uncrown,		Lambkin,		Misdeed,	
Hillock,		Slavery,		Reclaim,	·
Misbelief,		Withdraw,		Westward,	943

II. Omissions to be supplied.—Insert a suitable plural.

Hunting-ground, missionary, Mohawk, pilgrim, river, savage. vow.
 Father, inhabitant, missionary, water, year.

THE FIRST MISSIONARIES OF ONTARIO.

1. Years before the —— landed in Cape Cod, the Roman Catholic Church had been planted by - from France, in the eastern moiety of Maine; and Le Caron, an unambitious Franciscan, had penetrated the land of the —, had passed to the north of the — of the Wyandots, and bound by his — to the life of a beggar, had, on foot, or paddling a bark canoe, gone onward, and still onward, taking alms of the —, till he reached the —, of Lake Huron.

2. While Quebec contained scarcely fifty — —, priests of the Franciscan Order (— Le Caron, Viel, Sagard) had labored for — as — in Upper Canada, or made their way to the neutral Huron tribe

that dwelt on the —— of the Niagara.—BANCROFT.

III. Underline the derivatives.—Most insects are furnished with compound eyes, which consists of several six-sided surfaces, united together in such a manner as to form a large dark-colored protuberance on each side of the head.—In man, the habitual absence of sufficient light proclaims itself in the wan cheek and the bloodless lip.

Oral Conjugation.—Indicative perfect and pluperfect of muse.

Analysis and Parsing.—Men of few words are the best men.—The better part of valor is discretion.

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LESSON XLIX.—Prefixes and Suffixes.

181. A Prefix is a significant syllable or word placed before the root; as in mistake, undertake; mis and under are prefixes.

182. A Suffix is a significant letter or syllable placed after the root; as in amused, amusement, amusing; d, ment, and

ing are suffixes.

183. All words formed from the same root are said to belong to the same family of words; thus, betake, mistake, retake, partake, overtake, undertake, &c., belong to a family of words. The following words belong to another family: Divert, convert, avert, pervert, controvert, invert, subvert, revert, perversion, diversity, introverted, uncontroverted. &c.

I. Family of Words.—Give five words belong to the same family as the word indicated.

COMPRESS. ATTRACT. SUSTAIN. CONFER. PERFORM. REFUSE.

II. Omissions to be supplied.—Insert the suitable plural noun in No. 1, and a singular in No. 2.

 Foot, gauntlet, limb, shoulder, sleeve, taigh.
 Breeze, calm, cloth, handle, saddle, sup, weapon, wearer. THE ARMOR OF THE CHRISTIAN KNIGHT.

1. A coat of linked mail, with long , plated gauntlets, and a steel breastplate, had not been esteemed a sufficient weight of armor; there was, also, his triangular shield suspended round his neck, and his barred helmet of steel, over which he had a hood and collar of mail, which was drawn around the warriers — and throat, and filled up the vacancy between the hauberk and the headpiece. His lower — were sheathed, like his body, in flexible mail, securing the legs and —, whilst the — rested in plated shoes, which corresponded with the

2. A long, broad, straight-shaped, double-edged falchion, with a formed like a cross, corresponded with a stout poniard on the other side. The knight, also, bore, secure to his , with one end resting on his stirrup, the long steel-headed lance, his own proper , which, as he rode, projected backward, and displayed its little pennoncelle, to dally in the faint , or drop in the dead . To this cumbrous equipment must be added a surcoat of embroidered -, much frayed and worn, which was thus far useful, that it excluded the burning rays of the from the armor, which they would otherwise have rendered intolerable to the _____Scorr.

III. Form nouns by prefixing the words, after, back, down, high, low, mid, top.—Noon, way, winter, fall, door, hill, bell, ground, mast, land, summer, bone, pour, hand, night.

Oral Conjugation .- Indicative future and future perfect of play (an air). Analysis and Parsing.—Love God.—Fear God.

^{1.} Written also pericel and pennoncel.

LESSON L.

Literary Selection for Explanation and Study.

THE DERVIS AND THE CARAVANSARY.

A dervis, traveling through Tartary, being arrived at the town of Balkh, went into the king's palace by mistake, as thinking it to be a public inn or caravansary. " Having looked about him for some time, he entered into a long 5 gallery, where he laid down his wallet, and spread his carpet, in order to repose himself upon it after the manner of the Eastern nations. He had not been long in this posture, before he was discovered by some of the guards, who asked him what was his business in that place. The dervis told them that he intended to take up his night's lodging in that caravansary. The guards let him know, in a very angry manner, that the house he was in was not a caravansary, but the king's palace. It happened that the king himself passed through the gallery during this debate, and, smiling at the mistake of the dervis, asked him how he could possibly be so dull as not to distinguish a palace from a caravansary. "Sir," says the dervis, "give me leave to ask your majesty a question or two. Who were the persons that lodged in this house when it was first built?" The king replied, his ancestors. "And who," says the dervis, "was the last person that lodged here?" The king replied, his father. "And who is it," says the dervis, "that lodges here at present?" The king told him, that it was he himself. "And who," says the dervis, "will be here after you?" The king answered, the young prince, his son. "Ah! sir," said the dervis, "a house that changes its inhabitants so often; and receives such a perpetual succession of guests, is not a palace, but a caravansary."

—Addison (1672-1719).

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13.

15. 16. 17. 17. 18. 19.

21.

Oral Statement-Sketch......

^{1.} Written also dervise and dervish.

Literary Analysis.

1. Presonages. Who are the speakers represented in this story?

TIME AND PLACE. When and where did the incident take place?

- 1. What did the dervic take the palace to be?
- 2. On entering what did the dervis do?
- 8. Was he left undisturbed?
- 2. WORDS AND ACTIONS.
- 4. What action did the guards take in the matter?
- 5. What happened during the debate between the dervis and the guards?
- 6. What did the dervis say?
- 8. RESULT.

What remark did the dervis make when he heard how often the house changed inhabitants?

MORAL.

What is the moral of this story?

Questions.

- 1. What is a dervis?
- 2. Where is Tartary?
- 3. Where is Balkh (Balk)?
- 4. What is an inn?
- 5. What is a caravansary?
- 6. What is the meaning of gallery as used in this place (5th 1.)?
- 7. What is a wallet?
- 8. Give other names for travelers' bags.
- 9. What is a carpet ?
- 10. What are the Eastern Nations?
- 11. Give synonyms of posture.
- 12. Use equivalents for guards.
- 13. What is a palace?
- 14. Does it appear that the palace referred to in the selection was a magnificent house?
- 15. To whom is the term majesty addressed?
- 16. What is the meaning of lodged?
- 17. Why is not lived, or dwelt, or resided used here?
- 18. What is meant by ancestors here?
- 19. What was the object of the questions the dervis addressed the king?
- 20. What are inhabitants !—People that live in a place.
- 21. What is the meaning of nemetual in this place?

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Questions.

22. What does succession mean here (27th L.)?

28. What is meant by guests?

- 24. Point out the proper nouns in the selection.
- 25. Point out the nouns in the possessive case. 26. Point out the plural nouns in the selection. 27. Give the plural of dervis, caravaneary, gallery.
 28. Give the feminine of (1) king, (2) prince.

29. Indicate the nouns that are subjects as far as the 16th line (inclusive).

80. Point out the objects in the last sentence.

Exercise. - Write a sketch of The Dervis and the Caravaneary.

Phraseology and Composition.

- I .- Make three statements about Intemperance and three about Charity.
- II.—Place at the beginning of the sentence the words which name the author of the statement.
 - "Let there be neither quarrels nor envy among you," says St. Paul." He that shall persevere to the end," says St. John, "shall be saved."
 - "The most divine thing," says St, Denis, "is to cooperate with God for the salvation of souls.'
 - "To support injuries," says St. Francis of Sales, " is the touchstone of humility."
 - "The eye troubled by anger sees not straight," says St. Bernard.
- III.—Add a second proposition to the first, and connect both by means of the conjunction because.
 - 1. A rose is red ...
 - 2. Green tea is unwholesome,...
 - 3. Vegetables should be eaten with salt meat ...
 - 4. Excess in eating brings on indigestion,
 - 5. Indigestion brings on bilious attacks,

Exercise on Homophonous Words.

IV.—1. Cruel. 2. Color. 8. Courser. 4. Cudle. Crewel. Culler. Coarser. Cuddle. Champagne. Cheap. Queue. Signet. Champaign. Cheep.

Where the dash occurs, insert a suitable word taken from the above list.

- Is it not cruel for you to hit your brother in the eye with that ball of crewel?
 The billiard player handled his —— cleverly.
 That Chinese lady has her hair dressed in a ——.
- When the was accused of cheating, the rosy fled from his cheeks.
 A wicked boy broke the leg with a stone.
 The king affixed his to the document.
- 8. The winning —— coat was —— than that of a Canadian pony.

 My bottles of —— ran dry before I crossed that broad expanse of ——.
- 4. A is a small sea fish.

 John will himself in his blankets and sleep soundly till morning.

 That rug is very —

 To is to chirp as a sparrow or a young bird.

V.—Write a composition about Birds' NESTS.



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Also pronounced kampan.

LESSON LI.—Formation of Nouns.

184. Nouns are formed:-

1. By uniting two or more words so as to make but one; as, mousetrap, gunpowder, blacksmith, foster-child, fish-pond, attorney-at-law.

By placing a prefix before an existing noun; as, truth, untruth;

verb, adverb; taste, foretaste.

3. By adding a suffix to a verb, an adjective, or another noun; as, act, action; free, freedom; law, lawyer.

185. Many nouns are derived from verbs:-

I. Without any change; as, to work, work; to love, love."

2. By changing the position of the accent; as, to rebel, a rebel: to object, an object; to record, a record.

3. By changing some letter or letters either in the body of the word or at the end; as, to bind, a bond, band; to speak, a speech.

I. Derivation.—Find the noun by changing some letters in the word.

1. Bleed, blood. 2. Choose, choice. 8. Heave. heap. Give. Sell, Shoot, Strike, Lose, Drive, Live. Tell, Fly, Run, Break. Lend, Ascend, Grieve. Freeze.

II, Plural of Nouns.—Supply the plural noun required by the sense.

FIRST ATTEMPT OF THE JESUITS TO ESTABLISH A MISSION IN

1. Algonquin, arm, cance, fur-trader, gondola, home, lake, league, missionary,

1. Adjeu, cance, death, enemy, envoy, forest, mariner, car, sacrifice, shadow,

1. In August, 1654, two young smitten with the love of adventure, joined a band of the , or other , and, in their of bark, ventured on a voyage of five hundred two -1 they re-appeared, accompanied by a fleet of fifty forward by five hundred . The + ascend the cliff of St. Louis, welcomed by a selute from the ordnance of the castle. They described the vast — of the west, and the numerous — that hover round them; they speak of the Knisteneaux, whose — stretched away to the Northern Sea; of the powerful Sioux, who dwelt beyond Lake Superior; and they demand commerce with the French, and for the boundless west.

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2. The request was eagerly granted; and Gabriel Dreuilletes (1656). the same who carried the cross through the - of Maine, and Leonard Gareau, of old, a missionary among the Hurons, were selected as the first religious —, to a land of —, , , and —. The are launched; the tawny — embark; the oars flash, and — of joy and triumph mingle with the last —. But, just below Montreal, a band of Mohawks, — to the Ottawas, awaited the convoy; in the affray, Gareau was mortally wounded, and the fleet

dispersed.—BANCROFT.

III. Put in the Singular.—Bodies of soldiers may be formed into armies, columns, phalanxes, companies, or corps; and single soldiers may be detailed as scouts, sentries, or sentinels.—The officers of regiments are colonels, lieutenant-colonels, majors, adjutants-general, captains, ensigns, and aids-de-camp.

Oral Conjugation.—Potential present and past of desire (repose). Analysis and Parsing.—Repentance is the sister of innocence.

LESSON LIL.—Formation of Nouns.—Prefixes.

186. Prefixes are of Anglo-Saxon, Latin, or Greek origin.

187. The principal Anglo-Saxon or English prefixes are:--

A, signifies on, in, at; as, Aboard, on board.

Be, signifies upon, over, nearness, as, Bespatter, to spatter over.

Counter, signifies against, opposed to; as, Counteract, to act against.

En, Em, (before b, p), signifies to make, in, upon; as, Ennoble, to make noble.

For, signifies not, contrary; as, Forbid, to bid not to do.

Fore, signifies worno, ill; as, Miscall, to call by a wrong name.

Signifies wrong, ill; as, Miscall, to call by a wrong name.

Signifies excess beyond, exterior; as, Outlaw, beyond the low.

Over, signifies excess, beyond, exterior; as, Outlaw, beyond the low.

Signifies not, to undo; as, Untwist, to undo the twist.

Under, signifies motion upwards, subversion; as, Uproot, to root up.

With, signifies motion upwards, subversion; as, Uproot, to root up.

Signifies against, back; as, Withstand, to stand against.

188. The prefix be sometimes forms transitive verbs from intransitive; as, bemoan; it sometimes forms transitive verbs from adjectives or nouns; as, bemoan; and it is sometimes merely intensitive; as in bedazzle, becalm.

Oral Exercise.—Find words with one of the above prefixes.

I. Prefixes.—Form the noun by means of the above prefixes.

1. Thought,	Forethought.	3. Taker,	Underteker
Growth,	under .	Line,	our.
Truth,	- one	Hap.	mis,
Cast,	- Cus	Believer.	m
Chanter,	-land	Post,	sur
2. Kindness,	·on	4. Closure,	· w
Start.	Edu.	Noon,	for
Fortune,	addy .	Writer,	umair
Coat,	DAKE !	Seer,	our
Finger,	fore	Certainty,	m

II. Sentences to be completed.—Insert a singular noun. JTHE SPIDER. C

Assailant, belief, breast, coat, insect, lobster, skin, spider, state, sting.
 Defence, net, prey substance, vision.

1. Of all the solitary insects I have ever remarked, the 4 is the most sagacious, and its actions, to me, who have attentively considered them, seem almost to exceed —. This — is formed by nature for a 4 of war, not only upon other insects, but upon each other. For this state, nature seems perfectly well to have formed Its head and are covered with a strong natural - of 10 even of a wasp. Its legs are terminated by strong claws, not unlike those of a +; and their vast length, like spears, serves to keep every — at a distance.

2. Not worse furnished for observation than for attack or it, has several eyes, large, transparent, and covered with a horny which, however, does not impede its . Besides this, it is furnished with forceps above the mouth, which serve to kill or secure the --- already caught in its claws or its 4 -.-GOLDSMITH.

III. Decompose the noun into two words giving sense.—Doomsday, ant-hill, Michaelmas, swineherd, painstaker, daystar, pastime, mole-hill, sheepskin, penny-weight, shepherd, fetlock.

Oral Conjugation.—Potential perfect and pluperfect of sing (a song).

Analysis and Parsing.—Edmund Burke was a great orator.—Daniel O'Connell was a great patriot.

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LESSON LIII.—Formation of Nouns.—Prefixes.

189. The principal Latin prefixes are:—

Ad, a, ac, af, Ante, Circum, Con, co, com, col, cor, signifies to, towards, near; as, Affix, to fix to.
signifies before; as, Antedate, to date before the true time.
signifies around; as, Circumnavigate, to sail around.

signifies with, together; as, Compress, to press together. signifies against, as. Contraband, against the prohibition.
signifies from, down; as, Dethrone, to remove from the Contra, contro, throne.

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Dis, di, Ex, e, ec, ef, es, In, im, il, ir, Inter, Ob, op, ec, ef,

signifies away, apart, not; as, Displease, not to please.
signifies out of, from; as. Efface, to blot out.
signifies in, upon, not; as, Imprint, to print into.
signifies between, among; as, Intermix, to mix together.
signifies against, down, in front; as, Object, to cast against.
signifies through, by; as, Pervade, to pass through.
signifies before; as, Prejudge, to judge beforehand.
signifies for, forth, forward; as, Pronoun, for a noun.

190. The prefix in, im, il, ir, joined to a verb or a word derived from a verb, signifies, into, upon; as, Impress, to press into. But, when pre-fixed to an adjective or a noun derived from an adjective, it signifies not; as, Imprudent, not prudent.

Oral Exercise.—Find nouns having one of the above prefixes.

I. Prefixes.—Form nouns by means of the list of prefixes.

3. Ease, 1. Justice. Injustice. Disease. Loyalty, Promise. Sequence, Credit. Date, Sentiment. View. Room, 2. Avowal. 4. Junction, Mixture. League, Vision. Motion. Heir, Legality, Religion, Migration,

II. Omissions to be supplied.—Where the dash occurs, insert a plural noun that will complete the sense.

> CONCERNING VENTILATION. Lung, person, pore.

The foul air which passes from the - and through the the skin does not fall to the floor, but diffuses itself through the surrounding atmosphere. A single breath, therefore, will to a trifling but certain extent, taint the air of a whole room. A light or fire will vitiate air as much as a dozen —. It is now fully established that carbonic oxide gas, a product of combustion still more deadly than carbonic acid gas, leaks out from a stove through the pores of the hot iron .- J. D. STERLE.

III. Add a prefix in No. 1, and separate the prefix in No. 2.— 1. Claimant...., patience, order, location, engagement, constancy, tanglement.—2. Contradiction, apportion, concord, procession, attraction, depression. irreverence, defence.

Oral Conjugation.—Subjunctive of attend (a meeting).

Analysis and Paralag.—The rank is but the guinea's stamp.—The wish was father to the thought.

LESSON LIV.—Formation of Nouns.—Prefixes.

191. The following are also Latin prefixes:

signifies back, again; as, Reenter, to enter again.

signines back, again; as, keenter, to enter again with, successes, signifies under, after; as, Suifia, to fix after.

Super, sur, signifies over, above, beyond; as, Surmount, to mount above.

Trane, tra, signifies across, otherwise; as, Transpose, to place otherwise.

Norz.—The prefixes ad, con, ex, in, ob, sub, change the final letter to second with the initial consonant of the root. Thus, adjoin, acceded, affirm, aggregate, allot, annex, apportion, arrogate, assure, attest;—corfuse, coheir, cognate, colleague, compress, correspond;—expire, eject eccentric, effuse;—inflame, implant, illegal, irregular, ignorant; obtair occur, offer, oppose;—subdivide, succor, suffuse, suggest, supplant, sustair

192. The principal Greek prefixes are :-

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A. am. signifies without; as, Anarchy, without rule.

Amphi, signifies on both sides, two; as, Amphibious, having two lives.

Anti, ant, signifies against, opposite to; as, Antarctic, opposite to the Arctic, signifies through; as, Diameter, a measure through.

Em, em, signifies in, upon; as, Energy, inward power.

Hyper, signifies over, beyond; as, Hypercritical, over critical.

Sym. syl, signifies with, together; as, Syllable, a taking together.

Oral Exercise.—Find nouns having one of the above prefixes.

I. Prefixes.—Give a noun formed by means of the above list of prefixes.

1. Entrance, Reëntrance. 2. Fusion, Transfusion. Editor, Version, Action, Petition. Porter, Structure. Vision. Climax. Name, Position, Planter, Election, Deacon, Division, Lease. Abundant.

II. Omissions to be supplied.—Where the dash occurs, insert a noun of the plural number that will complete the sense.

Concerning Ventilation.—(Continued.) Breath, door, fact, light, pain, window.

Thus, besides the air which a stove withdraws from a room, it actually poisons that which we breathe. Many — and — rapidly unfit the air for use. The perfection of ventilation is reached when the air of a room is as pure as that out of —. In spite of these well-known —3, scarcely any — are taken to supply fresh air, while the — and — , where the life-giving oxygen might creep in, are hermetically sealed.—J. D. STEELE.

III. Add a prefix in No. 1, and separate the prefix in No. 2.—
1. Construction, contract, behave, ply, inform, abuse, conduct, duplicate, demeanor, direct, do, lock,—2. Republican, suspension, inelegant, resemblance, adjoin, misspell, irreproachable, irretentive, ineloquent, infallible, afoot, aboard, illiberal, abroad, unmanly, disobey, discommode, enable, rebreathe benumbed, excentric.

Oral Conjugation.—Imperative and Participles of bake.

Analysis and Parsing.—Obey your superiors.—Respect your equals.

LESSON LV.

Literary Selection for Explanation and Study,

TWO TRAVELERS AND AN OYSTER.

Once, says an author, where, I need not say, Two travelers found an oyster in their way; Both fierce, both hungry; the dispute grew strong; While scale in hand Dame Justice passed along.

Before her each with clamor pleads the laws, Explained the matter, and would win the cause. Dame Justice, weighing long the doubtful right, Takes, opens, swallows it, before their sight. The cause of strife removed so rarely well,

"There, take," says Justice. "take ye each a shell We thrive at Westminster on fools like you: "Twas a fat oyster—Live in peace—Adieu."

-Pope (1688-1744.

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Oral Statement-Sketch.....

Words and Actions.

Literary Analysis.

1. Personages. Who are the personages in this fable?

TIME AND PLACE. When and where did the interview take place?

- 1. What did the two travelers find?
- 2. What does the third verse suggest?
- 3. Who appeared on the scene?
- 4. What did the travelers before Dame Justice?

3. Result. What was the result?

Moral. What lesson should be learned from this fable?

Questions and Suggestions.

1. What is an oyster?

2. For what is the first line remarkable?

3 Supply some omissions in the 3rd line.

4. What name is given to an omission such as the above?

5. What is a dispute?

6 Who is Dame Justice?

7. What is the meaning of Dame?
8. What is meant, by "with clamor"?

9. What is the meaning of plead?

- 10. What means "and would win the cause"? 11. What do the 7th and 8th lines contain?
 12 Use one word for "cause of strife" (9th 1.)

13. What does the 10th line suggest?

14. What is the meaning of thrive?

15. Where is Westminster)

- 16 What place in Westminster is referred to here?
- 17. Why does Dame Justice address them as fools?
- 18. What does 'twas a fat oyster' suggest? 19. What is the meaning of "live in peace"?

20. What is the meaning of adieu?

21 Why did the author select an oyster as the bone of contention here?

22. Of what gender is Dame Justice?

23. Make a list of the plural nouns in the fable.

24. Analyze and parse: Live in peace.

Exercise.—Paraphrase the Two Travelers and an Oyster.

Phraseology and Composition.

A.—Construct sentences which shall each contain two of the given names: Othoniel, Samuel; Saul, Gelboe; Joseph, Pharao; David, Jerusalem; Jehu, Achab.

11.—Change the imperative form.

They, if you wish to be obeyed one day. Be firm in face of danger. Never yield to our evil propensities. Study attentively the history of your country. Shun sin as we would a serpent. Never deceive your master. Be proud of our country's glory. Speak seldom of your own doings.

Phraseology and Composition.

III.—What special meaning does the adjective give to the noan which - it qualifies?

- 1. A high-pressure engine.....
- A low-pressure engine.....
 Corned meat.....
- 4. Fresh meat.....
- 5. Civil law.,... 6. Moral law
- 7. Ecclesiastical law
- 8. Sacred history.....
- 9. Natural history.....

Exercise on Homophonous Words.

2. Discreet. 3. Dost. 4. Draft. IV.-1. Day. Dev. Discrete. Dust. Draught. Dram. Dun. Doe. Does. Done. Dough. Doze. Drachm.

Where the dash occurs, insert a suitable word taken from the above list.

- 1. Day and night succeed each other.
 - A is a Moorish governor.

The mason began to — me for his pay before he had entirely his work.

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- 2. My grandfather was very -
 - I asked the pupil what he meant by a --- proposition.
 - The tame bounded through the kitchen and upset the cook's dish of -
- thou not believe the words of the Almighty Who hath said: "Unto — thou shalt return."
 - I was awakened from my fitful by four breaking through the bushes near where I lay.
- 4. I was robbed of a for forty dollars while taking a of
 - John gave a for a of good rum.

.-Write a composition about Grandfather's Clock.



LESSON LVI.—Rules for Suffixing.

In forming words by suffixes, the following rules should be observed:-

198. Monosyllables, and words accented on the last syllable, when they end in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel; as, gun, gunner (rob, robbery; sun, sunny.

194. The chief exceptions are:—

I. Final x being equivalent to ks, is never doubled; as in mix,

mixing, mixer.

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said: king

2. Words that on the addition of a suffix, change the position of the accent, do not always double the final consonant; as, prefer, preference, preferable. But compounds retain the double letter, though the position of the accent is often changed; as, grasshopper, harelipped.

195. A final consonant, when it is not preceded by a single vowel, or when the accent is not on the last syllable, should remain single before a suffix; as, fool, foolery; hunt, hunter; offer, offerings.

196. The exceptions are:—

1. A single consonant, when preceded by a vowel after qu, is doubled; as, acquit, acquittal, acquitting.

2. A number of dissyllables ending in single l preceded by a single vowel, but not accented on the second syllable, are generally written in their derivatives with double l; as, metal, metallic; excel, excellence.

I. Final	Consonants	-Add the suffi	xes ing, y, er, o	d, ish.
1. Spin.	2. Knot.	3. Clean.	4. Prefix.	5. Self.
Drip.	" Sun.	Neat.	Bigot.	Snap.
Fix.	Fog.	Red.	Omit.	Child.
Join.	Room.	Thin.	Model.	Fool.
Run.	Mud.	Black.	Limit.	Slug.
Whiz.	Rain.	Green.	Extort.	Fop.
	and the same of the same of			

II. Sentences to be completed.—Instead of the dash, insert in No. 1, a word in ery, and in No. 2, a word in ing, formed from the lists.

Cook, gun, nun, tan.
 Cloth, gamble, garden, mat, rig.

1. The seaman has gone to the fishery to examine the nets.

- is a religious retreat for women.

Everybody should know enough —— to prepare his own food. The artillery-man makes — - the study of his life. Hides are dressed at the -

2. The practice of —— should be discouraged.

A floor may be very tastefully arranged with - made of rags. Heavier — is required in winter than in the milder seasons. The alacrity with which sailors move among the —— is surprising. - is a most useful and instructive amusement.

III. Suffix ence to No. 1., ed to No. 2.—1. Differ, occur, refer, confer, concur, abhor, prefer.—2. Repel, prefer, benefit, befit, clot, meer, drag, compel, remit, expel, refer, allot.

Oral Conjugation.—Principal Parts and Infinitive of record. Analysis and Parsing.—Religion is man's consolation.—Virtue is its own reward.

LESSON LVII.—Rules for Suffixing.

197. Final e silent of a primitive word is dropped on taking a suffix beginning with a vowel; as, guide, guidance; remove, removal; come, coming; globe, globule.

198. The exceptions are:

1. Words ending in ce or ge retain the e before able and ous; as, trace, traceable; change, changeable; courage, courageous.

2. Dye, singe, springe, swinge, and tinge, also preserve e so as not to be confounded with other words; as, dyeing, dying; singeing, singing. Also hoeing, shoeing, toeing.

199. Final e of a primitive word is retained before a suffix beginning with a consonant; as, state, statement; pale, paleness.

200. The e is omitted in awful, duly, nursling, truly, wisdom, wholly; and usually in abridgment, acknowledgment, argument, judgment, and lodgment.

I. Final E.—Add the suffixes able, ment, ous, ish, ly,

1. Tame.	2. Move.	3. Grace.	4. Rogue.	5. Pure.
· Change.	Judge.	Outrage,	Slave.	Entire.
Service.	Measure.	Pore.	White.	Secure.
Remove.	Argue.	Fame.	Ague.	True.
Excuse.	Lodge.	Nerve.	Thieve.	Whole.
Value.	Amuse.	Umbrage.	Mule.	Love.

II. Omissions to be supplied.—Where the dash occurs, supply the suitable plural noun.

THE FIRST MASS CELEBRATED IN ONTARIO.

Christian, devil, fastness, Frenchman, gun, Huron, maintou, okie, pioneer, realm, vestment, voice, worshiper.

The twelfth of August (1615) was a day evermore marked with white in the friar's (Father Le Caron) calendar. Arrayed in priestly—he stood before his simple altar; behind him was a little band of—, the twelve—who had attended him, and the two who had followed Champlain. Here stood their devout and valiant chief (Champlain), and, at his side, the dauntless woodsman, pioneer of—, Etienne Brulé, the interpreter. The Host was raised; the—keeled. Then their rough—joined in a hymn of praise, Te Deum Laudamus; and then a volley of their—proclaimed the triumph of the Faith to the —, —, and all the brood of anomalous — who had reigned with undisputed sway in these wild—of darkness. The brave friar, a true soldier of the Church, had led her forlorn hope into the—of Hell; and now, with contented heart, he might depart in peace, for he had said the first Mass in the country of the—3—Parkman (1823—).

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III. In No. 1 indicate the suffix, and in No. 2 add a suffix.

1. Stranger, saddler, swimmer, villager, dyer, digger, winner, sufferer, cottager, voyager, teacher, boiler, trimmer, stopper, runner, fruiterer, treasurer.—2. Dye, die; sing, singe; virtue, have, derive, hate, rave, eye, judge, able, rare, mature, agitate, create.

Oral Conjugation.—Indicative present and past of teach.

Analysis and Parsing.—The bride has gone to her father-in-law's.—The groom has gone to his mother-in-law's.

^{1.} Within the limits of what is now known as the County of Simcos.

LESSON LVIII.—Rules for Suffixing.

201. Final y, when preceded by a consonant, is changed into i before the addition of a suffix not beginning with i; as, city, citizen; merry, merriment; holy, holiness: but copy, copyist; baby, babyish; reply, replying; tory, toryism. In a few derivatives, y is changed to e, before ous; as, pity, piteous; plenty, plenteous.

202. Words ending in ie, drop the e and change the i into y before ing, to prevent the doubling of i; as, tie, tying; vie, vying; belie, belying.

208. Final y, when preceded by a vowel, should not be changed; as, annoy, annoyance; boy, boyhood.

204. The words daily, laid, lain, paid, said, and their compounds are exceptions.

I. Final Y.—Add the suffixes ous, er, ness, ing, ance.

1. Envy.	2. Destroy.	3. Busy.	4. Copy.	5. Convey.
Bounty.	Convey.	Ready.	Defy.	Luxury.
Victory.	Testify.	Happy.	Delay.	Defy.
Beauty.	Employ.	Clumsy.	Play.	Annoy.
Study.	Pacify.	Holy.	Display.	Ally .
Duty.	Delay.	Steady.	Satisfy.	Comply.
Perfidy.	Betray.	Greedy.	Tarry.	Apply.
Melody.	Deny.	Manly.	Destroy.	Rely.
Glory.	Play.	Gray.	Carry.	Vary.
Joy.	Carry.	Tardy.	Decoy.	Purvey.

II. Sentences to be completed.—Where the dash occurs, supply a suitable plural noun.

Henry, time, Tudor, tyrant, wife, writer.

The — reigned in England from 1485 to 1603. They were — VII. and VIII, Edward VI., Mary, and Elizabeth. During the reign of Henry VIII., began the so-called Reformation in England. Henry VIII. was the Nero of modern — Henry put away his lawful wife, Catharine of Arragon; of the next four —, two were put to death, and one was divorced: His sixth wife was fortunate enough to survive this most heartless of — Mary reëstablished the Catholic religion in England; but Elizabeth suppressed it, and the country returned to Protestantism. Many great — flourished during Elizabeth's reign. The principal were William Shakespeare, Edmund. Spenser, and Francis Bacon.

III. Add the suffix age to No. 1, and indicate the suffix in No. 2.

—1. Marry, bag, carry, bond, ferry, herb, wharf, till, villain, ville, vassal, ton.—2. Annoyance, childish, liberalism, writer, girlish, womanish, mildness, holiness, disturbance, singer, baker, beggar, songstress, duchess, daily, paid, gracious, penurious, penniless.

Oral Conjugation.—Indicative perfect and pluperfect of analyze (words).

Analysis and Parsing.—Henry VIII. was a heartless tyrant.—Nero was a persecutor of the Christians.

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LESSON LIX.—Rules for Suffixing.

205. Words ending in any double letter preserve it double before an additional termination not beginning with the same letter; as, agree, agreeable; stiff, stiffness; grass, grassless.

206. A few irregular verbs are exceptions to this rule; as, fice, fled; shall, shall; dwell, dwell; bless, blest or blessed

207. This rule applies chiefly to words derived from monosyllables ending in f, l, or s, preceded by a single vowel, which letters are, with few exceptions, double; as, mill, hill, muff, staff, glass, pass. The chief exceptions to this doubling are clef, if, of; as, gas, has, his, is, pus, this, thus, us, was, yes.

208. E final, when not silent, is generally double; as in agree, free, see.

I. Retaining .- Add the suffixes ing, ness, ly, able.

1. Agree,	2. Still.	8. Dull.	4. Pass.
Tattoo.	Stiff.	Gruff.	Agree.
Decree.	Careless.	Full.	Prefer.
Halloo.	Harmless.	Odd.	Port.
Flee.	Gross.	Shrill.	Measure.
Toss.	Chill.	Droll.	Search.
Foresee.	Small.	Gross.	Deplore.
Dwell.	Shrill.	Useless.	Reason.

II. Plurals.—Supply the suitable plural noun.

Catholic, Charles. Protestant, sovereign, Stuart, year.

THE STUARTS.

The were James I., I. and II., James II., William III. and Mary, and Ann. They reigned from A. D. 1603 to 1714, except during the Commonwealth which lasted from 1649 to 1660. During the reign of Charles I., the Long Parliament remained in session more than twelve Commonwealth. Charles I. was put to death during the Commonwealth. Oliver Cromwell was dictator. Cromwell was a cruel despot. James II. was a Catholic. James was opposed by the head, because he wanted to restore the religion of Rome and grant liberty of worship; he had, finally, to flee to France. The "Act of Settlement" was passed during the reign of William III. and Mary, its principal provision being that the form of England must be the law still in force.

III. Indicate the Suffixes.—Noticeable, outrageous, agreeable, liar, happiness, felicitous, fanciful, waitress, carelessness, stiffness, freedom, stillness, manliness, comfortable, robber, wisdom, widower, journalist, dotage, percentage, drunkenness, heroine, consignment, heiress, administratrix, beggar, Josephine, Henrietta, Georgina, Joanna, Louise, Christina, Cornelia, Frederica, Theodora.

Oral Conjugation.—Indicative future and future perfect of write (a letter).

Analysis and Parsing.—Consonants are the bones of speech.—Yowels are the fiesh and blood of speech.

LESSON LX.

Literary Selection for Explanation and Study.

MOONRISE AT MEMPHIS.

The rising of the moon, slow and majestic, as if unconscious of the honors that awaited her upon earth, was welcomed with a loud acclaim from every eminence, where multitudes stood watching for her first light. And seldom had that light risen upon a more beautiful scene. The city of Memphis, still grand, though no longer the unrivaled Memphis that had borne away from Thebes the crown of supremacy, and worn it undisputed through ages, now, softened by the moonlight that harmonized with her decline, shone forth among her lakes, her pyramids, and her shrines, like one of those dreams of human glory that must ere long pass away. Even already, ruin was visible The sands of the Libyan Desert were gaining upon her like a sea; and there among solitary columns and 15 sphinxes, already half sunk from sight, Time seemed to stand waiting till all that now flourished around him should fall beneath his desolating hand like the rest.

On the waters all was gayety and life. As far as eye could reach, the lights of innumerable boats were seen studding like rubies the surface of the stream. Vessels of every kind, from the light coracle, built for shooting down the cataracts, to the large yacht that glides slowly to the sound of flutes—all were afloat for this sacred festival, filled with crowds of the young and gay, not only from Memphis and Babylon, but from cities still farther removed from the festal scene.

As I approached the island I could see glittering through the trees on the bank, the lamps of pilgrims hastening to the ceremony. Landing in the direction which these lights pointed out, I soon joined the crowd, and passing through a long alley of sphinxes, whose spangling marble gleamed out from the dark sycamores around them, reached in a short time the grand vestibule of the temple, where I found the ceremonies of the evening already commenced.

-Moore (1779-1852).

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Literary Analysis.

- 1. PERSONAGES. Who are the personages brought out in this piece?
- Where is the scene described in this selection TIME AND PLACE.
 - 1. By whom was the rising of the moon welcomed?
 - 2. Describe the scene upon which the moon
 - 3. Had the ruin commenced to appear?
 - 4. Describe the scene on the waters.
 - 5. What was to be seen on the island?
 - To what did this beautiful moonlight night and the ceremonies the people got up in honor of the Moon, lead the stranger (the writer—in imagination)?

What lesson may be derived from this description?

n. RESULT.

MOBAT.

WORDS AND ACTIONS.

Questions.

1. Where is Memphis? (Are there any other places of the same name?—Point them out on the map.)

2. What is the Moon?

B. What is the meaning of majestic? 4. Express unconscious in two words.

5. Why is her applied to the Moon?

6. Why was the moon welcomed with loud acclaim?

7. What name is given to people who pay divine honors to creatures?

8. What is an eminence?

9. Express multitudes differently.

10. What light is referred to in the second sentence?

11: What is meant by scene here?
12. What is the meaning of unrivaled?

13. What is referred to in the third sentence?

14. What else is suggested in the same sentence?

15. Where is Thebes?

16. What is meant by supremacy?
17. What is meant by ages?

18. What is the meaning of softened (9th 1.)?

19. Give the meaning of "softened by the moonlight that harmonized with her decline.".

20. What are the principal monuments that remain of ancient Mem-

21. What was "like one of those dreams of human glory that must ere long pass away?"

Ouestions.

22. Use an equivalent for ere. 28. Use an equivalent for ruin. 24. From what is Libyan derived?

25. Where is Libya?

26. What is the meaning of "gaining upon her"? 27. What figure is "gaining upon her like a sea"?
28. What is the meaning of solitary?

29. What is a sphinx?

80. What is meant by "sunk from sight"?

81. How is Time used here?

82. What is meant by "all that now flourished"?
88. What waters are referred to (second paragraph, 1st l.)?

84. Point out the figure in the first sentence of the second paragraph.

85. What are the vessels referred to?
86. What kind of vessel is a (1) coracle?...a (2) yacht?

87. Use other words for glides.

88. What is a flute?

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89. Where was Babylon?
40. What "festal scene" is referred to?
41. What island is referred to?

42. Of what were the sphinzes made?

48. What are sycamores ? 44. What is a vestibule?

45. Find some consolidated compounds in this description, and give the rules relating to them.

46. Find the derivative nouns in the first paragraph, and explain the

formation of each.

47. Give the plural of scene, glory, sphinx, ruby, yacht, ceremony, alley, vestibule.

48. Analyze and parse: All was gayety and life.

Exercise.—Write a sketch of Moonrise at Memphis.

Phraseology and Composition.

I.—Make five statements about modesty.

II.—Replace the adjective with a noun from the same root, and make the other necessary changes accordingly.

The meek are a source of edification to all.

The poor merit our compassion and assistance.

The obedient are certain to find favor with God.

The pure have the glory and merit of martyrdom. The humble merit the gift of chastity.

The angry cannot see straight,

The vainglorious seek for happiness from human applause.

Phraseology and Composition.

- III.—What special meaning is given by the adjective to the noun which it qualifies?
 - 1. Hard water.....
 - 2. Soft water.....
 - 8. Mineral water.....
 - 4. A fickle boy
 - 5. A studious boy
 - 6. A medicinal plant.....
 - 7. A textile plant.....

Exercise on Homophonous Words.

IV.-1. Duct. 2. Demean. 8. Droop. 4. Docile. Ducked. Demesne. Drupe. Dossil. Dying. Depositary. Deviser. Discus. Dyeing. Depository. Discous. Div sor.

Where the dash occurs, insert a suitable word taken from the above list.

- 1. The thief was ducked in a pond and then cast into a duct for carrying off dirty water. The — man scolded his wife for — her dresses black before his death.
- 2. Would you yourself by stealing apples from the orchard The —— is placing his goods in a safe ——.
- is a soft pulpy fruit. Will that flower ——? - means disk-like, circular; and --- means a
- 4. The wounded boy, though very —, tore the from his wound.

John, though a clever ----, could not define -

V.—Write a composition on TIME AND ITS PRINCIPAL DIVISIONS.



LESSON LXI.—Formation of Nouns.—Suffixes.

209. The suffixes which denote the action of doing, the thing done, are:—

ion, ation, ition.
Invention, the act of inventing, the thing invented.

Payment, the act of paying, that which is paid.

Removal, the act of removing.

Defense, the act of defending.

Repentance, the act of repenting.

Occurrence, the thing which occurred.

Enclosure, that which encloses, the act of enclosing.

Carriage, that which carries, the act of carrying.

Reading, the act of one who reads, the thing read.

th, t.

Growth, the act or faiseovering, that which is discovered.

Discovery, the act of discovering, that which is discovered.

These suffixes are almost always joined to verb roots.

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ard

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210. The suffix age, when joined to noun roots, generally expresses cost, sometimes a state; as, Cartage, the cost of carting goods; vassalage, the state of a vassal.

211. Nouns in ing are derived from participles without any change. They are distinguished from participles by taking an article, an adjective, or a noun or pronoun in the possessive case, before them.

	I. Deriva	tives.—For	m derivative	s with the	aid of the abo	ve suffixes
1.	Tempt,	Temptation.	2. Approve.		3. Suspend,	Suspense.
	Convert,		Abstain,		Deliver,	
	Satisfy,		Steal,		Heal,	
	Amuse,		Seize,		Expand.	
	Amend,		Depend,		Toll,	· ·
	Inter.		Press.		Complain	
	Bribe.		Whistle.			
	1.09	,			5	

- II. Sentences to be completed. Find a noun proper to the action.
 - Argument, cultivation, defence, prefension, removal.
 Arrangement, distinction, failure, fermentation, trial, usage.
- 1. Use diligence and perseverance, and you cannot but succeed. Good prepares an abundant harvest.

 It is quite natural to grieve over the for a friend.

 No can justify us in retaining the goods of others.

 Extravagant pretensions cause legitimate to be rejected.

 Heaven is the for the widow and the orphan.
- 2. The true florist displays taste in the of his flowers.
 A soldier without discretion never gains —

 Excessive confidence is the usual forerunner of a —

 Good should be respected and followed.

 The entire life of man is a succession of —

 augments the volume of bodies.

III. Substitute a derivative instead of the verb in Italics.—
To reflect is irksome to the young.—Every child should consider that
to obey is his duty.—To whistle in the presence of company is improper.—To rail is often dangerous.—To satisfy both God and our
neighbor, should accompany our repentance.—To pout marks a bad
character.—To persevere to the end is the crown of a good life.

Oral Conjugation.—Indicative present and past of sail (on the lake).

Analysis and Parsing.—Good cultivation prepares an abundant harvest.

ion augments the volume of bodies.

LESSON LXII.—Formation of Nouns.—Suffixes.

tion, the quality, ty, ety. Sec. the. the. the. the. the. the. the. the	iffixes which denotely, are:— ppiness, the state of arcity, frailty, the state of being trude, the state of a hood, ship, dom, ry, rs, to adjectives.	being happy. te of being sca ng dear. of being promp ng just. ng silent. eing accurate. ing honest. being acrid, or a child. 'a friend. f a martyr. beggar.	rce, frail. t. sour.	
			,	
	es.—Form nouns			
	uth. 3. Loyal,		5. Free,	Freedom.
Hard, —		ate, —	Deep,	-
Green, —	StrongVain,		Anxious	>
Apt, — Special, —	- Valii,	,	Merry,	
. Modest, —	Boy,		Quiet, 6. Young,	
False, —	— 4. Gay, — Warm		Noisy,	
Wise, -	Brave,	•	Equal,	
Solid, —	- Gowar		Benefit,	
Delicate. —	- Ample		Prudent	
Delicate, —	- Ambie	,	T I daeii	,
II. Sentenc	es to be complet	ed. Supply	an abstract	noun.
1. Fait	h, greatness, mischi	ef. purity, usef	ulnesss.	•
2. Cap	acity, constancy, demonstrate will not be nobility will	sity, simplicit	y, slavery, str	ength.
1. There can	nnot be nobility w	nere virtue is	wanting.	4
of h	eart is the only of	tering worthy	of God.	1
We must	learn to estimate	all things by	their real -	7.
True	- consists in doing	one's duty fa	aithfully.	
	is founded on the			1
	is the nest in which			
	ition of —— is the			
	scends because its			
	ry persecutors add			
Cunning	and treachery pro	ceed from a v	vant of	

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III. Replace the Abstract by the Concrete.—Youth possesses a great aptitude for learning.—Envy that keeps mute is especially to be feared.

—Avarice grasps from others to starve itself.—Bashfulness blushes at the sound of its own voice.—Anxiety torments itself with phantoms of its own creation.—Carelessness inflicts on itself many a wearisome step.

Feats of —— or agility may excite wonder, but not admiration.

of manner recommends every other excellence.

Oral Conjugation.—Indicative perfect and pluperfect of write (a composition).

Analysis and Parsing.—Does James forgive his enemies?—Does Maria

213. T	he suffixes that denote office, jurisdiction, or character, are:-
	Patriarchate, the jurisdiction of a patriarch. Kingdom, the dominions of a king. Professorship, the office of a professor. Priesthood, the office of a priest. Curacy, the office or employment of a curate.
These Saxon; th	suffixes are added to noun roots. Dom, ship, and hood are Angloe others, Classic.

214	The suffixes which denote place or a c	ollection of objects	are:-
ery. ery.	Library, a collection of books; a place to i Fishery, a place for fishing. Armory, a place to keep arms. Vestry, a place to keep vestments. Clothing, a collection of clothes.		

age. Plumage, a collection of feathers. All the above suffixes are added to verb or noun roots. Erv and ing are Anglo-Saxon.

I. Derivatives.—Give the nouns formed with the above suffixes.

1. Clerk,	Clerkship.	2. Grain.	Granary.	3. Coal,	Colliery.
Pontiff.				Peasant.	
Knight,		Monarch,		Coin,	
Protector		Cardinal,		Ship,	
Consul,		Hermit.		Dispense,	
Prelate,		Observe,		Deposit,	
Baron,		Infirm,		Yeoman.	
Deacon.		Anchor.		Baptize.	

II. Omissions to be supplied.—Insert the noun required.

- 1. Boundary, peak, rain, river, side, tropic.
- 2. Foot, mark, mile, part, torrent, tree.

THE AMAZON.

- 1. The Amazon has its cradle high upamong the —— of the Andes, where the condor, the vulture of America, builds its nest. So vast is the basin of this giant of —, that all Western Europe could be placed in it without touching its --! It is entirely situated in the ---, on both of the equator, and receives over its whole extent the most abundant -
- 2. After the rainy season, in some —— the water rises above forty -; and travelers, during the dry season, have seen — whose trunks bore - of the previous inundation fifty feet above the height of the stream. Then for miles and — the swelling giant inundates his low banks, and, majestic at all times, becomes terrible in his grandeur when rolling his angry — through the wilderness.
- III. Replace the word in Italics by its derivative.—The dignity of the priest surpasses that of the angels. - The popes have triumphantly withstood the most violent attacks of the enemies of Christ for almost 1900 years.—The Duke of Wurtemberg was raised to the rank of king by Napoleon Bonaparte.

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Oral Conjugation .- Indicative future and future perfect of solve (an arithmetical question).

Analysis and Parsing.—How brightly the sun shines!—How heavily the rain falls!

LESSON LXIV.—Formation of Nouns.—Suffixes.

215. The suffixes which denote art, science, practice, are:-

cry, ry, y. Cookery, the art or practice of a cook.
Criticism, the art or practice of a critic.
Ice, ic.
Ice, ic.
Burveying, the art of measuring lands.
Soulpture, the art of carving.

These suffixes, except ing, are added to nouns. Ing, ery, ry, and y are Anglo-Saxon.

216. The suffix ism indicates a doctrine, a particular manner of acting, of being, or an idiom peculiar to a language; as, Calvinism, the doctrine of Calvin; parallelism, the state of being parallel; Latinism, an idiom peculiar to the Latin language.

-Form deriva	tives by means of t	he suffixes.
Chemistry.	3. Garden,	Gardening.
	Despot,	
	Paint,	2
	Witch,	
	a Letter,	
	4. Patriot,	
	Carve,	*
	Pagan,	
	Lithograph,	
	Barbarian,	
		Despot, Paint, Witch, Letter, 4. Patriot, Carve, Pagan, Lithograph,

II. Omissions to be supplied.—Insert a suitable noun.

THE AMAZON (continued).

Alligator, fish, forest-tree, tree-top, trunk, wood.
 Flood, island, limit, other, place, tree.

1. The largest — tremble under the pressure of the waters. Huge —, uprooted and carried away by the stream, bear witness to its power. — and — now swim where a short while ago the jaguar lay in wait for its prey; and only a few birds, perching on the highest —, remain to witness the tumult which disturbs the silence of the —.

2. When at length the river retires within its usual —, new — have been formed in its bed, while — have been swept away; and in many — the banks, undermined by the — threaten to crush the passing boat by their fall—a misfortune which often happens, particularly when along with the loosened banks high — fall headlong into the river.

III. Insert a derivative instead of the noun in Italics.—The practices of the heathen are either superstitious or cruel.—The Chemist requires an extensive knowledge of physics and geometry.—A new country like Canada effords a vast field for the engineer.—Since the discovery of Galvani the science of electricity has advanced with rapid strides.—The sceptics of the reign of Louis XV. were followed by the terrorists of the French Revolution.—The anatomist examines the structure of the human body.—The politicians of several European nations since the outbursts of Luther have tried to ignore the influence of Catholics.

Oral Conjugation. — Potential present and past of demonstrate (a roblem).

| nalysis and Parsing.—Love your enemies.—Employ your time well.

LESSON LXV.

Literary Selection for Explanation and Study.

STELLA MATUTINA.

Earth and skies the dawn is waking, Sunlight bids the shadows flee; Loving hearts, both glad and aching, Turn, O Mother, up to thee!

Through the long night just departed,
Thou hast watched our curtained sleep,
With a care so tender-hearted,
And a love so true and deep.

Thou hast calmed our restless dreaming, While the shadows round us lay; Now the morning's rays are beaming, Wilt thou, Mother, near us stay?

All life's toil and care before us,
Slipp'ry paths and heights to scale,
If some safeguard be not o'er us,
What will all our strength avail?

Leave us not, O helpful Mother!

Hold the hand and guide the feet,
Next to God, there is no other

Who can shield us from deceit.

Clinging close to thee in weakness, We may venture forth again: In the eve, O Maid of meekness! Lead us back unspotted then.

-Miss E. C. Donnelly (1848-).

Oral Statement-Sketch.....

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Literary Analysis.

Who are the personages shown forth in these 1. PERSONAGES.

TIME AND PLACE. When and where are Christians said to be addressing the Most Blessed Virgin?

- 1. When are "loving hearts" said to turn to Mary?
- 2. When did Mary watch?
- 3. What do Christians ask in the third stanza?

111.

- 4. What is stated in the fourth stanza?
- 5. What is affirmed in the fifth stanza?
- 3. RESULT. What is suggested in the sixth stanza?

MORAL. What are we to learn from these lines?

Ouestions.

- 1. What is the English of Stella Matutina?
- 2. When is the dawn said to be waking?
- 3. What is the dawn?

WORDS AND

ACTIONS.

- 4. What figure does the second verse contain?
- 5. What is meant by "hearts, both glad and aching"?
- 6. Who is said to watch us during the night (5th and 6th lines)?
- 7. Why "curtained sleep"?
- 8. Use equivalents for tender (8th line).
- 9. Express the meaning of the 10th line in plain language.
- 10. Why use the apostrophe in slipp'ry, . . . in o'er?
- 11.*What other figure is contained in the 14th line?
- 12.*What figure is "O helpful Mother!"
- 13. What is meant by "Hold the hand and guide the feet"?
- 14. What is the meaning of deceit?

- 15. What is the meaning of the 21st and 22nd verses?
 16. What is meant by the last two lines?
- 17. Is eve generally used for evening?
- 18. What other meaning is given to eve?
- 19.*What figure is "O Maid of Meekness"?
- 20. Is then a good ending for this piece?
- 21. What is the singular of skies?
- 22. Point out and analyze the compound words of the selection.
- 23. Point out the words having suffixes in the first stanza, and analyze each.
- 24. Analyze and parse: Hold the hand.

Exercise.—Paraphrase Stella Matutina.

Phraseology and Composition.

I .- Make three statements about calumny and three about wisdom.

II.—Replace the noun at the beginning of the sentence by a common adjective from the same root, and make the other necessary changes accordingly.

Slothfulness is cursed by Almighty God.
Purity shall receive a special reward in Heaven.
Insolence shall not go unpunished.
Courage does not shrink in the presence of danger.
Prudence does not act without due deliberation.
Envy has no place in Heaven.
Fickleness never accomplishes anything great.

- III.—Give the meaning of the following proverbs:—
 - 1. Do not ride a free horse to death.

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- 2. Cleave the log according to the grain.
- 3. Children and fools should not handle edged tools.

Exercise on Homophonous Words.

IV1. Elector.	2. Fate.	3. Feet.	4. Flee.
Electer.	Fête.	Feat.	Flea.
Ewes.	Faun.	Find.	Furs.
Use.	Fawn.	Fined.	Furze.

Where the dash occurs, insert a suitable word taken from the above list.

- 1. The Elector has lost the electer mouthpiece of his meerschaum pipe.

 Kill those old —, and their flesh as food.
- 2. He met with his unhappy while on his way to a grand is a sylvan deity.

 The young is playing in the field.
- 3. John performed a difficult ——, and by so doing saved a child's —— from being broken.

 I —— that you have been —— twice.
- 4. The —— tormented me so much that I was forced to —— from the wigwam.

 The field is covered with ——.
 A robber stole the lady's ——.

LESSON LXVI.—Formation of Nouns.—Suffixes.

217. The suffixes that indicate the author of an action, the person who is devoted to a profession or skilled in it, are:—

The suffixes er, yer, ar, or, ant, ent, ive, ate, ee, are usually added to verbs eer, ier, an, ian, ster, iit, ary, to nouns; ard to adjectives. Ar, ard, er, yer, ster, are Anglo-Saxon.

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I. Derivatives.—Give the name of the person.

Law,	Lawyer.	2.	Combat,	Combatant.	3. Refer,	Referee.
Mutiny,			School,		Adverse,	
Refuge,			Dull,		Assail,	
Compete		(Glass,		Conspire,	
Adhere,			Violin,		Preside,	
Bar,			Library,		Natural,	
Journal,			Assist,		Mule,	
Oppose,		. (Capture,		Malt,	

II. Plural of Nouns.—Supply the word required.

1. Glade, interval, lake, land, mountain, top.

2. Aborigines, change, edge, forest, forest-law, jewel, lake

IN THE WOODS OF MAINE.

1. What is most striking in the Maine wilderness is the continuousness of the forest, with fewer open intervals, or ——, than you had imagined. Except the few burnt ——, the narrow —— on the rivers, the bare —— of the high ——, and the —— and streams,

the forest is uninterrupted.

2. The — are something which you are unprepared for; they lie up so high, exposed to the light, and the forest is diminished to a fine fringe on their —; with here and there a blue mountain, like amethist — set around some jewel of the first water, so anterior, so superior to all the — that are to take place on their shores, even now civil and refined, and fair as they can ever be. These are not the artificial — of an English king—a royal preserve merely. Here prevail no — but those of Nature. The — have never been dispossessed, nor Nature disforested.—Thoreau (1817—1862).

III. Supply derivatives instead of the italicized nouns.—Catholic missions in pagan lands have often to encounter obstacles raised by the greed of European traffic.—Without the telescope, astronomy would know nothing of innumerable worlds that lie beyond the range of the human eye.—The structure, classification, growth, and use of plants is the study of botany.—Skillful arts can transform the coarsest materials into objects of luxury.

Oral Conjugation.—Potential perfect and pluperfect of translate (into French.)

Analysis and Parsing.—The Church is the house of God.—My house is a house of prayer.

LESSON LXVII.—Formation of Nouns.—Suffixes.

218.	The suffi:	Kes :	that name	the	inhabitants	of	8	country	or	city,
are:-						4				

an, ian.
ese, ine.
Portugal, Portuguese; Florence, Florentine.
ite, ard, er. Moab. Moabite; Spain, Spaniard; Montrealer.

These suffixes are added to nouns. Derivatives in ese are invariable; thus, "A Portuguese"; "The Portuguese are of the same origin as the Spaniards."

- 219. Several of these suffixes indicate the society, the follower, or the descendant; as, Dominick, Dominican; William, Williamite; Levi, Levite.
- 220. The word man is often compounded with the proper adjective, to name the individual inhabitants of a country; as, an Englishman, a Frenchman; two Englishmen, ten Frenchmen. But the proper adjective is used to name the nation; as, the English, the French.
- 221. The name of an inhabitant is frequently found by retrenching the final syllable of the name of the country; as, Turkey, Turk; Poland, Pole; Denmark, Dane.

I. Derivatives.—Name the inhabitant.

1. Israel,	Israelite.	3. Savoy,	Savoyard.	5. Genoa,	Genoese.
" Africa,		Quebec,		Venice,	
Wales,		Toronto,		Arabia,	
Milan,		Peru,		Geneva,	
Soudan,		Cork,		Belgium,	
2. Algiers,		4. Germany	.—	6. Anjou,	
Hindosta	n,—	Halifax,		London,	
Iceland,		Canaan,		Sweden,	
Malta,		Lapland,		Japan,	
Lyon,		Syracuse,		Norway,	

II. Plural of Nouns.—Supply the word required.

Berry, fish, rock, silver-birch, stream, tree.
 Duck, fly, interval, mosquito, owl, stream, wolf.

IN THE WOODS OF MAINE.

1. Maine is a country full of evergreen —, of mossy — and watery maples; the ground dotted with insipid, small, red — and strewn with damp and moss-grown —; a country diversified with innumerable lakes and rapid —, peopled with trout, with salmon, shad, and pickerel, and other —.

2. The forest resounds at rare — with the note of the chickadee, the blue-jay, and the woodpecker, the scream of the fish-hawk and the eagle, the laugh of the loon, and the whistle of — along the solitary —; at night, with the hooting of — and howling of —; in summer, swarming with myriads of black — and —, more formidable than wolves to the white man.—Thoreau.

III. Replace the italicized word by a derivative.—The intercourse between Canada and China will increase greatly on the completion of the Canadian Pacific Railway.—The greater part of America was first colonized by Spain.—England possesses the almost undisputed empire of the sea.—France has established a protectorate over Madagascar.

Oral Conjugation.—Subjunctive of deliver (a lecture).

Analysis and Parsing.—Diligence is the mother of good luck.—Little strokes fell great oaks.

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LESSON LXVIII.—Formation of Nouns.—Suffixes.

222. The diminutive suffixes of the noun, that is, those which give it a weaker signification, are:-

cie, cel. ling, ock. cule, ule.

let, et.
crei, el, le.
cle, eel.
limg, eck.
cule, eul.
limg, eck.
cule, ule.
kin, en, ster.
John, Johnny; Charles, Charlie.

Let, et, erel, el, le, ling, ock, kin, en, y, ie, are Anglo-Saxon suffixes.
Several of these suffixes are added to words to express endearment or contempt; as, bird, birdie; lord, lordling.

228. The augmentative suffixes of the noun, that is, those which give it a stronger signification, are:-

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Medal, medullion; Tromb, trombone. Ball, balloon; Galley, yalleon. een, en.

I. Derivative.—Give a diminutive to the noun.

1. Leaf,	Leaflet.	3. Sphere,	Spherule.	5. Goose,	Gosling.
Dear,		Sack,		Man,	
Bull,		Babe,		Lock:	
Eagle,		Salmon		Chicken,	
Brook,		Crown,		Table,	
2. Chant,		4. Gland,	-	6. Verse,	
Grain,		Maid,		Youth,	
Mantle,		Wit,		Lad,	
Park,		Plant,		Ball,	
Isle,	,	Stream,		Root,	<u></u>

II. Sentences to be completed.—Supply the noun required.

1. Bathing-place, fin, interval, pool, stretch, trunk. grist-mill, sheep, wood, youngster.

THE BROOK.

The brook was far more attractive than the meadow, for it had sheltered ----, clear and white-sanded, and weedy ----, where the shy pickerel loved to linger, and deep ----, where the stupid sucker stirred It was, for the most a sober, quiet, the black mud with his little river; but at — it broke into a low rippling laugh over rocks and — of fallen trees.

2. It ground our corn and rye for us at its two ——; and we drove our — to it for their spring washing—an anniversary which was looked forward to with intense delight, for it was always rare fun -. On its — we could always find the earliest and latest -, from the pale blue, three-lobed hepatica, and small, delicate wood-anemone, to the yellow bloom of the witch-hazel, burning in the leafless October — .— John G. Whittier.

III. Use a diminutive instead of the words in Italics.—Castles are often ornamented with many towers.—The rivers of Canada abound in pike.—A drop of water put on a red-hot stove assumes the form of a sphere.—The banks of the brook are overgrown with the flowers that have been spared by the reaper's scythe.—The sky of Italy is often for whole weeks unobscured by the smallest cloud.—Plants draw nourish. ment from the earth by means of their smallest roots.

Oral Conjugation.—Imperative of draw (a figure).

Analysis and Parsing.—The Turks revers Mahomet.—The worms devoured Antiochus.

LESSON LXIX.--Formation of Noung.

Oral Exercise.	-Form noun	by means o	fa	prefix or a suffix.	
A				As arrest on the sample of	

Possession,	 Exactitude,	 White,	-
Ability.	 Broad,	 Humble,	
Thought,	 Humanity,	 Violent,	-
Abundance,	 Innocent,	 Proud,	
~ 1	 L	 	

Give some words of the same family as cave, part, plant.

I. Derivatives.—In the first column, find the name of the person and the thing derived: in the second, two names of persons.

Verb.	Person.	Thing.	Verb.	Person.	Person.
1. Lend,	Lender,	Loan.	8. Trust,	Truster,	Trustes.
Clothe,			Compose,		
Sing,			Note,		
Strike,			Visit,		
Weave,		\	Copy,		
2. Sow,			4. Operate,		
Possess,			Defend,		-
Think,			Consign,		
Offend,			Capture,		-
Expend,		-	- Spin,		

II. Omissions to be supplied.—Insert a suitable noun.

1. Child, constellation, eye, glory, hand, heaven, sister-beam. 2. Eye, gate, ruby, streak, tear-drop, tide, watch-star.

1. As we proceeded, the timid approach of twilight became more perceptible; the intense blue of the sky began to soften; the smaller stars, like little —, went first to rest; the — of the Pleiades soon melted together; but the bright --- of the west and north remained unchanged. Steadily the wondrous transfiguration went on. of angels, hidden from mortal —, shifted the scenery of the ; the glories of night dissolved into the - of dawn.

2. The blue sky now turned more softly gray; the great shut up their holy ---; the east began to kindle. Faint purple soon blushed along the sky; the whole celestial concave was filled with the inflowing — of the morning light, which came pouring down from above in one great ocean of radiance; till at length a flash of purple fire blazed out from above the horizon, and turned the dewy of flower and leaf into — and diamonds. seconds the everlasting — of the morning were thrown wide open. and the lord of day, arrayed in glories too severe for the gaze of man. began his state.—Evererr (1794-1865).

III. Change to a verb in the infinitive mood.—The creation of the smallest object requires infinite power.—The admission of a fault is a great step made to the amendment of it.—The disclosure of the secret faults of others is a meanness and a sin.—Great prudence is required before we resolve the commencement of a quarrel.—Reflection on what we are doing is necessary, if we wish to do it well.

Oral Conjugation.—Participles of revere.

Analysis and Parsing.—Dark, thick clouds announce a storm.—Refreshing winds sourify the air.

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LESSON LXX.

Literary Selection for Explanation and Study.

THE INSTABILITY OF WORLDLY GREATNESS.

A Chinese who had long studied the works of Confucius, who knew the characters of fourteen thousand words, and could read a great part of every book that came in his way, once took it into his head to travel into Europe, and observe the customs of the people whom he thought not very much inferior even to his own countrymen in the arts of refining upon every pleasure. Upon his arrival at Amsterdam, his passion for letters naturally led him to a bookseller's shop, and, as he could speak a little Dutch, he civilly asked the bookseller for the works of the immortal Xixofou. The bookseller assured him he had never heard the book mentioned before. "What! have you never heard of that immortal poet?" returned the other, much surprised: "that light of the eyes, that favorite of kings, that rose of perfec-15 tion! I suppose you know nothing of the immortal Fipsihihi, second cousin to the moon?"—"Nothing at all, indeed, sir," returned the other.—" Alas!" cries our traveler, "to what purpose, then, has one of these fasted to death, and the other offered himself up as a sacrifice to the Tartarean enemy, to gain a renown which has never traveled beyond the precincts of China!"

-Goldsmith (1728-1774).

10. 11. 12. 13.

14. 15. 16. 17. 18. 19.

21. 22. 28.

25.

Oral Statement-Sketch.....

Literary Analysis.

1. Personages. Who are the characters represented in this narration?

TIME AND PLACE. When and where did the Chinese and the book-seller meet?

Literary Analysis.

- 1. What is said of the Chinese scholar?
- 2. Why did he take "it into his head" to travel into Europe?
- WORDS AND ACTIONS.
- 8. When he reached Amsterdam, what did he do?
- 4. What did the Chinese say upon being informed by the bookseller that he never heard the book mentioned before?
- 3. RESULT.

What conclusion did the Chinese traveler come to?

MORAL.

What is the moral of this fable?

Questions.

- 1. What is a Chinese?
- 2. Who was Confucius?
- 8. What is the meaning of works as used here?
 - characters
- 5. Express briefly the circumlocution, "that came in his way."
- 6. Express more briefly "once took into his head to travel into Europe?"
- 7. Where is Europe?....Give the boundaries....Trace its shape on the blackboard.
- 8.*What figure is contained in "whom he thought....every pleasure?"
- 9. What is the opposite of pleasure?
 10. Where is Amsterdam?...Point it out on the map.
- 11. What is the meaning of letters in this place?
- 12. What is Dutch?
- 13. Who was Xixofou?
- 14. What is the meaning of immortal (10th l.) in this place?
- 15. Point out a figure in the 13th line.
- 16. Point out another figure.
- 17. Do the Chinese believe that a person could be related to the moon?
- 18. Who was Fipsihihi?
- 19. What is a sacrifice?
- 20. What is the meaning of Tartarean?
- 21. Use equivalents for renown?22. Use equivalents for precincts.
- 28. Where is China?—Point it out on the map....Give its boundaries.
- 24. Make a list of the compound nouns in this fable, and analyze
- 25. Make a list of the proper noans.

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Ouestions.

26. Give the root of the words (1) refining, (2) favorite, (3) perfection, (4) suppose.

IV.-

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- 27. Form the names of persons from (1) study, (2) work, (3) part,
- (4) travel, (5) Europe, (6) art, (7) Dutch.

 28. Derive abstract nouns from (1) long, (2) know, (3) read, (4) great, (5) observe, (6) refine.
- 29. Analyze and parse: A Chinese had long studied the works of Confucius.

Phraseology and Composition.

- I.—Vary the arrangement of each of the following sentences by putting at the beginning one of the numbered expressions.
 - 1. A few books | well chosen | are | of more use | than a great library | .
 - 2. Qil and truth will get | uppermost | at last | .
- II.—Place within each of the following quotations the clause containing the name of the author.
 - Our Lord says: "Blessed are the poor in spirit,"
 - St. Francis of Sales says: "What cannot be done without offence, leave undone."
 - Father St. Jure says: " He only is a Christian, who leads the life of a Christian."
 - St. Bernard says: "I would rather that men should murmur against me than against God."
 - St Paul says: "Let all your actions be done in charity."
 - St. James says: "The tongue is a world of iniquity."
- III.-Complete the statement by a sentence commencing with we must.
 - 1. To be truly honored,.....
 - 2. To keep off wrinkles,

 - 8. To prevent temptation,....
 - 4. To enrich our mind,.....
 - 5. To keep out evil thoughts....
 - 6. To avoid being needy when old......

Exercise on Homophonous Words.

IV.—1. Floe. 2. Fore. 3. Foul. 4. Frays. Flow. Four. Fowl. Phrase. Flue. Fort. Franc. Freeze. Forte. Flew. Frank. Frieze.

Where the dash occurs, insert a suitable word taken from the above list.

- 1. The foe melted rapidly when it entered the Gulf Stream.
 Grand River —— into Lake Erie.
 The swallow —— down the —— of the chimney.
- 2. The horse broke one of his —— legs.

 A horse has —— legs.

 —— McLeod is in Alberta, N.-W. Territory.

 Literature is his ——.
- 8. The hen is a barnyard —.
 Never use language.
 That boy received a from a Frenchman.
- 4. The analysis of the —— occasioned some serious —— among the students.

 John will not ——, clad as he is in that warm suit of ——.

V .- Write a composition about A BEAR AND HER CUBS,



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CHAPTER III.—LESSON LXXI.—Articles.

224. An Article is the word the, a or an used before nouns to limit then signification; as, the school, a man, an eye.

225. There are two articles, the definite and the indefinite

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226. The Definite Article is the. It denotes some particular thing or things; as, the enemy, the enemies, the provinces.

227. The Indefinite Article is a or an. It denotes one thing of a kind, but no particular one; as, a province, an enemy.

228. A is used before a consonant sound; as, a flock, a

hotel, a wall.

229. The consonant sounds of w or y, even when expressed by other letters, require a, not an, before them; as, a year, a unit, a union, a wonder, a one.

230. An is used before a vowel sound; as, an error, an iron.
231. The words in which initial h is silent require an, because they begin with a vowel sound; as, an honest man; an honorable position.

I. A or an.—Supply the suitable indefinite article. 1. A humor. 2. A euphemism. 3. An honorable position. – unicorn. - heiress. — imperial edict. - eaglet. - hermitage. - hundred sheep. - harpoon. - university. - erroneous opinion. - hourglass. - herbalist. - humorous story. - eudiometer. - honest occupation. - umpire.

II. Omissions to be supplied.—Where the dash occurs, supply the suitable article, or noun.

1. Food, form, head, leaf, limb, place.
2. Flower, insect, search, state, transformation, wing.

Transformation of Insects.

1. Caterpillar, after feeding upon — till it is fully grown, retires into some — of concealment, casts off its caterpillar-skin, and presents itself in amenitely different —, one wherein it has neither power of moving about nor of taking —; in fact, in this its second or chrysalis state winsect seems to be lifeless

this its second or chrysalis state winsect seems to be lifeless oblong or conical body, without a distinct or movable.

2. After resting while winward struggle begins; where the chrysalis akin bursts open, and from wrent issues a butterfly or a moth, whose small and flabby soon extend and harden, and become fitted to bear away winsect in of whoneyed juice of caterpillars and grubs undergo complete in coming to maturity; but there are other of such as crickets, grasshoppers, and bugs, which, though differing good deal in the young and adult are not subject to so great a change.—T. W. Harris.

III. Change the italicized nouns to the singular.—Do not confide your secret to indiscreet men.—With the talents of angels, men may act like fools.—It is losing time to try to please humorsome children.—Do you prefer oranges to apples?—Bad spellers should not pretend to be scholars.

Oral Conjugation.—Principal Parts and Infinitive of sec.

Analysis and Parsing.—A small leak will sink a great ship.—The sleeping fox catches no poultry.

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CHAPTER IV.—LESSON LXXII.—Aujectives.—Classes.

282. An Adjective is a word added to a noun or a pronoun, and generally expresses quality; as, a rosy apple; five diligent boys; unhappy me.

288. Adjectives are divided into five classes; common, proper,

numeral, pronominal, and participial.

284. A Common Adjective is an adjective that denotes quality or situation; as, good, bad, east, western.

285. A Proper Adjective is an adjective derived from a

proper name; as, Canadian, Irish, Gregorian,

236. A proper adjective should begin with a capital letter; as, the English language; the Copernican system: unless the adjective has lost its reference to the proper name; as, academic, galvanic, laconic.

I. Adjectives.—Indicate by the initials whether the adjective expresses a good or a bad quality. g. 2. Sharp frost, 1. Hard wood. 3. Strong constitution, g. Hard heart, Sharp sight, Strong taste, Black ink, Dry linen, Soft answer, Dry style, Soft character, Black design, Deep wound, Grave deportment, Broad gash, Deep knowledge, Broad mind. Grave mistake. Green meadow. Quick temper, Firm will. Firm prejudice, Green apple, Quick motion, Thick wall. Light head, Heavy claim, Heavy burden, Thick skuli. Light step,

II. Sentences to be completed.—Supply an adjective expressing

the characteristic quality of the material or object named.

1. Caustic, elastic, pungent, unctuous.
2. Durable, hard, liquid, poisonous, transparent.
3. Beautiful, brilliant, flexible, resinous.
4. Blustery, cold, healthful, mild, warm.
5. Cruel, sober, timid, wary.
6. Faithful, gentle, slimy, swift, ungainly.
1. Glass is brittle.
3. Gold is precious.
5. Justice is 5. Justice is impartial. The hare is -----Steel is ----. The pine is ——. Oil is -The reed is -The hyena is -Lime is -The sun is -The camel is -Pepper is -The moon is -The moose is -4. Spring is ——. 2. Granite is -6. The stork is -The dog is -Air is – Summer is -Hemlock is -Fall is ---. The eel is -Oak is ----Winter is -The swallow is Quicksilver is -Exercise is -The lamb is -

III. Insert an adjective instead of the words in Italics.—Augustus by assuming the authority of Emperor changed the constitution of Rome.—Germany is a monarchy limited by a constitution.—All excess destroys health of body as well as vigor of mind.—The height of the mercury in a barometer varies according to the pressure of the atmosphere.— Men of wisdom measure time by their improvement of it.— Persons that are covetous are always in want.—Every man is not prepared to speak on questions involving doubt.

Oral Conjugation.—Indicative present and past of run.
Analysis and Parsing.—A fat kitchen makes a lean will.—Cicero was a celebrated orator.

LESSON LXXIII.—Adjectives.—Numeral.

287. A Numeral Adjective is an adjective that expresses a definite number; as, one, three, twenty-five.

288. Numeral adjectives include:-

I. Cardinal numbers; as, one, two, three, four, &c.

2. Ordinal numbers; as, first, second, third, fourth, &c.

3. Multiplicative numbers; as, single or onefold, double or twofold, triple or threefold, quadruple or fourfold, &c.

239. Ordinal adjectives are formed from cardinal adjectives by the addition of th or eth: eth is added to final y, and th to other terminations: as, four, fourth; thirty, thirtieth.

240. The only exceptions are first, second, third, and their compounds.

241. The parts of compound numerals between twenty and one hundred, are joined by the hyphen; as, twenty-one, forty-ninth; eighteen hundred and eighty-five. Multiplicative adjectives above tenfold are usually written with a hyphen; as, sixty-fold, one hundred-fold.

I. Adjectives.—Prefix a guitable adjective to each noun.

Counterfiet, dense, fatal feeble, laconic, ripe, sharp.
 Courteous, high, operatic, precious, slender, straight, tropical.
 Abject, cheerful, choice, fruitful, leisure, sportive, wholesome.

Fresh water. 2. White napkin. 3. Obstinate defence. poison. winds. → youth. temper. climate. smoke. line. food. - health. airs. poverty. pain. officials. hours. answer. stalk. tree. - money. - iewels. meats.

II. Numeral Adjectives.—Write the numbers in full.

1. The 1st locomotive was driven by Robert Stephenson, in 1830.—On the 12th of October, 1492, Columbus took possession of San-Salvador in the name of the Castilian sovereigns.—William the Conqueror died in 1087, in the 41st year of his reign over Normandy, and the 21st year of his domination in England.—To reform the Calendar, Pope Gregory XIII. ordered 10 entire days (those between the 4th and the 15th of October) to be suppressed from the year 1582.

2. Rome celebrated her 2637th anniversary, April the 21st, 1885.—
The art of printing was invented at Mentz towards the middle of the 15th century.—In June, 1877, Queen Victoria celebrated the 40th anniversary of her accession to the English throne.—The earth revolves around the sun, at a distance of 95,000,000 of miles, in 365 days, 5 hours, and 49 minutes.

III. Replace the italicized words by an adjective.—The maxims of the world are always dangerous.—There are nine choirs of angels.—Without the grace of Heaven man can do nothing meritorious.—In the Middle Ages, many princes renounced the greatness of the world to lead lives of piety in the retirement of the monastery.

Oral Conjugation.—Indicative perfect and pluperfect of ride.

Analysis and Parsing.—The telescope was invented towards the end of the sixteenth century.—Gunpowder was invented towards the end of the thirteenth century.

LESSON LXXIV. - Adjectives.

242. A Pronominal Adjective is an adjective that may either accompany its noun or represent it understood; as, "All join to guard what each desires to gain," or "All men join to guard what each man desires to gain."

248. The principal pronominal adjectives are: All, any, both, each, either, every, few, first, former, last, latter, little, many, much, neither, no, none, one, other, own, same, several, some, such, this, that, these,

those, which, what.

244. A Participial Adjective is an adjective that has the form of a participle, but differs from it by rejecting the idea of time; as, an amusing tale; a roaring lion; a wounded soldier; an exalted station.

I. Adjectives.—Supply a suitable participial adjective.

1. Devastating, devouring, enterprising, fatiguing, glaring, lasting, shocking.

2. Enchanting, floating, impending, meandering, raging, rolling, thrilling.

3. Canonized, cultivated, enraged, fortified, reflected, renewed, written. 2. Trifling value. 3. Thatched roof. 1. Imposing dignity. flames. - stream. falsehood. storm. promise. accident. scene. light. tyrant. - impression. - tempest. seaweed. town. - march. exertion. merchant. Z adventure. - torrent.

II. Omissions to be supplied.—Insert the adjectives required.

1. Every, hollow, larger, one outer pliable, round/thick tough, wondrous.

2. Bent, outside, perfect, soft, this, transparent.

3 THE EXTERIOR OF THE EYE.

1. The human eye is a ## construction. It is essentially a ## globe or small spherical chamber. The ## part of it, which we do not see when we look in ## another's faces, forms the white of the eye, and consists of a strong, thick, ## membrane, something like parchment, but more ## This forms the ## wall, as it were, of the chamber of the eye. It is strong, so that annot easily be injured; ##, so that light cannot pass through it; and ##, so

that it can be moved about in —— direction.

2. In the front of the eye is a clear, —— window, exactly like the glass of a watch. If you look at a face sideways, you see it projecting with a —— surface like a bow-window, and may observe its —— transparency. The —— pink curtains which we call eyelids may perhaps be better compared to a pair of —— shutters for —— window, which we put up when we go to sleep, and take down when

we wake. - Grorge Wilson (1818-1859).

III. Change the phrase denoting the material into an adjective.—
A bar of iron;—A statue of bronze;—A wall of brick;—A ball of iron;—A vase of crystal;—A cup of porcelain;—A box of wood;—A balloon of rubber;—A railing of cast-iron;—An apron of leather;—A cake of wheat;—A cape of wood;—A soutane of merino;—A slab of marble;—A box of pasteboard;—A ring of silver.

Oral Conjugation.—Indicative future and future perfect of bring.

Analysis and Parsing.—All good books are interesting companions.—

Every one does not tread on marble floors.

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LESSON LXXV.

Literary Selection for Explanation and Study.

A STORM IN HARVEST.

Ev'n when the farmer, now secure of fear, Sends in the swains to spoil the finish'd year. Ev'n when the reaper fills his greedy hands, And binds the golden sheaves in britic bands,

5 Oft have I seen a sudden storm arise
From all the warring winds that sweep the skies.
The heavy harvest from the root is torn,
And whirled aloft the lighter stubble borne;
With such a force the flying rack is driven,

And such a winter wears the face of heav'n:
The lofty skies at once come pouring down;
The promised crop and golden labors drown.
The dikes are filled, and with a roaring sound
The rising rivers float the nether ground;

The father of the gods his glory shrouds,
Involved in tempests and a night of clouds;
And from the middle darkness flashing out,
By fits he deals his fiery boits about.

Deep horror seizes ev'ry human breast,
Their pride is humbled, and their fear confest,
While he from high his rolling thunder throws,
And fires the mountains with repeated blows:
The rocks are from their old foundations rent;

The winds redouble, and the rains augment:
The waves in heaps are dashed against the shore,
And now the woods and now the billows roar.

-Dryden (1631-1700).

Oral Statement-Sketch......

Literary Analysis.

I. Personages. Who are the personages referred to in this description?

TIME AND PLACE. When and where is the storm represented as baving taken place?

Literary Analysis.

- 1. From what is the storm said to have arisen?
- 2. What is described from the 7th l. to the 12th inclusive?
- WORDS AND 3. What is described from the 13th l. to the ACTIONS. 15th inclusive?
 - 4. What do the next four lines bring out?
 - 5. What effect have the thunder and lightning?
- 3. RESULT.

What is the result of the harvest storm?

What lesson do the 20th and 21st lines suggest? MORAL.

Ouestions.

1. What are the harvest months in this country.

2. Why is ev'n syncopated?

3. Use an equivalent for farmer.

4. What may "secure of fear" mean?

- 5. Is he ever disappointed?6. What does "little bands" mean?7. Why is the adjective golden applied to sheaves?

8. For what is oft used? 9. Is oft in common use?

10. Why is the adjective warring (6th l.) applied to winds?

11. Why the expression "sweep the skies?"

12. What is meant by the 7th line?
13. What word is used for grain in this line (7th)?

14. Change the inversion in the eighth line.

15. What is the meaning of rack as used in the 9th line?

16. What is the meaning of the 10th line?

- 17. Point out a figure in the 11th line.
- 18. Use an equivalent for (1) promised, (2) golden. 19. What is meant by dikes as used in the 13th 1.?

20. Use an equivalent for nether.

- 21. Express the meaning of the 14th line differently.
- 22. Give, in plain language, the meaning of the 15th line.
- 23. Point out the figures in the 15th line,

24. Who is "the father of the gods"?

25. Give equivalents for shrouds.

- 26. How does he shroud his glory?
- 27. How can it be explained (not figuratively) that Jupiter shrouds himself with the clouds?
- 28, What is attributed to Jupiter in the 18th and 19th lines?

29. Explain why ev'ry (20th 1.) is syncopated.

30. What is the meaning of horror as used in the 20th line?

Ouestions.

- 31. What is the opposite of pride?
- 32. What does the horror that the tempest excites do?
- 33. What is the opposite of fear?
 34. For what is he (22nd l.) used?
- 35. Explain "And fires the mountain with repeated blows."
- 36. What does the 24th line suggest?
- 37. What caused "the winds to redouble, and the rains to augment"?
- 38.*Use a word of Anglo-Saxon origin instead of augment.
- 39. What causes the roaring of the woods and the billows?
- 40. Point out the articles in the first sentence (first six verses).
- 41. What is the singular of sheaves ?
- 42.
- 43. Analyze aloft,
- 44. What is the root of borne? (8th l.)
 45. Point out the adjectives in the last sentence (from 20th l. to end).
- 46. Of what word is spoil (2nd 1.) a contraction?
- 47. From what words are (1) farmer, (2) reaper, (3) band, (4) stubble, derived?

III

- 48. Give the diminutives of (1) bind, (2) root, (3) river, (4) ground, (5) cloud, (6) wave.
- 49. Form names of persons from (1) war, (2) sweep, (3) harvest.
- 50. Give nouns from (1) whirl, (2) light, (3) fly, (4) drive.
- 51. Give another noun derived from the same root as (1) gold, (2) dike (3) float.
- 52. What is the force of the prefix in (1) promised, (2) rebound, (3) involved.
- 53. Derive nouns from (1) deep, (2) high, (3) throw, (4) blow, without increasing the number of syllables.
- 54. Analyze and parse: Deep horror seizes every human breast.

Exercise.—Write a sketch of A Storm in Harvest.

Phraseology and Composition.

- I. -Commence the sentence by each of the numbered expressions.
 - 1. My friends, | the excesses of our youth | are | drafts | upon our old age.
 - 2. Never make | a mountain | of a molehill. |

Phraseology and Composition.

- 11.—Repla & the italicized words by an equivalent adjective.
 - 1. The man who is pious will always obtain the divine assistance.
 - 2. The man who is temperate will possess a sound mind in a sound body.
 - 3. Men who are studious find agreeable companions in their own thoughts.
 - 4. Habits of indolence smooth the way for temptation.
 - 5. Words of anger serve as a prelude to blows.

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- 6. Exercise of the body should be taken with moderation.
- 7. Exercise of the mind should not be neglected.
- III. Make three statements about anger 30 f three about pardon.

Exercise on Homophonous Words.

3. Gall. 2. Gabel. 4. Gild. IV.—1. Fungus. Fungous. Gable. Gaul. Guild. Ferule. Gage. Gait. Gilt. Ferrule. Gauga. Gate. Guili.

Where the dash occurs, insert & ar table word taken from the above hear

1. Fungous means that which is spongy.

A — is a musbroom.
Our teacher never uses the —

My grandfather has a silver — on his stick.

- 2. The owner of that house with the white was not able to has his .

 The gauger gave me his as a that he would be punctual.
- The yoke which that has placed upon the horse will the poor animal's back.
 The keeper's was very awkward.
- 4. the edges of that book.

 John is a member of the .

 Anything appears like gold.

 The original confessed his .

LESSON LXXVI.—Adjectives.—Comparison.

245. Adjectives have, commonly, no modifications but the forms of

246. Comparison is a variation of the adjective to express quality in different degrees; as, hard, harder, hardest

247. There are three degrees of comparison; the positive,

the comparative, and the superlative.

248. The Positive Degree is that which is expressed by the adjective in its simple form; as, a whale is large, a mouse is small.

249. The Comparative Degree is that which is more or less than something contrasted with it; as, "A whale is larger than an elephant; a mouse is smaller than a rat,"

250. The Superlative Degree is that which is most or least of all included with it; as, "The whale is the largest of the animals that inhabit the globe; the mouse is the smallest of beasts."

251. The comparative of adjectives of one syllable is commonly formed by adding er to the positive; and the superlative, by adding est; as, great, greater, greatest.

252. In the variation of adjectives, final consonants are doubled, final e is omitted, and final y is changed to i, agreeably to the rules

for suffixing (pages 97-100).

I. Comparison.—Compare the adjectives.

I. Sharp, Gray, Free, Thin .- 2. Wet, White, Gay, Flat.

II. Sentences to be completed.—Give the noun two qualities joined by or.

Cast, green, pure, rough, round, soft.
 *Alloyed, cured, dressed, hard, hewn, wrought.

1. Aloyed, cured, dressed, hard, newn, wrought.
2. Clear, dense, green, noxious, split, tempered, wild.
2. Annealed, dry, domestic, light, smoked, useful, whole.
3. Civil, concrete, constant, offensive partial, walled.
3. Abstract, defensive foreign, impartial intermittent, open, polished.
4. Gentle ,honest, indigenous, just, partial, slight, true.
4. Complete, dishonest, exotic, false, serious, steep, unjust.
Lime is quick or slaked.
3. A diamond is rough or ____. 1. Lime is quick or slaked.* Water is — or —. Metal is — or —. A number is --- or -A war is --- or -Metal is ____ or ___.

Ham is ___ or ___.

Iron is ___ or ___.

Stone is ___ or ___.

Timber is ___ or ___. A weapon is —— or — A judge is ____ or ___.
A city is ____ or ___.
A spring is ___ or ___.
4. A declivity is ____ or ___.
A sickness is ____ or ___. 2. Steel is — or — *.

Wood is — or — .

Quartz is — or — .

Animals are — or — .

Insects are — or — . A statement is --- or -A lawsuit is — or —. A victory is — or —. A means is — or —. Peas are --- or --

A plant is --- or Vapors are --- or -III, Insert an adjective instead of the italicized words,—Remember you have a soul that is immortal.—Seek the company of persons that are virtuous.—Do not sacrifice Heaven for a pleasure that passes.

Oral Conjugation.—Potential present and past of jump.

Analysis and Parsing.—Alexander was a great general.—Napoleon I. was the greatest general of modern times.

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LESSON LXXVII.—Adjectives.—Comparison.

258. Adjectives of more than one syllable are generally compared by means of the adverbs more and most; as, famous, more famous, most famous; agreeable, more agreeable, most agreeable.

254. Some dissyllables are compared like monosyllables; as, happy, happier, happiest; narrow, narrower, narrowest.

265. The degrees of diminution are expressed by the adverbs less and least; as, wise, less wise, least wise; famous, less famous, least famous.

206. Those adjectives whose signification does not admit of different degrees, cannot be compared; as, two, all, infinite, universal, eternal,

1. Severe,	Severer,	Severest.	3. Rocky,	Rockier,	Rockiest.
Heavy,			Dreary,		
Small,			Sincere,		
Spacious,	-		Yellow,		
Lofty,			Feeble,		`
2. Tender,			4. Agreeable,		
Crooked,			Jolly,		
Shallow,			Pleasant,		
Ugly,	^		Common,		
Prompt.			Familiar,		

II. Sentences to be completed.—Supply a comparative of increase or diminution.

1. Dangerous, difficult, noble, precious, useful.

2. Easy, efficacious, estimable, fertile, humble, vain.

1. Time is a greater treasure than many seem to think.

The love of duty is —— than the love of glory.

Iron is — — than all the other metals.

A frank enemy is — — than a false friend.

Honor is — — to a noble heart than life.

The ignorant are — — to instruct than the presumptuous.

2. We often need those that are — than ourselves.

Valleys are generally — — than hills.

The eloquence of words is — — than that of example.

Fondness for show is — than any other folly.

Riches are — — than health.

It is — to prevent disease than to cure it.

III. Change the comparison of equality into one of superiority.—

As bright as the sun;—as precious as gold;—as brittle as glass;—as light as a feather;—as cold as marble;—as transparent as air;—as round as a ball;—as flexible as a reed;—as firm as a rock;—as clear as crystal;

—as leavy as lead;—as high as the clouds;—as black as a crow;—as dry as a bone;—as welcome as flowers in May;—as sharp as a needle;—as hard as a rock;—as cruel as a tiger.

Oral Conjugation.—Potential perfect and pluperfect of leap.

Analysis and Parsing.—Patricia is less attentive.—Frances is the least attentive of the class.

LESSON LXXVIII.—Adjectives.—Irregular Comparison.

257. The following adjectives are thus compared:—

Positive. Comparative. Superlative. Better. Good. Best. Bad or ill. Worse. Worst. Farthest or farthermost Far. Farther. Fore, Former. Foremost or first ... In, Inner, Inmost or innermost. Late. Later or latter. Latest or last. Little. Less. Least. Many, More. Most. Much. More. Most. Near. Nearer. Nearest or next Old. Older or elder. Oldest or eldest. Out. Outer or utter. Outmost or utmost. Up, Upper, Upmost or uppermost. (Forth, adv.) Further. Furthest or furthermost. 258. The adjectives, front, rear, head, end, top, bottom, mid, middle,

north, south, east, west, northern, southern, eastern, western, have no comparative, and add most to form the superlative; as, front, frontmost; top, topmost. After (aft. adv.), hither, nether, and under have no positive, and form the superlative in most; as, aftermost or aft-

most, nethermost.

259. Besides comparison, adjectives have no modifications, except this and that, which have these and those in the plural; as, this book, these books; that example, those examples.

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II. Sentences to be completed.—Supply a superlative.

Good, long, noble, safe, strong.
 Beautiful, bright, great, late, mighty, valuable.

1. Hope is the most constant of the passions. A good conscience is the --- safeguard. The heart of a mother is the —— of refuges. The — in virtue must shun temptation. The — victory is to overcome one's self.

America possesses the two —— rivers on the globe. 2. The steam engine is the — of modern inventions. The Roman empire was the — the world has seen. Tarquin the Proud was the -- king of Rome. A true friend is the — of acquisitions.

The rose is the — of flowers. Lucifer, before his fall, was the - of the angels.

III. Invert the comparison by putting the second term first. Gold is heavier than silver.—Virtue is more precious than wit.— Philip is less famous than Alexander.—Plaster is race brittle than stoneware.—The oak is less tall than the pine.—The mule is more enduring than the horse.—Salt is less soluble than nugar.

Oral Conjugation.—Imperative and Participles of gamble.

Analysis and Parsing.—Give me that book.—Hand me those pens.

LESSON LXXIX.—Formation of Adjectives

260. New adjectives are formed:—

I. By joining two or more words in a compound; as, sky-blue. child-like, light-colored, nut-brown, an out-of-the-way place.

2. By placing a prefix before another adjective; as, honest, dishonest;

consistent, inconsistent; wise, unwise.
3. By adding a suffix to a noun, a verb, or another adjective; as,

angel, angelic; play, playful; yellow, yellowish.

261. Nouns are often used as adjectives without change to denote the material of which a thing is made; as, a gold chain; a glass pitcher; an iron bar.

262. Compound adjectives generally assume the participial terminations ing or ed; as, sea-faring, ever-living, all-seeing, left-handed, flat-

nosed, short-lived.

I. DerivativesF	ind th	e contr	ary	of the	adjective	by :	means o	ĺ
the prefix die, in, un. ir, before r).	(In l	oecomes	im	before	b, m, or p	: 11 ,	before l;	;
.,	1							

1. Known,	1	2. Loyal,	Disloyal.	8. Resolute,	Irresolute.
Penitent,		Religious		Orderly,	
Faithful,		Human,		Fallible,	
Pleased,		Modest,		Equal,	
Discreet,		United,		Legal,	`
Friendly,		Liberal,		Easy,	

II. Sentences to be completed.—Supply a pronominal or numeral adjective.

All, all, any, hundred, many, much, other.
 Each, forty, hundred, same, these, this, three, two.

BAMBOO.

1. Almost — tropical countries produce bamboos, and wherever they are found in abundance, the natives apply them to a variety of uses. The facility and regularity with which they can be split, their - different sizes, the varying length of their joints, their hardness outside, their freedom from - pronounced taste or smell, their great abundance, and the rapidity of their growth and increase, are qualities which render them useful for a -- different purposes, to serve which — materials would require — more labor and preparation.

2. In Borneo the Dyak houses are all raised on posts, and are often - or three - feet long and - or fifty wide. The floor is always formed of strips split from large bamboos, so that may be nearly flat and about - inches wide, and - are firmly tied down with rattan to the joists beneath. When well made, is a delightful floor to walk upon barefooted, the rounded surfaces of the bamboo being very smooth, while, at the —— time, affording a firm hold.—A. R. Wallace (1822——).

III. Place a prefix in No. 1, and separate the prefix in No. 2.— 1. Fortunate, national, eminent, contented, joint, portioned, theistic, used, conceived, elastic, happy, repressible.—2. Underhand, overhanging, acromatic, antediluvian, incoherent, nonsensical, upright, sympathetic, overwise, discoverable, forsworn.

Oral Conjugation.—Principal Parts and Infinitive of swim.

Analysis and Parting.—Have you a gold ring?—Has he a silver goblet?

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xcept book.

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LESSON LXXX.

Literary Selection for Explanation and Study

AUTUMN IN CANADA.

Summer had mellowed into autumn. Not the autumn of other lands, with its leaden, gloomy skies and dark withered foliage; but our glorious, glowing, Canadian autumn, with golden, hazy atmosphere, and gorgeous woods and forests.

Has it not often struck you how wondrous is the change wrought by the first severe autumn frost? You have retired to rest, giving a pleasant parting look to green hills and emerald woods,—you awake and find earth and wilderness flooded with new lights and colors. Here the rich scarlet of the glowing maple contrasts with the pale gold of the delicate birch; there the quivering, silvery leaves of the poplar with the dotted saffron of the broad sycamore. Further on, the crimson berries of the ash and the gorgeously dyed vines, looking yet more bright against a gloomy background of firs and evergreens. If ever beauty smiled brightly forth in the midst of decay, it is certainly in the foliage of our autumnal woods.

-Mrs. Leprohon (1832-1879).

Oral Statement-Sketch......

Literary Analysis.

1 PERSONAGES. Who are the persons that may be supposed to be addressed in this description?

Take and Place When and where may the scene of this description be supposed to be laid?

Literary Analysis.

- 1. With what is our Canadian autumn contrasted in the first paragraph?
- 2. To what is attention drawn in the first sentence of the second paragraph?
- 3. How is the change described?
- 4. What do the third and fourth sentences of the second paragraph describe?
- 3. RESULT. What result may we come to in beholding the changes of autumn?

MORAL. What moral lesson may we draw from the beauty of autumn?

Questions.

- 1. What are the autumn months in Canada?
- 2. According to the astronomical division of the seasons, when does autumn begin?
- 3. Use an equivalent for autumn.

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- 4. Can harvest be considered as an equivalent for autumn?
- 5. What does mellowed mean in this place?
- 6. What is the meaning of leaden as used here?
- 7. What is the meaning of gloomy?
- 8. What is meant by foliage?
- 9. What is the meaning of glowing in this place?
- 10. What is the meaning of golden here?
- 11. What is meant by hazy?
- 12. What is the atmosphere?
- 13. What is meant by gorgeous?
- 14. What is the difference in meaning between forest and woods, as understood in this country?
- 15. Use an equivalent for emerald (9th 1.).
- 16. What is a wilderness?
- 17. Is flooded the most suitable word that could be used in this place (10th l.)?
- 18. Use a word conveying nearly the same meaning as contrasts.
- 19. What part of the maple is of a scarlet color in autumn?
- 20. What is the color of the leaves of the (1) birch in autumn?....(2) of the poplar....(3) of the sycamore?
- 21. What color is crimson?
- 22. What "dyed" the vines?
- 23. Is the fir an evergreen?
- 24. What, then, should be inserted between "and" and "evergreens?"

Ouestions.

- 25. Why is gloomy applied to the background formed by the ever-
- 26. Is there a figure in the last sentence?
- 27. Make a list of the adjectives in this selection, and tell to what class each belongs.
- 28. From what words are leaden, gloomy, glorious, golden, derived?
 29. What is denoted by the suffix in foliage?
- 30. Give the primitives of the words struck, wondrous, frost.
- 31. Name the root of pleasant, parted, wilderness, flooded.
- 32. What words are derived from rich?
- 83. Derive nouns from gorgeous, due, bright, gloomy.
- 34. Analyze and parse: Summer had mellowed into autumn.

Exercise.—Write a sketch of Autumn in Canada.

Phraseology and Composition.

- I. Vary the arrangement of each of the following sentences by putting at the beginning one of the numbered expressions.
 - 1. Of two evils, one ought | always | to choose | the less. |
 - 2. What hast thou, | vain man, | to complain of? |
- II. Express the idea of possession by using of instead of the possessive case.
 - 1. Christ's lovers are lovers of the Cross.
 - 2. The true Christian's hope is founded on a rock.
 - 3. Washington's name is venerated by all lovers of liberty.
 - 4. That boy's impoliteness has lost him many friends.
 - The child's love for its parents draws on it the blessing of God.
- III. Make five statements about books.

Exercise on Homophonous Words.

IV1. Glair.	2. Goar.	3. Gourd.	4. Greaves.
Glare.	Gore.	Gored.	Grieves.
Gilder.	dlows.	Great.	Greater.
Guilder.	Gloze.	Grate.	Grater.

Where the dash occurs, insert a suitable word taken from the above list.

- 1. The glair of an egg differs greatly from the glare of the sun.

 The Dutch —— charged five —— for gilding a picture-frame.
- 2. The of the garment was covered with from his wound.

 How brightly the fire —!

 It is often better to censure than to —.
- 3. That naughty boy the best in the garden.

 Alexander the was the son of F alip of Macedon.

 Kindle a fire in the —.
- 4. Grate the nutmeg on the —.

 He has —— faults than his brother.

 The trooper —— because he has no —— to cover his legs.

V .- Write a composition about THE MAPLE LEAF.



LESSON LXXXI.—Formation of Adjectives.

263. The suffixes that express the quality of a thing, of what it is made, or what it contains, are :-

Saline, having the qualities of a salt. Glorious, having the quality of glory. lous, nous.

Wooden, made of wood.

Bigoted, having the qualities of a bigot.

Declamatory, containing a declamation.

Defective, containing defects.

Candid, having the quality of candor.

Compassionate, having the quality of compassion.

The suffixes ine, ous, en, id, and ate are usually added to noun roots; ed, ory, and ive, to verb roots.

264. Words in ate are generally verbs. When they are used as adjectives the a is feeble; as in separate schools, moderate desires; as verbs, the a has its long sound; as, "Separate the parts."-" Moderate your desires."

I. Derivatives.—Form adjectives with the above suffixes.

1. Fervor,	2. Male,		Brazen.
Promise,	 Splendor,	 Malice,	
Wool,	 Age,	 Alkali,	;
Plenty,	 Beauty,	 Lead,	
Divinity,	 Abuse,	 Conceit,	
Talent,	 Crystal,	 Fame,	

II. Omissions to be supplied.—Insert an adjective.

1. Birch-wood, deer-skin, hard, leather, light, nine, Nowegian, turned,

2. Best, faint, four hundred, next, ordinary, other, tandem. 3. Deep, each, fair, good, slow, thirty-five, twenty-five.

THE DOG-TRAIN OF THE NORTH-WEST.

1. A dog-sled is simply two thin oak or — boards lashed together with — thongs; turned up in front like a —— snow-shoe, it runs, when ——, over ice or —— snow with great ease; its length is about —— feet, its breadth about sixteen inches. Along its outer edges runs a leather lashing, through which a long line is passed, to hold in its place whatever may be placed upon it. From the front, close to the —— portion, the traces for draught are attached.

2. The dogs, usually four in number, stand in -- fashion, one before the --the — dog generally being placed in front as fore-- best in rear as steer-dog. It is the business of the foregoer to keep the track, however - it may be, on lake or river. The steer-dog guides the sled, and prevents it from striking or catching in tree or root. An —— load for four dogs weighs from two hundred to — pounds.

3. Laden with two hundred pounds, dogs will travel on anything like a—— track, about thirty or —— miles —— day. In -soft snow the pace is of necessity ——, and twenty to —— mil - miles will - day's work.-W. F. BUTLER.

III. Find the noun from which the adjective is derived.—Piteous. pompous, serpentine, beechen, dubious, glazed, roseate, humid, accessory, ambitious, adamantine, negative, fortunate, authoritative, liquid.

Oral Conjugation.—Potential present and past of compel.

Analysis and Parsing.—Separate the parts.—Moderate your desires.

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LESSON LXXX	III.—Forma	tion of Adjectiv	ves.		
	at express the	power to do, causin	ng, or pro-		
ducing, are:—			4.		
ive. Productive, h	aving the power to) proauce.			
ent. Pleasant, producing pleasure. Ompulsory, having the power to compel.					
Ins. Amusing, pro	iucing <i>amusement</i>		0		
iferous. Floriferous, p	roducing flowers.				
ite. Definite, havi	ng <i>terror</i> . roducing flowers. ng bounds.				
ferous, to nouns,	t, ent, ory, ing, it	e, are usually added to	o verbs; flc,		
	of ownward that	man he ama			
266. The suffixes the		may be, are.—			
ible. Tamable, that	t may be tamed. It may be resisted.		*		
ile. Docile easily	tanaht.		~ *		
These suffixes are usu	ally joined to ver	bs.			
I. Derivatives.—Fo	rm derivatives l	y means of the above	e suffixes.		
1. Buoy, Buoyant.	3. Create, Cre	eative. 5. Imitate, I	mitable.		
Aphor, —	Metal, —	– Pend, –			
Progress,——	Divert, —	— Change, —	_		
Odor, —	Dolor, —	Tense, -			
Peace, —	Corrode, —	- Divide, -	_		
Soothe, —	Luxury, —	- Utter, -	_		
2. Satisfy, ——	4. Oppose, —	– 6. Serve, –			
Species, —— Decide, ——	Heal, — Prevail, —	– Sense, – – Detest, –			
Assist.	Repel, —	- Admit, -			
Solve. —	Forgive, —	- Access			
Cone. —	Depend, —	- Eat			
we					
		ert the adjective requ			
1. Blunt, brown, credital perfect, single.	ole, feeble, few, h	ollow, little, narrow, 1	no, notable,		
2. Feeble, good, gorgeous,	narrow, one, plea	sant, scented, strong, s	ummer.		
	A BLADE OF	GRASS.			
1. Gather a — bla	de of grass, an	d examine for a min	te quietly.		
its — sword-shaped	strip of fluted	green. Nothing, as	s it seems,		
there of —— goodness	or beauty. A	ery — strength a	nd a very		
little tallness, and a -	— delicate long	lines meeting in a po	oint—not a		
- point neither, bu	and unfin	ished, by — means	a or		
apparently much-care	1-for example of	Nature's workmans	hip, made		
only to be trodden on t	o-day, and to-n	orrow to be cast into	tne oven		
-and a little pale an		— and naccid, ieac	mus down		
	to the dull —— fibres of roots.				
2. And yet, think of it well, and judge whether, of all the —					
flowers that beam in — air, and of all — and goodly trees, — to the eyes, or — for food—stately palm and pine, strong					
ash and oak, — citro	n, burdened vin	e-there be any	so deeply		
loved, by God so hi	ghly graced, as	that — point	of green.		
-Ruskin (1819-).		•			
	r noun from w	hich the adjective is	derived.—		
Motive, component, de	cisive, frugifero	is, teachable, ardent	, admoni-		
tory, cruciferous, subv	ersive, requisite	pestiferous, remnan	t, notable.		
Oral Conjugation	Potential perfect as	nd pluperfect of teleral	te.		
Analysis and Parsin	g.—All flowers ar	e not odo:iferous.—Th	e pine is a		
coniferent tree.	•		I COL		

Feast.

LESSON LXXXIII.—Formation of Adjectives.

3-3-30	MON MARKETELLY - A		or realects	100.
267. T	he suffixes which denote	relation to a	thing, are :-	
al, inl. ar.	Provincial, relating to a p Polar, relating to the pole Planetary, relating to a pl	8.	4.	
an, ian. ile.	Collegian, relating to a collingantile, pertaining to an	lege. infant.	. / ""	, ;
These	Romantic, pertaining to r suffixes are joined to noun- ives in an are frequently us	J.	s, a republican,	a partisan.
268. T	he suffixes which denote	abounding is	n, full of, are	; '*· .
	Fruitful, abounding with Verbose, abounding in wo Troublesome, full of troub	rds.		
y, ey. These	Hilly, abounding in hills. suffixes are added to nouns		•	64
	he suffix that expresses	without, d	estitute of, is	less; as,

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I. Deriv	atives.—F	orm derivati	ves by mear	as of the suffi	xes.
1. Circle,	Circular.	4. Patriot,	Patriotic.	5. Youth,	Youthful.
Botany,	-+			Peril,	
Nature,		Emblem,		Frolic,	
Honor,		Giant,		Mourn,	
Autumn		Globe,		Toil,	
Single,		Essence,		Home,	
. Insect,		3. Joke,		6. Quarrel,	
Clergy,		Life,	`	Truth, 4.	
Science,		Cloud,		Flower,	
Suburbs,		Peace,		Pore,	
Muscle,		Herb,		Friend,	

II. Omissions to be supplied.—Insert the adjective required.

Humor,

Best, humblest, lasting, one, present, solitary.
 Abiding, absolute, costly, fanciful, necessary, rich, useful.

Play,

Books.

1. A good book is a companion. Truths which it has taken years to glean are therein at once freely, but carefully communicated. We enjoy the communion with the mind, though not with the person, of the writer. Thus the — man may surround himself with the wisest and — spirits of past and — ages. No — can be who possesses a book: he owns a friend that will instruct him in the moments of leisure or of necessity.

2. It is only — to turn over the leaves, and the fountain at once gives forth its stream. You may seek — furniture for your homes, — ornaments for your mantle-pieces, and — carpets for your floors; but, after the — necessaries of a home, give me books as at once the cheapest and certainly the most — and — embellishments.—The Ave Maria.

III. Find the noun from which the adjective is derived.—Pharisaic, parental, titular, imaginary, tragic, subsidiary, particular, epicurean, febrile, barometric, Papal, dropsical, nasal, gobose, grammatical, literary, theological, scholastic, numerary.

Oral Conjugation.—Subjunctive of color.

Analysis and Parsing.—How quarrelsome John is!—How mournful the story is!

LESSON LXXXIV.—Formation of Adjectives.

270. The suffixes that express likeness, similarity, are:

1sh, ly. Childish, like a child; Fatherly, like a father.

These suffixes are added to nouns.

271. The suffix ly added to words expressing periods of time, signifies every; as, daily, every day; monthly, every month; hourly, every hour.

272. The suffixes which, joined to a proper name, form proper adjectives, are:—

ch, ish, ic. France, French; Spain, Spanish; Plato, Platonic. imm, m, eam. Newtonian; Russia, Russian; Pyrenees, Pyrenean. ese, ine, etc, itc. China, Chinese; Alp, Alpine: Morea, Moreote.

273. The suffixes which, joined to an adjective, express diminution,

ish, some. Red, reddish; glad, gladsome.

be m 274. The suffixes ward, ern, erly, denote direction; as, north, north-ward, northern, northerly.

I. Derivatives.—Fo	orm derivativ	es by mea	ns of the abo	ve suffixes.
1. Mother, Motherly.	3. Genoa,	Genoese.	5. Cicero,	Ciceronian.
Clown,	Ireland,		Socrates	,——
Coward,	Greece,		Ptolemy	,
Prince, —	Levant,		Wales,	
Heathen,	Asia,		Corfu,	
2. Heaven,	4. Portugal,		6. White,	
Brother,	Goth,		Purple,	
Drone,	Africa,		Whole,	
Matron, -	Scotland,		Yellow,	
Thief, ——	Flanders,		Blithe,	

II. Omissions to be supplied.—Insert the suitable adjective.

1. Bare, brave, crabbed, full, summer, winter. 2. Bold, nimble, short, tame, weak, wild.

Youth and Age Contrasted.

1. —— age and youth cannot live together;

Youth is ——of pleasance, age is full of care:
Youth, like —— morn, age, like —— weather;
Youth, like summer, ——; age, like winter, ——

2. Youth is full of sport,
Age's breath is ——,
Youth is ——, age is lame;
Youth is hot and ——,
Age is —— and cold;
Youth is ——, and age is ——

-SHAKESPEARE.

III. Give the noun from which the adjective is formed.—Northumbrian, Cornish, Piedmontese, Arabic, Tripolitan, Assamese, Attic, Smyrniote, Damascene, Algerine, Javanese, Celtic, Julian, Delphic, Herculean, Nicene, Coptic, Bysantine, Icelandic, Williamite. Horatian, Finnish, Florentine, Greek.

Oral Conjugation.—Imperative and participles of divide.

Analysis and Parsing.—Have you examined the Irish poplins?—Have you bought the Venetian blinds?

LESSON LXXXV.

Literary Selection for Explanation and Study.

CURFEW.

I.

Solemnly, mournfully,
Dealing its dole,
The Curfew Bell
Is beginning to toll.

Cover the embers,
And put out the light;
Toil comes with the morning,
And rest with the night.

Dark grow the windows; And quenched is the fire, Sounds fade into silence,— All footsteps retire.

No voice in the chambers, No sound in the hall! Sleep and oblivion Reign over all.

11.

The book is completed,
And closed like the day;
And the hand that has written it
Lays it away.

Dim grow its fancies, Forgotten they lie; Like coals in the ashes, They darken and die.

Song sinks into silence,
The story is told,
The windows are darkened,
The hearth-stone is cold.

Darker and darker
The black shadows fall:
Sleep and oblivion
Reign over all. —Longfellow (1807-1882.)

Dral Statement-Sketch.....

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3. 1

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4. 5. 6. 7. 8. 9.

9. 10. 11.

12.

13. 14. 15. 16.

17. 18.

19. 20.

Literary Analysis.

1. Personages. Who are the personages that are referred to in these verses?

TIME AND PLACE. When and where was the Curfew Bell rung?

- 1. What do the first four verses describe?
- 2. What does the second stanza contain?
- 3. What do the next two stanzas describe?
- 2. Words and Actions.
- 4. What does the first stanza of Part II. suggest?
- 5. What does the next stanza suggest?
- 6. What does the third stanza of Part II. imply?
- 3. RESULT.

What is contained in the last stanza?

MORAL.

May any useful lesson be taken from these verses and from the Curfew Law?

Questions.

1. From what is the word Curfew derived?

2. What was the Curfew?

3. Was the practice of ringing the Curfew and were the stringent regulations it imposed on the people, productive of good?

4. Is the Curfew still rung?

5. Why are sorrowfully, mournfully....used here?

6. What are embers?

7. Do embers live long when covered well with ashes?

8. Supply the ellipsis in the eighth line.
9. How do the windows grow dark?

- 10. Why "sounds fade into silenco"?
- 11. What is meant by "All footsteps retire"?
- 12. Supply the ellipsis in the 13th and 14th lines.

13. What is the meaning of oblivion?

14.*What figure do the 18th and 19th lines contain?

15. Why had the book to be laid away?

16.*What figure do the 23rd and 24th lines contain?

17. Why did "Song sink into silence"?

- 18. Make a list of the adjectives in this selection. and tell to what class each belongs.
- 19. From what adjectives are (1) solemnly, (2) mournfully, derived?
- 20. Derive adjectives from (1) dole, (2) cover, (3) light, (4) toil, (5) rest, (6) night.

Questions.

- 21. Give compound words of which (1) dealing, (2) bell, (3) toll, form part.
- 22. Separate the prefix or suffix in (1) window, (2) silence, (3) retire, (4) oblivion.
- 28. Give several words of the same family; as, (1) completed, (2) closed.
- 24. From what roots are (1) forgotter, (2) darken, (3) song, (4) shadow, derived?
- 25. What nouns are formed from (1) dark, (2) die, (3) tell, (4) cold, (5)
- 26. Analyze and parse: The book is completed.—Song sinks into silence.

Phraseology and Composition.

I. Supply the second term of the comparison.

The life of man is like the grass of the field. Grateful persons resemble ——.

Prosperity is like ——, bright and fleeting. Talkative persons are like ——.

He who honors his mother is as ——.

Heaven is like —— to the Christian.

II. Change the following sentences to the interrogative form without destroying the sense.

Delays are dangerous.
Hope soothes our sorrows.
The paths of glory lead but to the grave.
God is good and merciful.
We love those who honor our mother.
Jesus love those who honor His Mother.
We resent insults offered to our mother.
We honor the B. Virgin, because she is the Mother of God.

III. Contrast the idle boy with the industrious boy, replacing the words in Italics by their opposites.

The idle boy does his work slovenly and contemns study. He is ignorant, displeases his teachers, receives reproaches, and is often punished. Sad, weary, generally vicious, he is despised by his schoolmates, is a disgrace to his family, and prepares for himself a miserable future.

Exercise on Homophonous Words.

IV.-1. Gamble. 2. Groan. 8. Greuse. 4. Guest. Gambol. Guessed. Greece. Grown. Grisly. Grocer. Grot. Gibe. Grizzly. Grosser. Groat. Gybe.

Where the dash occurs, insert a suitable word taken from the above list.

- 1. It is sinful to gamble.

 The lambs in the meadow.

 The hunter that killed the bear has a appearance.
- 2. Though the man is fully —, yet the least pain causes him to

 The conduct of that is becoming every day.
- 8. Do not drop any on the floor.
 is south of Turkey.

 The hermit lives in a .

 That work is not worth a .

form

retire,

l, (2)

adow,

d, (5)

ilence.

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V.—Write a sketch of the life of WILLIAM THE CONQUEROR.



LESSON LXXXVI.—Adjuncts.

275. Adjuncts are words added to the principal parts of a sentence to modify or limit them; as, "Good books always deserve a careful perusal."

276. An Adjective Adjunct is an adjunct used to modify or limit a noun or a pronoun; as," Both those bad bove

deserve severe punishment."

277. An adjective adjunct may be:-

1. An article or an adjective; as, "The diligent scholar improves."

2. A noun or a pronoun in the possessive case; as, "William's sister has lost her book."

278. An Explanatory Adjunct is an adjunct used to explain a preceding noun or pronoun; as, "My friend Henry

279. The explanatory word is said to be in apposition with the. noun or pronoun which it modifies.

I. Adjuncts.—Supply an adjunct in the possessive case, taken from

the Old Testament.

Absalom, Antiochus, David, Job, Joseph, Lot, Samson, Solomon. 1. Abraham's faith. - patience. **3**. imprudence. strength penance.

wisdom. revolt. chastity. II. Sentences to be completed.—Supply an adjective or explanatory adjunct.

Abject, extremity, forlorn, his, man, natural, rearward.
 An, blank, consular, his, natural, shadowy, steadfast, the, weak.

EXAMPLE OF ROMAN MAJESTY.

1. Marius, the —— who rose to be seven times consul, was in a dungeon, and a slave was sent in with commission to put him to death. These were the persons—the —— of exalted and —— humanity, its vanward and its —— man, a Roman Consul and an slave. But their —— relations to each other were, by the caprice of fortune, monstrously inverted: the consul was in chains; the slave was for a moment the arbiter of —— fate.

2. By what spell, what magic, did Marius reinstate himself in his — prerogatives? By what marvels drawn from Heaven or from earth did he, in the twinkling of - eye, again invest himself with - purple, and place between himself and -- assassin a host of lictors? By the mere —— supremacy of great minds over -

ones. He fascinated the slave, as a rattlesnake does a bird. Standing, like Teneriffe, he smote him with his eye, and said: "Dost thou, fellow, presume to kill Caius Marius?" Whereat the assassin, out of the prison, left Marius standing in solitude as immovable as the Capitol.—DeQuincey (1785-1859).

III. Change the words in Italics to an adjunct in the possessive case.—The mean diameter of the earth is 79128 miles.—Hypocrites are wolves in the clothing of sheep. - The disk of the moon often appears larger than that of the sun.—Be not generous at the expense of other people.—The success of ambition may be the fall of virtue.

Oral Conjugation.—Principal Parts and Infinitive of appear.

Analysis and Parsing.—John's brother Henry is sick.—Mary's sister Catharine is a good wirl

LESSON LXXXVII.—Phrases.

280. A Phrase is a combination of two or more words expressing some relation of ideas, but no entire proposition; as, "By the appointed time."—"To conclude."

281. An Adjective Phrase is a phrase that usually modifies a noun or a pronoun, like a simple adjunct; as, "Peace of conscience is a great blessing."—" The glory of God should be the first care of a Christian."

I. Phrases.—Change the adjective to an adjective phrase.

- 2. Muscular exertion, 1. Christian religion. 8. Sleepless night, Religion of Christ. Exertion of the muscles. Night without sleep. Nasal sounds, Rhetorical agures, Promising youth, American products, Circular motion, Commercial treaty, Spring flowers, Scientific discovery, Franciscan Order. Careless person, Pious works, Heavenly grace, European civilization. Ecclesiastical law. iniendly aid.
- Omissions to be supplied.—Insert the adjectives required.
 Coarser, complete, first, glutinous, little, most, other, slack, small.
 Another, exposed, first, glutinous, intended, natural, parallel, strongest, this.

The Construction of a Spider's Web.

1. Its net to entangle the enemy seems what the spider chiefly trusts to, and what it takes — pains to render as — as possible. Nature has furnished the body of this — creature with a — liquid, which, proceeding from the rear, it spins into thread, — or finer as it chooses to contract or dilate its sphincter. In order to fix its thread when it begins to weave, it emits a — drop of its liquid against the wall, which, hardening by degrees, serves to hold the thread very firmly; then receding from the — point, the thread lengthens; and when the spider has come to the place where the — end of the thread should be fixed, gathering up with his claws the thread, which would otherwise be too —, it is stretched tightly, and fixed in the same manner to the wall as before.

2. In — manner it spins and fixes several threads — to one another, which, so to speak, serve as the warp to the — web. To form the woof, it spins in the same manner its thread, transversely fixing one end to the — thread that was spun, and which is always the — of the whole web, and the other to the wall. All these threads, being newly spun, are —, and therefore stick to one —, wherever they happen to touch; and, those parts of the web most — to be torn, our — artist strengthens by doubling the threads sometimes sixfold.—Goldsmith (1728-1774).

III. Change the phrases in Italics into adjuncts.—The gratification of a moment sometimes produces lasting misery.—Business of importance dispenses with ceremony.—The glory of the great mun should always be estimated according to the means used to acquire it.

Oral Conjugation.-Indicative present and past of grant.

Analysis and Parsing.—Peace of conscience is a great blessing.—The glory of God should be the first care of a Christian.

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CHAPTER V.-LESSON LXXXVIII.-Pronouns.

282. A Pronoun is a word used instead of a noun; as, "The boy loves his books; he has long lessons, and he learns them well."

283. The word for which the pronoun stands is called its antecedent; as, "The boy loves his books; he has long lessons, and he learns them well." Boy is the antecedent of his and he, and lessons is the antecedent of them.

284. Pronouns are divided into three classes; personal, rela-

tive, and interrogative.

285. A Personal Pronoun is a pronoun that shows by its form of what person it is. Personal pronouns are simple or compound.

286. The Simple Personal pronouns are:—I, of the first person;

thou, of the second; he, she, and it, of the third.

I. Adjective phrases.—Add three adjective phrases.

1. Advice, injuries, instructions, lesson, reproaches, threats.

- 2. Courage, customs, habits, knowledge, priest, prophet, saint, usages, virtue.
 3. Conduct, country, face, flag, friends, gait, himself, promise, relations.
- 1. The zeal of a missionary, of an apostle, of a friend, of a convert.

 Attention to duty, to ——, to the ——, to ——,

A victim to ill-treatment, to _____, to _____, to _____.

2. A man of sweetness, of _____, of _____, of _____.

- The fervor of a hermit, of a ——, of a ——, of a ——.

 A stranger to the traditions, to the ——, to the ——, to the
- 3. A traitor to his religion, to his —, to his —, to his —.

 A comfort to his parents, to his —, to his —, to —.

 The gravity of a judge, of his —, of his —, of his —.

II. Sentences to be completed.—Supply the personal pronoun required.

LETTER OF LADY MONTAGUE TO POPE.

I have not time to answer — letter, being in all the hurry of preparing for — journey; but — think — ought to bid adieu to — friends with the same solemnity, as if — was going to mount a breach, at least, if — am to believe the information of the people here, who denounce all sort of terrors to —; and, indeed, the weather is at present such as very few ever set out in. I am threatened, at the same time, with being frozen to death, buried in the snow, and taken by the Tartars, who ravage that part of Hungary — am to pass. — is true, we shall have a considerable escort, so that possibly, — may be diverted with a new scene, by finding myself in the midst of a battle. How — adventures will conclude, — leave entirely to Providence; if comically, — shall hear of —. Pray be so good as to tell Mr. N. I have received — letter. Make — — adieus; if I live — will answer —.

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III. Write beside the adjective the verb or the noun from which it is derived.—Laughable, excellent, executive, regulate, vexing, populous, angular, spacious, jovial, rational, ordinary, precious, textual, dogmatical, mocking, decisive, remissible, verbal, substantial.

Oral Conjugation.—Indicative perfect and pluperfect of vex.

Analysis and Parsing.—We will buy them.—I have told you.

LESSON LXXXIX.—Declension of Personal Pronouns.

287. Pronouns have the same modifications as nouns; viz, persons, numbers, genders, and cases.

288. The simple personal pronouns are thus declined:—

		" / 1				
1st pers.,	Nom.	Poss. my, mine,	Obj.	Nom.	Poss.	Obj.
2nd pers.,	Thou,	thy, thine,	thee;	you, ye,	your, yours,	you.
Ond man	He, She,	his, her, hers,	him;	they,	their, theirs,	them.
3rd pers.,	It,	its,	it;	they, they,	their, theirs, their, theirs,	them.

289. Of the two forms of the possessive case, my, our; thy, your; her, their; are used before a noun expressed; as, "My book;"—"This is your copy." The possessives, mine, ours; thine, yours; hers, theirs; are used when the noun to which they relate is understood, or at some distance; as, "A book of mine;"—"This copy is yours."

290. Mine and thine were formerly preferred to my and thy, before words beginning with a vowel sound. This form is still occasionally met with in poetry; as, "Time writes no wrinkle on thine azure brow."

—Byron.

I. Substitution of words.—Change the adjective to a noun, and the noun to an adjective.

1. Graceful art,	Artistic grace.	2. Apostolio zeal, Zealous apostle.
Majestic king,		Eternal glory, ——
Candid child,		Loving brother,——
Just wrath,		Violent excess, —
Pure angel,		Severe parent, ——
Strong man,		Easy grace, ——

II. Omissions to be supplied.—Insert a personal pronoun.

EXTRACT FROM A LETTER OF POPE TO DEAN SWIFT.

Temember a man, who was thought to have some knowledge in the world, used to affirm, that no people in town ever complained—were forgotten by—friends in the country; but—increasing experience convinces me—was mistaken; for—find a great many here grievously complaining of—upon this score.—am told further, that you treat the few—correspond with in a very arrogant style, and tell—you admire—insolence in disturbing—meditations, or even inquiring of—rerteat: but this—will not positively assert, because—never received any such haughty epistle from—. My Lord Oxford says—have not written to—once since you wend: but this, perhaps, may be only policy in—or—; and I, who am half a Whig, must not entirely credit anything—affirms.

III. Replace / by we, and make the changes accordingly.—If I gain my enemies by my generosity, I triumph over them in a manner truly glorious.—I fear God; and after God, I fear those who do not fear God.—I should never forget in the evening to thank God fervently for all the blessings he has showered on me during the day.

Oral Conjugation.—Indicative future and future perfect of gain.
Analysis and Parsing.—Did you visit your kind uncle?—Did they answer his affectionate letter.

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LESSON XC.

Literary Selection for Explanation and Study.

A DREAM.

After midnight I fell asleep, and dreamed again. Methought I was with the mysterious Stranger, on a bright sunny bank of velvet turf, a little brook murmuring near, and a copse hard by, full of meadow-sweet, the odor of which filled all the air. Everything around spoke the The Stranger asked voluptuous languor of midsummer. me to explain all the doctrines and customs of my Church. So I took a sheet of vellum, and I wrote them all out in columns, in a fair hand, from the calendars and rubrics of 10 the Service Books. He was much pleased with it, and said it was very beautiful and good. Then he proposed we should walk up the stream some little way. So I hid the vellum among the meadow-sweet, and we walked together up the stream. But a heavy shower of rain came 15 on, and we took shelter in a cave which was in the face of a rock, all clasped with ivy, bindweed, and eglantine. When the sun shone again we returned to the bank, and I looked for the vellum, and the rain had washed all the characters away. Upon this the Stranger said I had de-20 ceived him; that if what I had written were true, no rain would have washed it away; and he would not believe me when I said it was true, but he was very angry. However, he said he would judge for himself. So we rose up, and went a long way for many weeks till we came to Canter-25 bury on Advent Sunday. From thence we went all over the land throughout the parishes, and the Stranger took strict note of all he saw and heard. At length we came to the banks of the Tweed. The stranger would not cross over, but he lifted up his hands and blessed the land on 30 the other side. So we turned back again toward the south; and on Ascension-day we were in a forlorn and desolate chancel belonging to a spacious church. It was a dreary, unadorned place, for the beauty was lavished on the nave rather than the chancel; and over the altar, a very mourn-35 ful symbol, were seven empty white-washed niches. The Stranger regarded them with indignation, but did not speak. When he came out of the church he turned to me, and said, in a solemn voice, somewhat tremulous from deep emotion: "You have led me through a land of closed churches and hushed bells, of unlighted altars and unstoled priests: Is England beneath an Interdict?"—Faber

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Mebright g near, dor or ke the asked hurch. out in brics of it, and oposed I hid red ton came he face lantine. and I all the ad deno rain eve me owever, ip, and Canterll over er took ame to cross nd on south;

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Literary Analysis.

1. PERSONAGES. Who are the personages in this piece?

TIME AND PLACE. When and where did the supposed dream take place?

- 1. What did the stranger ask?
- 2. What did Mr. Faber do?
- 3. What did the Stranger then propose?
- 4. While taking a rest what occurred?
- 5. How did the Stranger and Mr. Faber now act?
- 6. Where did our travelers find themselves on Ascension-day?
- 3. RESULT.

At what conclusion did the stranger arrive?

MORAL.

WORDS AND

ACTIONS.

What lesson may be learned from this piece?

Ouestions.

1. From what book has this selection been made?

2. Who is the mysterious Stranger?

3. What is personated by the Stranger?

4. Explain sunny bank. 5. Explain velvet turf.

6. Express little brook in one word.

7. What figure in murmuring?

8. What is a copse? 9. Explain hard by.

- 10. What is meant by voluptuous languor?11. What is meant by doctrines of a church?12. What is meant by customs of a church?

13. What Church is spoken of?

14. What is vellum?

15. What is it to write a fair hand?

16. Explain (1) calendars... (2) rubrics.
17. What is meadow-sweet?
18. What is a cave?
19. What figure in face of rock?

20. What is meant by clasped with ivy?

21. What is meant by ivy?

22. What is bindweed?

23. What is eglantine?

Ouestions.

- 24. What is meant by Characters (19th 1.)?
- 25. Why did the Stranger say that the words were not true because the rain had washed the characters away?
- 26. What did the Stranger mean by saying that he would judge for himself?
- 27. Where is Canterbury?.... Name the Archbishop of Canterbury that was martyred during the reign of Henry II.
- 28. What is meant by Advent Sunday?
- 29. What is a parish?
- 80. Where is the Tweed? 31. What is Ascension-day?
- 32. Give another word (1) for forlorn...(2) for desolate.
- 83. What is a chancel is
- 81. What is the meaning of the suffix y in dreary?
 85. What is a nave?
- 36. Name some words having the same meaning as symbol.
- 37. What is a niche?
- 88. Why were the niches empty?
- 39. Name some words that could replace solemn (38th l.).
- 40. Why was the Stranger indignant?
- 41. What is meant by hushed bells?
- 42. What figure in unlighted altars?
- 43. What is meant by unstoled priests in this place?
- 44. What is an Interdict (41st I.)?
- 45. Under what king, prior to Henry VIII., was England placed under an Interdict?
- 46. Point out a pronoun in the first sentence.
- 47. Point out the pronouns in the 4th sentence (7th 1.).
- 48. Point out the pronouns in the 5th, 6th, and 7th sentences (8th— 12th 1.)
- 49. Point out the pronouns in the 10th sentence (16th-18th 1.).
- 50. Point out the pronouns in the 12th sentence (23rd 1.).
- 51. Point out the pronouns in the last two sentences.
- 52. Analyze and parse: Everything around spoke the voluptuous languor of midsummer.

Exercise.—Write a sketch of A Dream.

Phraseology and Composition.

- I. Make four statements about visits, and three about manners.
- II. Replace the infinitive by a noun from the same root.

Persons loving God, do not fear to die.

Remember that to pray is a precept.

Many persons seem to think that to detract is no sin.

Always believe that to flatter is despicable.

The lover of peace does not desire to contend with his neighbor.

Phraseology and Composition.

III. Change the subject and attribute into their opposites.

Virtue is modest.
Intemperance is a great evil.
Generosity is commendable.
The body is mortal.
War is a great misfortune.
Courage is bold.
Youth is impulsive.

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Exercise on Homophonous Words.

IV1. H	ail.	2. Hart.	3. Hear.	4. Hew.
· H	ale.	Heart.	Here.	- Hue.
H	all.	Hay.	Heard.	Hide.
. B	aul.	Hevl	Herd.	- Hied.

Where the dash occurs, insert a suitable word taken from the above list.

- 2. The Indian shot the —— through the ——.

 ! said the boy, all our —— is gathered in at last.
- William did not you, when you called him ...
 We the lowing of the at sunset.
- 4. Tell Hugh to the log.

 The flower is of a purple —.

 I me away to myself in the woods for a couple of weeks.

V.—Write a composition about BANN.



LESSON XCI.—Compound Personal Pronouns.

291. The word self added to the simple personal pronouns, forms the class of Compound Personal Pronouns; viz, myself, ourselves; thyself, yourselves; himself, herself, itself, themselves.

292. The compound personal pronouns are used, to show that an action terminates on the subject; as, "John struck himself": also, to distinguish emphatically some person or persons from others; as, "He did it himself."—"They themselves want it."

293. The compound personal pronouns have no possessive case, and are alike in the nominative and the objective.

Oral Exercise.—Decline the compound personal pronouns.

Note.—Yourself is sometimes used like you with reference to the singular; as, "John, you can do it yourself."

	. Derivat adjective.		ge the adj	ective to	a noun, and	the noun
	Fimorous, Eternal, Frand, Eloquent, Fiendish, Flutinous, Feminine,		. Sarcastic, Devout, Delicate, Pictorial, Ire, Veracity, Prism,		3. Matter, Copper, Water, Quarter, Preface, Wretch, Parish,	
	II. Senter		completed.	—Supply	the compoun	nd person
* .	"Know The prosection St. Eliza Contrive A person	not wrong of ," was ud man say abeth of Hu ers of misch n may make sider — b	Bion's favo s to ——, " ngary used ief often er —— happ	No merit to distrib trap——, y without	n. is equal to n ute her alms riches.	nine."
, 376	The Ind The self Good ed Satisfy Let us c	fish man thi lucation disc 	heir bodies inks only o covers ————————————————————————————————————	to render f ——. at first signal and a criticize ot	—— hideous ght. ttainable.	11.
	III Char	wa the near	oune to th	o obsert	Science man	load thee

III. Change the pronouns to the plural.—Science may lead thee to eminence, but religion alone can guide thee to felicity.—Let thy promises be such as thou canst perform.—Thy weakness is excusable, but thy malice is not.—If I wish to learn how to give, I should suppose myself in the place of those who receive.—Thou onghist to consider thy time as a sacred trust committed to thee by God, of which thou art now the depository, and of which thou shalt render a strict account.

Oral Conjugation.—Potential present and past of perform.

Analysis and Parsing.—Contrivers of mischief entrap themselves.—The ledizars render themselves hideous.

LESSON XCII.—Pronouns.

294. A Relative Pronoun is a pronoun that represents an antecedent word or phrase, and connects different clauses of a sentence; as, "No person can be great who is not virtuous."

295. The relative pronouns are who, which, what, that, and as.

296. Who is usually applied to persons only; which, to animals or things; what, to things only; that and as, to persons, animals, or things.

297. What is a kind of double relative, equivalent to that which, those which; as, "Buy what we shall require," that is, "Buy those things which we shall require." It is sometimes a relative and a pronominal adjective at the same time; as, "What money I had, I gave to the poor," that is, "All the money that I had, I gave to the poor."

298. The word that is a relative pronoun, when it is equivalent to who or which; as, "Men that grasp after riches, are never satisfied," that is, "Men who grasp after riches are never satisfied."

299. As is usually a relative pronoun after the adjectives same, many, much, such; as, "I collected as many flowers as could be got at this season of the year."

300. The relative pronouns are alike in the singular and the plural. With the exception of who, they have no possessive case, and are alike in the nominative and the objective.

801. Who is thus declined:-

SINGULAR. { Nom. Who, Poss. Whose, Obj. Whom; Plural. { Nom. Who, Poss. Whose, Obj. Whom.

302. Whose is sometimes used as the possessive of which; as, "We remember best those things whose parts are methodically disposed."

I. Adjective Phrases.—Change the adjunct to a phrase.

1. Solomon's fall,

The fall of Solomon.

Heli's weakness,
Jephthe's rashness,

Jephthe's rashness,

The jealousy of Saul.

Judith's courage,
Balthazar's impiety,

Samuel's docility,

II. Sentences to be completed.—Supply the relative pronoun.

1. The child who disobeys his parents, is very ungrateful.

Assist such —— need your assistance.

Forbear boasting of —— you can do.

France originate in ignorance are generally excused.

Errors — originate in ignorance are generally excusable.

2. They to — much is given, shall have much to answer for.
The world owes much to persons — origin was humble.
There comes a day on — all shall be repaired.
Participles have the same government — verbs.

III. Alter the sentence so as to join the two propositions by a relative pronoun.—The tongue is like a race-horse: he runs the faster, the less weight he carries.—I avoid vicious companions: I could receive from them but pernicious counsels.

Oral Conjugation.—Potential perfect and pluperfect of carry.

Paraing.—The child who disobeys his parents is very ungrateful.—The teacher knows what you can do.

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LESSON XCIII.—Compound Relative Pronouns and Interrogative Pronouns.

808. The Compound Relative Pronouns are formed by adding ever and soever to who, which, and what. They are used to indicate an unlimited subject or object; as, "Whoever studies, will improve;" that is, "Any person who studies, will improve."

804. The compound relatives are declined as the simple relatives.
805. An Interrogative Pronoun is a pronoun with which a question is asked; as, "Who is it?"—" What is he?"

806. The interrogative pronouns are who, which, and what.

which, to distinguish a person or thing from others; as, "Which of the boys?"—"Which of the balls?"—what, the name or description of the thing, the character or occupation of the person; as, "What is that?"—"What is he?"—"What does he do?"

308. The interrogative pronouns are declined in the same manner

as relative pronouns.

Oral Exercise.—Decline the compound relatives.

I. Substitution of Words.—Chanoun to an adjective.	ange the adjective to a noun, and the
1. Black ink, Inky blackness. Stiff formality, Healthy body, Friendly zeal, Lively sport, Local interest,	2. Active charity, Charitable act. Maternal care, Imperial power, Simple boy, Childish talk, Present value,
II. Sentences to be complete relative pronoun; and in No. 2, a	ed.—In No. 1, supply a compound on interrogative pronoun.
sky and water. we ask in prayer, shall be St. Michael's rallying cry was To — but the good can riche Before buying, let us consider it will cost. flies the swifter, the swal	s easy to us. in conscience to repay. — he wills. turn our eyes, we seen nothing but e granted. : "—— is like unto God?" es prove a blessing? —— we can use the object for, and
examines his own imperfections.	lative to a simple relative.—Whoever, will cease to be fastidious.—What hatever purifies the heart, fortifies in

Oral Conjugation.—Subjunctive of sec.

Parsing.—Whatever you undertake, do well.—Whoever borrows, must repay.

we see the ruins of what formerly had life.

also.—Whoever studies, shall improve.—On whichever side we look,

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LESSON XCIV.—Clauses.

809. A Clause is a sentence that forms part of another sentence. When one clause modifies another clause, or some word of it, the sentence is complex.

810. An Adjective Clause is a clause used as an adjunct to a noun or a pronoun; as, "This is the house in which I dwell."—"Men that grasp after riches, are never satisfied."

811. Adjective clauses are generally equivalent to common adjective adjuncts. Thus, the two examples, "This is the house in which I dwell," and "Men that grasp after riches, are never satisfied;" we could say, without altering the sense, "This is my dwelling-house."—"Covetous men are never satisfied."

312. A clause introduced by a relative pronoun is called a relative

clause.

I. Substitution of Words.—Give a synonymous adjective derived from an English word.

1. Paternal, Fatherly. 2. Puerile, Boyish. 3. Timorous, Fearful.

Insipid, — Cordial, — Regal, — Fortunate, — Exterior, — External, — Oriental, — Oriental, —

II. Omissions to be supplied.—Insert the simple personal, the relative, and the compound personal pronouns required.

LETTER OF ADDISON TO POPE.

- was extremely glad to receive a letter from - but more so upon reading the contents of -. The work you mention will, - dare say, very sufficiently recommend — when — name appears with the proposals; and if you think — can any way contribute to the forwarding of them, — cannot lay a greater obligation upon — than by employing — in such an office. As I have an ambition of havingknown that — are — friend, I shall be very proud of showing — by this or any other instance. I question not but — translation will enrich — tongue, and do honor to — country; for I conclude of already from those performances with — you have obliged the public. I would only have — consider how — may most turn to our advantage. Excuse — impertinence in this particular, — proceeds from — zeal for your ease and happiness. The work will cost — a great deal of time, and, unless — undertake — will, — am afraid, never be executed by any other; at least, I know none of this age is equal to — besides —. I am at present wholly immersed in country business, and begin to take delight in -. I wish - might hope to see — here sometime; but will now despair of — when engage in a work - will require solitude and retirement. I am, etc.

III. Change the italicized words to an adjunct.—Children that are obedient, are promised a long and happy life.—All should bend before the law which God has given.—Have a sovereign horror for all gain that is not just.—We cannot depend on a mind that is not resolute.—Let us seek the society of men who are virtuous.—Many a man is gained by a word that is spoken kindly.

Oral Conjugation.—Imperative and Participles of waver.

Analysis and Parsing.—Those who trust in God, will never be friendless.

Those whose pleasure is their duty, are happy.

LESSON XCV.

Literary Selection for Explanation and Study.

THE LION AND THE CUB.

A Lion-cub, of sordid mind, Avoided all the lion kind; Fond of applause, he sought the feasts Of vulgar and ignoble beasts; With asses all his time he spent, Their club's perpetual president. He caught their manners, looks, and airs; An ass in every thing but ears ! If e'er his Highness meant a joke, They grinned applause before he spoke; But at each word what shouts of praise! "Good gods! how natural he brays!" Elate with flattery and conceit, He seeks his royal sire's retreat; Forward, and fond to show his parts, 15 His Highness brays; the Lion starts. "Puppy! that curs'd vociferation Betrays thy life and conversation: Coxcombs, an ever noisy race, Are trumpets of their own disgrace." "Why so severe?" the Cub replies, "Our senate always held me wise." "How weak is pride!" returns the sire, "All fools are vain when fools admire! But know, what stupid asses prize, 25 Lions and noble beasts despise."

-John Gay (1688-1782).

Oral Statement-Sketch......

Literary Analysis.

1. PERSONAGES. Who are the personages in this fable?

Time and Place. When and where are the incidents narrated, supposed to have taken place?

Literary Analysis.

- 1. With what kind of animals did the Lioncub spend his time?
- 2. Words and Actions.
- 2. Did the Asses appear to appreciate his company?
- 3. Proud of the flattery bestowed upon him by the Asses, what did the Lion-cub do?
- 8. RESULT.

What did his "royal sire" say to him?

MORAL.

What lesson may be taken from this fable?

Questions.

1. What is meant by cub as used here?

2. What is the meaning of sordid?

8. Substitute synonyms for (1) vulgar, (2) ignoble.

4. What is a club?

5. Use a synonym instead of perpetual?

9. What is meant by president?

7. What is the meaning of the 7th and 8th verses?

8. For what is e'er used?

9. Who was "his Highness"?

10. Of what does they (10th l.) take the place?

11. What is meant by to grin?

12. Is there any error against grammar in the 12th line?
18. Is the use of the adjective for the adverb allowable in this case?

14. Express elate differently.

15. What is flattery?

16. What is the meaning of conceit as used here?

17. Use an Anglo-Saxon word for royal.
18. For what is retreat used (14th l.)?

19. Give the meaning of the 15th line.

20. What is the meaning of parts as used in the 15th line?

21. To whom is the title Highness applied?

22. Why did the Lion start?

23. What is the meaning of puppy?

24. Which meaning is to be taken in this case?

25. For what is vociferation used?

26. What is the meaning of betray (18th 1.)?

27. Give the meaning of the 18th line.

28. What is a coxcomb?

29. Why are coxcombs said to be "an ever noisy race"?

30. What does this boasting do?

31. Why are they "trumpets of their own disgrace?"

82. What does the Cub express in the 21st and 22nd verses?

Ouestions.

- 88. What is meant by "our senate"?
- 84. Give the meaning of the 28rd and 24th verses :
- 85. Give the meaning of the last two verses.
- 36. Point out the adjectives in the first six verses.
- 37. Point out the pronouns from the 7th l. to the 10th.
- 38. Point out the adjectives in the 17th line.
 39. Point out a pronoun in the 18th line.
- 40. Point out an adjective in the 19th line.
- 41. Point out the pronouns in the 22nd line.
- 42. Analyze and parse: Our senate always held me wise.

Exercise.—Paraphrase The Lion and the Cub.

Phraseology and Composition.

- I. Construct sentences containing historical facts about each of the following: Pharsalia, Habeas Corpus Act, Knights Templars, Declaration of Indulgence.
- II. Replace the adjective by a verb preceded by the pronoun who, and derived from the same root as the adjective.

Peace of soul is given to the mortified man. Sufferings are not evils to the resigned man. A crown of glory is promised to the persevering man. Many stripes will be given to the disobedient man. God will punish the revengeful man.

III. Make five statements about dress.

Exercise on Homophonous Words.

4. Holy. IV.-1. Hie. 2. Hoes. 8. Hoard. High. Horde. Hose. Wholly. Him. Hol Hoop. Hour. Hymn. Hoe. Whoop. Our.

Where the dash occurs, insert a suitable word taken from the above list,

- 1. In autumn the birds hie to warmer regions.

 The eagle soars above the clouds.

 Ask to sing that beautiful to the Sacred Heart.
 - 2. ——! Samuel, are you going to buy the ——?
 —— are bought in a hardware store and —— in a haberdashery.
 - 3. A of robbers ransacked the miser's —.

 The boy threw away his when he heard the of the hunter.
 - 4. He is devoted to his profession. We can study lessons in an —.

V.—Write a composition about Lions.

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CHAPTER VI.-VERBS.

814. A Verb is a word used to express action or being; as, "John writes a letter."—"God is."

I.-Classification of Verbs.

- 315. Verbs are divided, with respect to their meaning, into two classes, Transitive and Intransitive.
- 816. A Transitive Verb is a verb that expresses action done by some person or thing to another; as, "Joseph strikes the desk."—"The desk was struck by Joseph."
- 817. An Intransitive Verb is a verb that expresses being, or action not done to another; as, "God is."—"Henry runs."

II.—Modifications of Verbs.

- 318. Verbs have modifications of four kinds; Moods, Tenses, Persons, and Numbers.
- 819. Moods are modifications of the verb, to express some particular manner of the action or being.
- 320. There are five moods; the *Infinitive*, the *Indicative*, the *Potential*, the *Subjunctive*, and the *Imperative*.
- 321. The Infinitive Mood is used to express action or being without person or number; as, "To write."—"To see."
- 322. The Indicative Mood is generally used to express a declaration or an interrogation; as, "John writes."—"Does John write?"
- 328. The Potential Mood is generally used to express power, liberty, possibility, or necessity; as, "I can write."—"He may write."—"James might write."—"Sarah must write."
- 824. The Subjunctive Mood is generally used to express condition, doubt, or contingency¹; as, "If he write, you must answer him."

^{1.} Contingency means possibility or uncertainty of occurring.

825. The Imperative Mood is generally used to express a command, an exhortation, or an entreaty, with reference either to present or future time; as, "Write your task."—"Go in peace."

826. Tenses are modifications of the verb used to distinguish the time of the action or being.

827. There are six tenses; the Present, the Past, the Perfect, the Pluperfect, the Future, and the Future Perfect.

828. The Present Tense is used to express what exists or is taking place; as, "God is."—"The boy studies."

329. The Past Tense is used to express what took place or was occurring in time fully past; as, "I studied last night."
—"I was writing."

380. The Perfect Tense is used to express what has taken place in some period of time not fully past; as, "I have studied to-day."

881. The Pluperfect Tense is used to express what had taken place at some past time mentioned; as, "I had studied my lessons when he entered."

882. The Future Tense is used to express what will take place in time to come; as, "I shall study to-morrow."

888. The Future Perfect Tense is used to express what will have taken place at or before some future time mentioned; as, "I shall have studied my lesson by noon."—"He will have finished his letter before you are ready."

884. Persons and Numbers of a verb are those modifications in which it agrees with its subject or nominative.

385. Verbs have two numbers, the Singular and the Plural. There are three persons in each number; the First, the Second, and the Third.

III.-Conjugation of Verbs.

886. The Conjugation of a verb is a regular arrangement of all its voices, moods, tenses, persons, numbers, and participles.

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- 887. Voice is that property of transitive verps which distinguishes their subjects as acting or as acted upon.
 - 888. There are two voices, the Active and the Passiva
- 889. The Active Voice is that form of a transitive verb which denotes that the *subject does* the action expressed by the verb; as, "Napoleon invaded Russia."
- 840. The Passive Voice is that form of a transitive verb which denotes that the *subject receives* the action expressed by the verb; as, "Russia was invaded by Napoleon."
- 841. There are four Principal Parts in the conjugation of every complete verb; the Present, the Preterit, the Imperfect Participle, and the Perfect Participle.
- of the verb, and is generally distinguished by the sign to; as, to love, to see, to study, to write.
- 2. The Preterit is the past tense of the indicative mood in its simple form; as, loved, seen, studied, wrote.
- 3 The Imperfect Participle is the participle ending in ing; as, loving, seeing, studying, writing.
- 4. The Perfect Particple is the participle that usually ends in ed, and denotes the completion of the action or being; as, commanded, loved, seen, studied, written.
- 842. Verbs are divided, with respect to their form, that is, to their principal parts, into three classes; Regular, Irregular, and Defective.
- 848. A Regular Verb is a verb that forms its preterit and perfect participle by the addition of d or ed to its root; as, love, loved, loving, loved; warm, warmed, warming, warmed.
- 344. An Irregular Verb is a verb that does not form its preteritand perfect participle by adding d or ed to the root; as, break, broke, breaking, broken.
- 345. D is added to final e, and ed to other terminations. The verbs hear and shoe are irregular, because d only is added; thus, hear, heard, hearing, heard; shoe, shod, shoeing, shod.
- 846. A Defective Verb is a verb that forms no participles and is not used in all the moods and tenses; as, beware, ought.

847. English verbs are principally conjugated by means of auxiliaries; the only tenses that can be formed without them are the present and the past of the indicative and the subjunctive mood.

848. The verbs be, do, have, shall, will, may, can, and must are called Auxiliaries, because they are used in the conjugation of other verbs.

849. The auxiliary verbs are defective, except do, be, and have, which are often principal verbs.

850. The Principal Parts of the auxiliaries are:-

Present.	Preterit.	Imperfect Part.	Perfect Part.
Do,	did,	doing,	done.
Be,	was,	being,	been.
Have,	had,	having,	had.
Shall,	should.	h — .	
Will,	would.		
May,	might.		
Can,	could.		,·
Must,	must.		

IV .- Formation of the Tenses.

- 351. All the tenses of the *simple* conjugation are formed from the present infinitive, the preterit, and the perfect participle of the verb Thus: From the present infinitive:—
 - I. The indicative present; as, "I love."—" They study."
- 2. The indicative future, by prefixing the auxiliary shall or will; as, "I shall love."—"He will study."
- 3. The potential present, by prefixing the auxiliary may, can, or must; as, "I may love."—"He must study."
- 4. The potential past, by prefixing the auxiliary might, could, would, or should; as, "I could love."—" He should study."
- 5. The subjunctive present; it is usually preceded by one of the conjunctions if, that, though, lest, unless; as, "If I love."—
 "Though he study."
 - 6. The imperative; as, "Love."--"Study."
- 852. From the preterit, the past tense of the indicative and the subjunctive mood, are formed; as, "I loved."—"If I studied."

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- 859. From the perfect participle all the perfect tenses are formed. Thus:—
- I. The infinitive perfect, by prefixing the sign to have; as, "To have loved."—"To have studied."
- 2. The indicative perfect, by prefixing the auxiliary have; as, "I have loved."—" He has studied."
- 3. The indicative pluperfect, by prefixing the auxiliary had; as, "I had loved,"—" He had studied."
- 4. The indicative future perfect by prefixing the auxiliaries shall have or will have; as, "I shall have loved."—"He will have studied."
- 5. The potential perfect, by prefixing the auxiliaries may have, can have, or must have; as, "I may have loved."—"He must have studied."
- 6. The potential pluperfect, by the auxiliaries might have, could have, would have, should have; as, "I might have loved."

 —"He should have studied."

V.-Personal Endings.

854. The second person singular of the indicative present and past, is formed by assuming st or est; and the third person of the indicative present, by assuming s, es, or eth. The terminations s, sh, ch. x, o, or y require est or es; as, I pass, thou passest, he passes; I fish, thou fishest, he fishes; I teach, thou teachest, he teaches; I mix, thou mixest, he mixes; I go, thou goest, he goes; I try, thou triest, he tries.



355. CONJUGATION OF THE VERB HAVE.

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Principal Parts.

Present. Preterit. Imperfect Participle. Perfect Participle. Have. Had. Having. Had.

INFINITIVE MOOD.

Present Tense.

To have.

Perfect Tense.

To have had.

INDICATIVE MOOD.

Present Tense.

Singular.	Plural.
1. I have,	1. We have,
2. Thou hast,	2. You have,
8. He has;	8. They have.

Past Tense.

Singular.	Plural.
1. I had,	1. We had,
2. Thou hadst,	2. You had,
8. He had:	8. They had

Perfect Tense.

Signs: Have, hast, has.

Singular.	Plural.
1. I have had,	1. We have had,
2. Thou hast had,	2. You have had,
8. He has had;	3. They have had
Pluperfect	Tense.

Siens: had, hadst.

	Singular.		Plural.
1.	I had had,	1.	We had had,
	Thou hadst had,		You had had
	He had had ·		They had had

^{1.} Have is a transitive verb used only in the ACTIVE VOICE.

Future Tense.

SIGNS: Shall, will, shalt, wilt.

Singular.	Plural.
. I shall have,	1. We shall have,
2. Thou wilt have,	2. You will have,
He will have :	8. They will have

Future Perfect Tense.

Signs: Shall have, will have.

	Singular.		Plural.
1.	I shall have had,	1.	We shall have had,
2	Thou wilt have had,	2.	You will have had,
8	He will have had;	8.	They will have had.

POTENTIAL MOOD.

Present Tense.

Signs: May, can, must.

Singular.	Plural.
1. I may have,	1. We may have,
2. Thou mayst have,	2. You may have,
8. He may have;	8. They may have.

Past Tense.

Signs: Might, could, would, should.

Singular.

Plural.

1. I might have,
2. Thou mightst have,
2. You might have,

8. He might have; 3. They might have.

Perfect Tense.

Signs: May, con, must have.

Singular.

1. I may have had,
2. Thou mayst have had,
3. He may have had;
3. They may have had.

Pluperfect Tense.

Signs: Might, could, would, should have. Singular. Plural.

I might have had,
 Thou mights have had,
 We might have had,
 You might have had,
 They might have had.

SUBJUNCTIVE MOOD

Present Tense.

Singular.	Plural.
1. If I have,	1. If we have,
2. If thou have,	2. If you have,
8. If he have;	8. If they have.

Past Tense.

Singular.	Plural.	
1. If I had,	1. If we had,	
2. If thou had,	2. If you had,	
8. If he had;	8. If they had.	

IMPERATIVE MOOD.

Present Tense.

singuur.	r turat.	
2. Have thou or do thou have;	2. Have you or do you have	e

Participles.

Imperfect.	- Perfect.	Preperfect.
Having.	Had.	Having had.

356. CONJUGATION OF THE VERB BE.

Principal Parts.

Present.	Preterit.	Imperfect Participle.	Perfect Participle.
Be.	Was.	Being.	Been.

INFINITIVE MOOD.

Present Tense.

To be.

Perfect Tense.

To have been.

INDICATIVE MOOD.

Present Tense.

Singular.	 Plural.
1. I am,	1. We are,
2. Thou art,	2. You are,
8. He is;	8. They are.

Past Tense.

Singular.	,	Plural.
1. I was,		1. We were,
2. Thou wast,		2. You were,
8. He was;		8. They were.

Perfect Tense.

Singular.	Plural.
1 I have been,	1. We have been,
2. Thou hast been,	2. You have been,
8. He has been;	8. They have been.

Pluperfect Tense.

Singular.	Plural.
1. I had been,	1. We had been,
2. Thou hadst been,	2. You had been,
8. He had been:	8. They had been.

Future Tense.

Singular.	Plural.
1. I shall be,	1. We shall be,
2. Thou wilt be,	2. You will be,
8. He will be;	3. They will be.

Future Perfect Tense.

singular.	Piurai.
1. I shall have been,	1. We shall have been,
2. Thou wilt have been,	2. You will have been,
8. He will have been;	3. They will have been.

POTENTIAL MOOD.

Present Tense.

Singular	Plural.
1 I may be,	1. We may be,
2 Thou mayst be,	2. You may be,
8. He may be.	3. They may be.

Past Tense.

Singular.	Plural.
1. I might be,	1. We might be,
2. Thou mightst be,	2. You might be,
8. He might be;	8. They might be.

Perfect Tense.

Singular.	Plural.
 I may have been, Thou mayst have been, He may have been; 	 We may have been, You may have been, They may have been.

Pluperfect Tense.

Singular.	Plural.
 I might have been, Thou mightst have been, He might have been; 	 We might have been, You might have been, They might have been.

SUBJUNCTIVE MOOD.

Present Tense.

Singular.	Plural.
1. If I be,	1. If we be,
2. If thou be,	2. If you be,
8. If he be;	8. If they be.

Past Tense.

Singular.	Plural.				
1. If I were,	1. If we were,				
2. If thou wert,	2. If you were,				
3. If he were;	3. If they were.				

IMPERATIVE MOOD.

Present Tense.

Singular.	Plural.
2. Be thou or do thou be.	2. Be you or do you be.

Participles.

Imperfect.	Perfect.	Preperfect.
Being.	Been.	Having been

357. CONJUGATION OF THE REGULAR TRANSITIVE VERB LOVE.

ACTIVE VOICE.

Principal Parts.

Present. Preterit. Imperfect Participle. Perfect Participle.

Love. Loved. Loving. Loved.

INFINITIVE MOOD.

Present Tense.

To love.

Perfect Tense.
To have loved.

INDICATIVE MOOD.

Present Tense.

Singular.

1. I love,
2. Thou lovest,
3. He loves;

Plural.

1. We love,
2. You love,
3. They love.

Past Tense.

Singular.

1. I loved,
2. Thou lovedst,
3. He loved;
Plural.
2. We loved,
3. You loved,
3. They loved.

Perfect Tense.

Signs: Have, hast, has.

Singular.

1. I have loved,
2. Thou hast loved,
3. He has loved;
2. You have loved,
3. They have loved.

Pluperfect Tense.

Signs: had, hadst.

Singular.

1. I had loved,
2. Thou hadst loved,
3. He had loved;
3. They had loved.
3. They had loved.

Future Tense.

Bigns: Shall, will, shalt, wilt.

Singular.

1. I shall love,
2. Thou wilt love,
3. He will love;
3. They will love.

Future Perfect Tense.

Signs: Shall have, will have.

Singular.

1. I shall have loved,
2. Thou wilt have loved,
3. He will have loved;
3. They will have loved.

POTENTIAL MOOD.

Present Tense.

SIGNS: May, can, must.

Singular.

1. I may love,
2. Thou mayst love,
3. He may love;
3. They may love.

Past Tense.

Signs: Might, could, would, should.
Singular. Plural.

I might love,
 Thou mightst love,
 He might love;
 We might love,
 You might love,
 They might love.

Perfect Tense.

Signs: May, can, must have.

Singular.

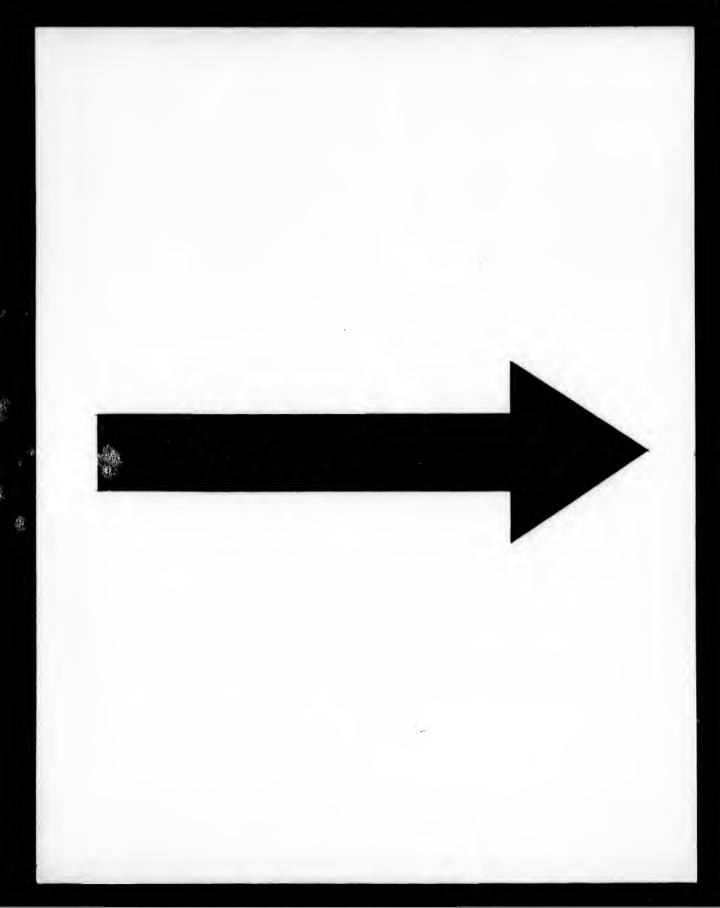
1. I may have loved,
2. Thou mayst have loved,
3. He may have loved;
3. They may have loved.

Pluperfect Tense.

Signs: Might, could, would, should have.
Singular.

Plural.

I might have loved,
 Thou mights have loved,
 He might have loved;
 They might have loved.
 They might have loved.



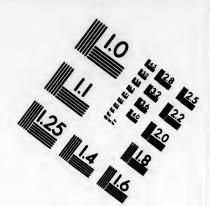
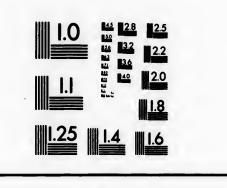


IMAGE EVALUATION TEST TARGET (MT-3)



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SUBJUNCTIVE MOOD.

Present Tense.

	Singular.	TO THE	T CHSC	Plural.
1.	If I love,		1.	If we love,
2.	If thou love,		2.	If you love,
3.	If he love;		3.	If they love.

Past Tense.

Singular.		Plural.
1. If I loved,	2.	1. If we loved,
2. If thou loved,	**************************************	2. If you loved,
8. If he loved;		3. If they loved.

IMPERATIVE MOOD.

Present Tense.

				Bulgum	.,	10	160		Z 014	w.			3
er :	2.	Love	thou	or do	thou lo	ve.	2.	Love	you	or	do	you	love.

Participles.

Present.	5	Perfect.		the said.	Preper	fect.
Loving.	1	Loved.	W.		Having	loved.
and the same of the				3 .		"

358. CONJUGATION OF THE TRANSITIVE VERB

PASSIVE VOICE.

Principal Parts.

Present.	Preterit.	Imperfect Participle.	Perfect Participle.
Love.	Loved.	Loving.	Loved.

INFINITIVE MOOD.

Present Tense.

To be loved.

Perfect Tense.

To have been loved.

INDICATIVE MOOD.

INDICATIVE MOOI

Present Tense.

Singular.	>	,		Plural.
1. I am loved,		٠,	1.	We are loved,
2. Thou art loved,		W. C.	2.	You are loved,
3. He is loved;		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	3.	They are loved.

Past Tense.

Singular.	Plural.
1. I was loved,	1. We were loved,
2. Thou wast loved,	2. You were loved,
B. He was loved;	8. They were loved.
Perfect ?	Page
Singular.	Rlural.
1. I have been loved,	
2 Thou hast been loved,	 We have been loved, You have been loved,
8. He has been loved;	8. They have been loved.
Pluperfect	- w + 1 1/2, 1 - 1 - 1 - 1
Singular.	Plural.
1. I had been loved,	1. We had been loved,
2. Thou hadst been loved,	2. You had been loved,
8. He had been loved;	8. They had been loved.
Future 7	Cense.
Singular.	Plural.
1. I shall be loved,	1. We shall be loved,
2. Thou wilt be loved,	2. You will be loved,
8. He will be loved;	3. They will be loved.
Future Perfe	ect Tense.
Singular.	Plural.
	1. We shall have been loved,
	2. You will have been loved,
	3. They will have been loved
	v ₁₁
POTENTIAL	MOOD.
Present ?	rense.
Singular.	Plural.
1. I may be loved,	1. We may be loved,
2. Thou mayst be loved,	2. You may be loved,
8. He may be loved;	8. They may be loved.
Post To	et , it

love.

fect. loved.

VERB

rticiple. d.

Past Tense.

Singular.	Flural.
1. I might be loved,	1. We might be loved,
2. Thou mightst be loved,	2. You might be loved,
8. He might be loved;	8. They might be loved.
	· •

Perfect Tense.

	Dilly wor.	
1.	I may have been loved,	1. We may have been loved,
2	Thou mayst have been loved,	2. You may have been loved,
A:	He may have been loved:	8. They may have been loved.

Pluperfect Tense.

Singular.	2.	I might have been loved, Thou mightst have been loved He might have been loved;
Plural	ت. 1.	We might have been loved,

You might have been loved, They might have been loved.

SUBJUNCTIVE MOOD. Present Tense.

	Singular.	Plural.
. 1.	If I be loved,	1. If we be loved,
2,	If thou be loved,	2. If you be loved,
8.	If he be loved;	8. If they be loved.

Past Tense.

, , , , , , , , , , , , , , , , , , ,	:	Singular.			Plural.
1.	If	I were loved,			we were loved,
2.	If	thou were loved,	2.	If	you were loved,
. B.	If	he were loved;	8.	If	they were loved.

IMPERATIVE MOOD.

Present Tense.

Singular.	2. Be thou	loved or do	thou be loved;
Plural.	2. Be you	loved or do	you be loved.

Participles.

	A	2/4	- the first side
Imperfect.	P.	erfect.	Preperfect.
Being loved.	#L	oved. Ha	ving been loved.
20118	of self .		A

859. PROGRESSIVE FORM OF THE VERB STUDY.

Principal Parts of the Simple Verb.

Preterit. Present. Study. Studied.

Imperfect Participle. Studying.

Perfect Participle. Studied.

INFINITIVE MOOD.

Present Tense.

To be studying.

Perfect Tense. To have been studying.

INDICATIVE MOOD.

Present Tense.

Singular.

1. I am studying,

2. Thou art studying, 8. He is studying:

Plural.

1. We are studying,

2. You are studying,

3. They are studying.

Past Tense.

Singular.

1 I was studying,

2. Thou wast studying, 8. He was studying;

Plural.

1. We were studying,

2. You were studying.

3. They were studying.

Perfect Tense.

Singular.

1. I have been studying, 2. Thou hast been studying,

8. He has been studying;

Plural.

1. We have been studying,

2. You have been studying,

8. They have been studying.

Pluperfect Tense.

Singular.

1. I had been studying,

2 Thou hadst been studying.

8. He had been studying;

Plural.

1. We had been studying,

2. You had been studying,

8. They had been studying.

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Future Tense.

20-	Singular.		Plural.
2.	Thou wilt be studying,	2.	We shall be studying, You will be studying, They will be studying.

Future Perfect Tense.

	2. Thou wilt have been studying, 8. He will have been studying;
Plural.	 We shall have been studying, You will have been studying, They will have been studying.

POTENTIAL MOOD.

Present Tense.

	Singular.		Plural.
	I may be studying,	/. 1.	We may be studying,
2.	Thou mayst be studying,	2.	You may be studying,
8.	He may be studying;	8.	They may be studying.

Past Tense.

	Singular.		Plural.
1.	I might be studying,	1.	We might be studying,
2.	Thou mightst be studying,	2.	You might be studying
8.	He might be studying;	3.	They might be studying
	In the second second		

Perfect Tense.

Singular.	 I may have been studying, Thou mayst have been studying He may have been studying;
Plurâl.	 We may have been studying, You may have been studying, They may have been studying.

Pluperfect Tense.

Singular. 1. I might have been studying,

2. Thou mightst have been studying,

3. He might have been studying;

Plural.

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ng, ing.

ing,

ying lying 1. We might have been studying,

2. You might have been studying,

3. They might have been studying.

SUBJUNCTIVE MOOD.

Present Tense.

Singular.	Plural.
1. If I be studying, 1.	If we be studying,
	If you be studying,
	If they be studying.

Past Tense.

	Singular.	Plural.
1.	If I were studying,	1. If we were studying,
2.	If thou were studying,	2. If you were studying,
3.	If he were studying;	3. If they were studying.

IMPERATIVE MOOD.

Present Tense.

Singular. 2. Be thou studying or do thou be studying.Plural. 2. Be you studying or do you be studying,

Participles.

Imperfect.	Perfect.	Preperfect.
Being studying.	·	Having been studying



IRREGULAR VERBS.

360. An Irregular Verb is a verb that does not form its preterit and perfect participle by assuming d or ed; as, see, saw, seeing, seen.

36i. Many of the words classed among the irregular verbs have also the regular form. In the list here given, those preterits or participles which are conjugated regularly are marked R. If the regular form is more frequently used than the irregular, the R precedes; if less frequently, it follows the irregular form.

362. Derivatives and compounds generally follow the form of the simple verb; as, foresee, foresaw, foreseeing, foreseen; oversee, oversew, overseeing, overseen. The exceptions are behave and welcome, which are regular.

363. Principal Parts of the Irregular Verbs.

1	imorbar rates	or the zire	Parar Acros
Present.	Preterit.	Imperfect part	. Perfect part.
Abide,	abode, R.,	abiding,	abode, R.
Arise,	arose,	arising,	arisen.
Awake,	awoke, R.,	awaking,	R., awoke.
Be,	was,	being,	been.
Bear,	bore,	bearing,	borne.
(to carry)	1 1		
Bear, (to bring for	bore, bare,	bearing,	born.
Beat,	beat,	beating,	beaten, beat.
Begin,	began,	beginning,	begun.
Bend,	bent, R.,	bending,	bent, R.
Bereave,	bereft, R.,	bereaving,	bereft, R.
Beseech,	besought,	beseeching,	besought.
Bespeak,	bespoke,	bespeaking,	bespoken.
Bet,	bet, R.,	betting,	bet, R.
Bid,	bade, bid,	bidding,	bidden, bid.
Bind,	bound,	binding,	bound.
Bite,	bit, different	bitting,	bitten, bit.
Bleed,	bled,	bleeding,	bled.
Blow,	blew, R.	blowing,	blown, R.
Break,	broke,	breaking,	broken.
Breed,	bred,	breeding,	bred.
Bring,	brought,	bringing,	brought.
Build,	built, R.,	building,	built.
Burst,	burst,	bursting,	burst,
Buy,	bought,	buying,	bought.
Cast,	cast,	casting,	cast.
Catch,	caught, R.,	catching,	caught, R.
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e form reseen: : behave

Present. Preterit. Chide, chid, chose, Choose, Cleave, Cling, clung, R., clad, Clothe, Come, came, Cost, cost, crept, R., Creep, R., crew, Crow, Cut, cut, R., durst, Dare, dĕalt, R., Deal, Dig,

Dive. Do, did, Draw.

Drink, Drive. Dwell,

Eat, Fall, Feed,

Feel, Fight, Find,

Flee, Fling,

Forget, Forgive,

Freeze,

Get, Gild, Gird,

Give, Go, Grind,

Grow, Hang,

Have, Hear.

R., clove, cleft,

dug, R., R., dove,

drew.

Dream, R., dreamt, drank,

drove, dwelt, R., ate, ĕat,

fell, fed,

felt, fought, found,

Aed, fung,

Fly, flew, forgot,

forgave, Forsake. forsook.

froze, got,

R., gilt, R., girt, gave,

went, ground,

grew, hung, R.,

had, heard, Imperfect part: Perfect part:

chiding, chidden, chid. choosing, chosen.

cleaving, R., cloven, cleft. clinging, clung. clothing, R., clad.

coming, come. costing, cost

creeping, crept, R. crowing, crowed. cutting, cut.

daring, dared. dealing, dĕalt, R. digging, dug, R.

diving, dived. doing, done.

drawing, drawn. dreaming, R., dreamt. drinking, drunk.

driving, driven. dwelling, dwelt.

eaten, ĕat. eating, falling, fallen. feeding, fed.

feeling, felt. fought. fighting,

finding, found. fleeing, fled.

flinging, flung. flying, flown. forgetting, forgotten.

forgiving, forgiven. forsaking, forsaken.

freezing, frozen. getting. got, gotten. gilding, R., gilt.

girding, R., girt. given. giving,

going, gone. grinding, ground growing, grown.

hanging, hung, R. had. having, hearing. heard.

Present. Preterit. R., hove, Heave. Hew, hewed. Hide, hid. Hit, hit, Hold, held. Hurt, hurt, Keep, kept, Kneel, knelt, R., Knit, knit, R., Know, knew. Lade, laded, Lay, laid, R., Lead. led, R., leant, Lean, Leave. left. Lend, lent, Let, let, Lie, lay, Light, R., lit, Lose, lost. Make. made. Mean, mĕant, R. Meet. met, Mow, mowed, Pay, paid, R., Pen, R., pent, Prove, proved, Put, put, Quit, quit, R., Rap, R., rapt, Read, rĕad, Rend, rent, Rid, rid, Ride, rode, Ring, rung, rang, Rise, rose, Rive, rived. Run, ran, run, Saw, sawed, Say, said, See. saw, Seek, sought, Seethe, R., sod,

Imperfect part. Perfect part. heaving. hewing, hiding. hitting, holding, hurting, keeping. kneeling, knitting. knowing, lading, laying, leading, leaning, leaving, lending, letting, let. lying, lighting, losing, making, meaning, meeting, mowing, paying, penning, proving, putting, quitting, rapping, reading, rending, ridding, rid. riding, ringing, rising, riving, running, sawing, saying, seeing, seeking, seething,

R., hoven. R., hewn. hidden, hid. hit. held. hurt. kept. knelt, R. knit, R. known. laden, R. laid, R. led. R., leant left. lent lain. R., lit. lost. made. mĕant, R. met. R., mown. paid, R. R., pent. R., proven. put. quit, R. R., rapt. rĕad. rent. ridden, rode. rung. risen. riven, R. run. R., sawn. said. seen. sought. R., sodden.

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Present. Preterit. Impersect part. Persect part. Sell, sold. selling. sold. Send, sending, sent, sent Set. set, setting, set. Shake. shook, R., shaking, shaken, R. Shape, shaped, shaping, R., shapen. Shave, shaving, R., shaven. shaved, R., shorn. Shear, R., shore, shearing, Shed, shed. shedding, shed. shining, R., shone. Shine, R., shone, Shoe, shod. shoeing, shod. shot, Shoot, shooting, shot. showing, R., shown. Show, showed. Shred. shred. shredding, shred. shrunk, shrunken. Shrink. shrunk, shrank, shrinking, shut, shutting, Shut, shut. Sing, sang, sung, singing, sung. Sink, sinking, sank, sunk, sunk. Sit, sat, sitting, sat. Slay, slew, slaying, slain. Sleep, slept, sleeping, slept. slid, R., slidden, slid, R. Slide, sliding, Sling, slung, slinging, slung. Slink, slinking, slunk. slunk. Slit, slit, R., slitting, slit, R. smote, smiting, Smite, smitten, smit. Sow, sowed, sowing, R., sown. Speak, spoke, speaking, spoken. Speed, sped, R., speeding, sped, R. spelling, Spell. R., spelt, R., spelt. Spend, spending; spent. spent, R., spilt, R., spilt. Spill. spilling, Spin, spun, spinning, spun. spitting, spit, spitten. Spit, spit, spat, split, R., splitting, split, R. Split Spread, spread, spreading, spread. Spring, sprung, sprang, springing, sprung. Stand, stood, standing, stood. Stave, staving, stove, R. stove, R., Stay, R., staid, R., staid, staying, stole, stealing, Steal. stolen. stuck, Stick, sticking, stuck. Sting, stinging, stung, stung.

stank, stunk,

stinking,

stunk.

Stink,

Present. Preterit. Stride. strode, strid, Strike, struck. String, strung, R., Strive, R., strove, Strow. strowed, swore, Swear, Sweat, R., sweat, Sweep, swept, R., Swell, swelled, -Swim, swam, swum, Swing, swung, Take, took, Teach. taught, Tear, tore, told, Tell, Think, thought, Thrive, R., throve, threw, R., Throw, Thrust. thrust, Tread. trod, Wake. R., woke, Wax, waxed, Wear, wore, Weave, wove, R., Wed, R., wed, Weep, wept, R., Wet, wet, R., Win, won, wound, Wind, Work, R., wrought, Wring, R., wrung, Write, wrote,

Imperfect part. Perfect part. striding, striking, stringing, striving, strowing, swearing, sweating, sweeping, swelling, swimming, swinging, taking, teaching, tearing, telling, thinking, thriving, throwing, thrusting, treading, waking, waxing, wearing, weaving, wedding, weeping, wetting, winning, winding, working, wringing, writing,

stridden, strid. struck, stricken. strung, R. R., striven. R., strown. sworn. R., sweat. swept, R. R., swollen. swum. swung. taken. taught. torn. told. thought, R., thriven. thrown, R. thrust trodden, trod R., woke. R., waxen. worn. woven, R. R., wed. wept, R. wet, R. won. wound. R., wrought. R., wrung. written.

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DEFECTIVE VERBS.

- 864. A Defective Verb is a verb that forms no participles, and is not used in all the moods and tenses.
 - 365. All the auxiliaries, except be, do, and have, are defective.
- 366. Beware is used only in those tenses in which be is retained in the conjugation of the verb be; namely, the infinitive present, the indicative future, the potential present and potential past, the subjunctive present, and the imperative; as, "Strive to beware;—he will beware;—you must beware;—you should beware;—if you beware;—beware of bad company."
- 367. Ought (should) is used only in the present and the past tense of the indicative and subjunctive moods. It is invariable except in the second person singular of the solemn style; as, I ought, thou ought or oughtest, he ought, we ought, &c.
- 368. Would (ardent wish) is rarely used except in the expressions would God, would Heaven; would to God, would to Heaven; I would that, would that, &c.
- 369. Quoth (say, said, in humorous style) is used only in the first and third persons singular of the indicative present and past. It is invariable, and always placed before its subject; as, "Quoth I."—"Quoth he."
- 370. Methinks (apparently, it seems to me,) preterit methought, is employed in the indicative present and past, third person singular. Meseems, meseemed, has the same peculiarities, but is more seldom used.
- 371. Wit (namely, that is to say) is used only in the infinitive present; as, "There are five continents; to wit, Europe, Asia, &c."
- 372. The verbs ail (to pain), behoove (to be fit), irk (to weary), although complete, are used only in the third person singular; as, "Something ails him."—"It behooves children to be submissive to their parents."—"It irks me."
- 373. Some other verbs, from the nature of the subject to which they refer, are seldom used but in the third person singular; as,. "It rains; it snows; it hails; it thunders; it has frozen." These are called unipersonal verbs.

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LESSON XCVI.—Simple Form of Conjugation.

874. The simple form of conjugation is that which makes the present and the past tense of the indicative and subjunctive moods. without auxiliaries; as, I work, thou workst, he works; I worked, thou workedst, he worked.

875. The present and past tenses of the indicative and the subjunctive mood may also be expressed by prefixing the auxiliaries do and did to the present infinitive; as, I do write, thou dost write, he does write: I did write, thou didst write, he did write. This is called the emphatic form.

I. Verbs to be conjugated.—Write a synopsis of the first person singular of the verbs amuse, obey, in the simple form. IND. PAST. IND. PERF. IND. PLUPERF. Amuse. · Obey. IND. FUTURE. IND., FUT. PERF. Pot. Pres. POT, PAST. SUB. PRES. SUB. PAST. Por. Perf. POT. PLUPERF.

II. Omissions to be supplied.—Insert a suitable verb of the present

 Begin, deposit, interweave, leave, press, render.
 Appear, be, be, come, cover, descend, elevate, extend, issue, lay, rest. THE HABITATIONS OF MOLES.

1. The habitation where moles -- their young merits a particular description. They —— by raising the earth and forming a pretty high arch. They — partitions, or a kind of pillars, at certain distances, beat and — the earth, — it with the roots of plants, and — it so hard and solid, that the water cannot penetrate the

vault, on account of its convexity and firmness.

2. They then —— a little hillock under the principal arch; upon the latter they —— herbs and leaves, as a bed for their young. In this situation, they —— above the level of the ground, and, of course, beyond the reach of ordinary inundations. They — at the same time, defended from the rains by the large vault that — the internal one; upon the convexity of this last they --- along with their young. This internal hillock is pierced on all sides with sloping holes, which still lower, and serve as subterraneous passages for the mother to go in quest of food for herself and her offspring. These by-paths, beaten and firm, — about twelve or fifteen paces, and — from the principal mansion like rays from a center. From this description -, that the mole never — abroad but at considerable distances from her habitation.—Smellie /1740—1793).

III. Replace the emphatic form of the verb by the simple form.— Jacob did love all his sons, but he loved Joseph the best.—When forsaken by one whom we did esteem a friend, we do experience the fickleness of worldly attachments.—There does not exist the slightest shadow of resemblance between the hieroglyphics of Egypt and the Chinese characters.

Oral Conjugation.—Row the boat, in the 1st person plural.

Analysis and Parsing.—He assumed a gravity that was ridiculous.—We walked with a rapidity that was incredible.

Lesson XCVII.—Exercises on Verbs.

Gral Exercise.—Give the principal parts of the verbs behold, understand, overhear, outrun.

I. Verbs to be conjugated.—Write a synopsis of the first person plural of the verbs speak, grow, in the simple form. IND. PRES. IND. PAST. IND. PLUFERE. IND. PERF. Speak. Grow. IND. FUT. IND. F. PERF. Por. PRES. Pot. Past. POT. PERF. Por. PLUPERF. SUB. PRES. SUB. PAST.

II. Omissions to be supplied.—In No. 1, supply one of the principal parts of the verbs; in No. 2, the present indicative.

1. Call, collect, fade, give, nip, see.

2. Become, change, cheer, disappear, fall, fly, make, pale, shorten, turn.

DAY AND NIGHT IN SCANDINAVIA.

1. From the last days of May to the end of July, in the northern part of this land, the sun shines day and night upon its mountains, fjords¹, rivers, lakes, forests, valleys, towns, villages, hamlets, fields, and farms; and thus Sweden and Norway may be —— "The Land of the Midnight Sun." During this period of continuous daylight, the stars are never ——, the moon appears pale, and sheds no light upon the earth. Summer is short, —— just time enough for the wild flowers to grow, to bloom, and to —— away, and barely time for the husbandman to —— his harvest, which, however, is sometimes —— by a summer frost.

2. A few weeks after the midnight sun has passed, the hours of sunshine — rapidly, and by the middle of August the air — chilly and the nights colder, although during the day the sun is warm. Then the grass — yellow, the leaves — their color, and wither, and —; the swallows and other migratory birds — towards the south; twilight comes once more; the stars, one by one, — their appearance, shining brightly in the pale-blue sky; the moon shows itself again as the queen of night, and lights and — the long and dark days of the Scandinavian winter. The time comes at last when the sun — entirely from sight; the heavens appear in a blaze of light and glory, and the stars and the moon — before the aurora borealis.—Paul Du Challu (1835-

III. Change the italicized words to the plural, and make the other necessary changes accordingly.—He who is moderate in his desires meets with few disappointments.—The swallow builds her nest of mud, and lines it with soft feathers.—The eagle has a strong and piercing eye.—I am often benefited by what I have dreaded.—He that lives in a glass house should not throw stones.—The wheelwright put on the wheelband red-hot, then cools it.

Oral Conjugation.—Understand the question, in the 3rd person plural.

Analysis and Parsing.—He is tall enough who walks uprightly.—No man can be happy who is not virtuous.

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^{1.} Fjord is the Scandinavian name for a deep bay.

LESSON XCVIII.—Exercises on Verbs.

Oral Exercise.—Find three verbs relative to sight, to memory, to speech.

I. Verbs to singular of the	be conjugated.—W	rite a synopsis o	of the third person mphatic form.
Ind. Pans.	(Ind. Para	IND. PERF.	IND. PLUPERF.
Agree.			
Try. Hope.			- 12·
Repay.		4 Q4 ²⁷	,
Ind. Future.	Ind. Fut. Perf.	Por. Pres.	Por. Past.
	9 -		= = = = = = = = = = = = = = = = = = = =
77	4.	we get you	
Por. PERF.	Pot. PLUPERF.	SUB. PRES.	SUB. PAST.
1 m. 10			*
II. Sentence the pluperfect	es to be completed	.—Supply the ve	erb in the past or
erre braherrece	1. Baffle, fail, set, str	ive	
At v	2. Appear, be, determ		ivo.
1	AT THE SOURCE	OF THE NILE.	, 7°
1. For years	I — — to reach	the "Sources	of the Nile." In
but, after so n	nuch hard work an	d perseverance, t	he cup was at my
very lips, and	I was to drink a	t the mysteriou	s fountain before
another sun -	; at that gr all discovery	eat reservoir of	nature that ever
o T	and awared and -	- through all	binds of difficult
ties, to reach	and prayed, and — that hidden source — to die upon the	: and when it	impossi-
ble, we — —	- to die upon the	road, rather than	n return defeated.
Was it possible "The work is	e that it —— so near accomplished!"—S.	r, and that to-me W. BAKER (1821	orlow we ——;
III Change	the verb in Italics	to the medical to	nge Gin Mhomes
More, in his	Utopia, delineates h	is ideas of wha	t he considered a
perfect commo	onwealth, which he	places in the i	maginary Isle of
Utopia. In t	his happy region,	neither laziness	nor avarios finds
while at the	here society allots ame time, it banish	es the right to	ar nis dally task, .
since separate	property introduces	among men th	e unequal distri-
bution of wealt	ш.		*, 4

Oral Conjugation. The 3rd person plural of do observe the command-ments.

Analysis and Parsing. Shun the friend who would deceive you. Love the person who would guide Jes.

INTERMEDIATE COURSE.

LESSON XCIX.—L'xercises on Verbs.

Gral Exercise.—Name the principal parts of the verbs undergo, forete withhold.

nd. Pres. live. Buy.	Past.	PERFECT.	PLUPERF
ND. FUTURE.	Fur. Prrf.	Por. Pres.	Past.
or. Perf.	PLUPERF.	Sub. Pres.	PAST.

II. Sentences to be completed.—Supply the verb required in the past or the pluperfect tense.

Break, burst, catch, lie, rise, rise, toil.
 Arrange, be, fail, feel, look, seek, thank, toil, win.

AT THE SOURCE OF THE NILE.

1. On March 14th the sun — not — when I was spurring my ox after the guide, who, having been promised a double handful of beads on arriving at the lake, — — the enthusiasm of the moment. The day — beautifully clear, and having crossed a deep valley between the hills, we — up the opposite slope. I hurried to the summit. The glory of our prize — suddenly upon me! There, like a sea of quicksilver, —, far beneath, the grand expanse of water glittering in the noonday sun; and on the west, at fifty or sixty miles' distance, the blue mountains — from the bosom of the lake to a

height of about seven thousand feet above its level.

2. It is impossible to describe the triumph of that moment. Here was the reward of all our labor, of the years of tenacity during which we — through Africa. England — the sources of the Nile! Long before I reached this spot, I — to give three cheers with all our men, in English style, in honor of the discovery; but now that I — down upon the great inland sea, lying nestled in the very heart of Africa, and thought how vainly mankind — these sources throughout so many ages, and reflected that I — the humble instrument permitted to unravel this portion of the great mystery, when so many greater than I — , I — too serious to vent my feelings in vain cheers for victory, and I sincerely — God for having guided and supported us through all the dangers to the good end.—S. W. Baker (1821-

III. Replace the future by the present.—By fearing to attempt something, you will do nothing.—The miser will hoard money, although he cannot enjoy it.—God will reward each man according to his merit or demerit.

Oral Conjugation.—The 3rd person plural of know geometry, with the pronoun she.

Analysis and Parsing.—Give what you can spare to the poor.—Speak what you know to be true.

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LESSON C.

Literary Selection for Explanation and Study.

BENEDICTION.

The Benediction of the Blessed Sacrament is one of the simplest rites of the Church. The priests enter and kneel down; one of them unlocks the Tabernacle, takes out the Blessed Sacrament, inserts it upright in a Monstrance of 5 precious metal, and sets it in a conspicuous place above the altar, in the midst of lights, for all to see. The people then begin to sing; meanwhile the Priest offers incense to the King of Heaven, before Whom he is kneeling. Then he takes the Monstrance in his hands, and turning to the people blesses them with the Most Holy, in the form of a cross, while the bell is sounded by one of the attendants to call attention to the ceremony. It is our Lord's solemn benediction of His people, as when He lifted up His hands over the children, or when He blessed His chosen ones 15 when he ascended up from Mount Olivet. As sons might come before a parent before going to bed at night, so, once or twice a week, the great Catholic family comes before the eternal Father, after the bustle or toil of the day, and He smiles upon them, and sheds upon them the light of His countenance. It is a full accomplishment of what the Priest invoked upon the Israelites, "The Lord bless thee and keep thee; the Lord show His face to thee, and have mercy on thee; the Lord turn His countenance to thee and give thee peace." Can there be a more touching rite, even in the judgment of those who do not believe in it? How many a man, not a Catholic, is moved on seeing it, to say, "Oh, that I did but believe it!" when he sees the Priest take up the Fount of Mercy, and the people bent low in adoration!

It is one of the most beautiful, natural, and soothing actions of the Church.—Newman (1801-—).

Literary Analysis.

1. Personages. Who are the persons that take part in Benediction?

TIME AND PLACE. When and where does Benediction take place?

- 1. What is the first part of the ceremony?
- 2. What is the next part of the ceremony?
- 3. What is the third part of the ceremony?
- 4. What comparison is made, commencing at the 15th line?
- 8. RESULT. What is the object of this ceremony?

Moral. What practical lesson may be drawn from this?

Ouestions.

- 1. What is Benediction?
- 2. What is the Blessed Sacrament?
- 3. What is a rite?

Words and Actions.

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- 4. What is meant by Church as used here?
- 5. What is meant by a priest?
- 6. What power have priests?
- 7. What is the Tabernacle?
 8. What other name is used for Monstrance?
- 9. Of what is a Monstrance made?
- 10. Use an equivalent for conspicuous.
- 11. What is incense?
- 12. What is meant by the Most Holy (10th 1.)?
- 13. Use an equivalent for banediction in the 13th line.
- 14. Where is Mount Olivet?
- 15. What is meant by "the great Catholic family"?
- 16. What is the meaning of (1) bustle, (2) toil as used in the 18th line?
- 17. Is Jesus Christ seen when the Blessed Sacrament is exposed in the Monstrance?
- 18. Who is the Priest referred to in the 21st line?
- 19. From what is the quotation commencing on the 21st line taken?
- 20. What is brought out after the quotation to the end of the paragraph?
- 21. Make a list of the verbs in the first two sentences.
- 22. Conjugate sing in the 3rd pers. s. of the tenses of the Indicative.
- 23. Parse Lord's (12th l.).
- 24. Why do the pronouns begin with capitals in the sentence commencing on the 12th line, and in many other parts of the piece?

Questions.

- 25. Is there a fault against harmony in the 16th line?
 26. How could this be avoided?
- 27. Is there a figure in the 17th line?
- 98. Point out (1) an interrogative sentence, (2) an imperative sentence, from the quotation of the end.

 39. Analyze and parse: It s one of the most beautiful, natural, and soothing actions of the Church.

Phraseology and Composition.

I.—Commence the given sentence by each of the principal expressions it contains.

We are weak in ourselves; but powerful in Christ.

II. Substitute, for the verb, the verb be and an adjective.

That suffices for me. My impression differs from yours. You have succeeded in your attempt. These birds migrate. Exercise conduces to health. He attends to my instructions. Bilious diseases prevail in the hot season. This statement applies only to certain districts.

III. -Contrast the just man and the sinner by changing the italicized words into their opposites.

THE JUST MAN. The just man is the friend of God. He pass 1 his days in joy. His holy works are blessed by Heaven. Even in the midst of scientify he is happy. He sees deal, and Heaven is his recomp mee for sternity.

Exercise on Homophonous Words.

IV.—1. I. 2. Indict. 8. Invade. 4. Jury. Indite. Inveighed. Jewry. Indict. Inn. Idyl. Jam. Just. 1

Inn. Idyl. Jamb. Joust. 1

Where the dash occurs, insert a suitable word taken from the above list.

- 1. It was not I that struck Humphrey in the eye.

 That mean drunkard spends his time the at the corner.
- 2. The jury will him for theft.

 I will an essay to-day.

 The poet makes an of his last —.
- 8. He was against for proposing to a friendly country. You should not throw on the of the door.
- 4. The have agreed in their verdict.

 As you are a Jew, you must have friends in the ——

 come to see the —— on the Plains of Abraham.
- V. Write a description of the ceremony of BENEDICTION in your Parish Church.



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LESSON CI.—Solemn Style.

876. The Solemn Style is so called because it is used in the Holy Scripture, in prayers, and in discourses solemnly formal.

877. The chief peculiarities of the solemn style are:

I. The pronoun thou is the only pronoun used in the second person singular; as, "Thou art Peter, and upon this rock I will build my Church."

2. The pronoun ye is frequently used as the nominative plural of

the second person; as, "Watch ye, and pray."

- 3. The third person singular of the indicative present ends in eth; as, "He that honoreth his mother, is as one that layeth up a treasure."—
- 4. The auxiliaries hath and doth are used instead of has and does; as, "The Lord hath sent his angel before them."—"My soul doth magnify the Lord.—St. Luke.

5. The termination est is usually made a distinct syllable; as, thou workest; thou comest; thou camest.

I. Verbs to be conjugated.—Give a synopsis of the second person singular of the verbs see, believe, in the solemn style.

IND. PRES. IND. PAST. IND. PERF. IND. PLUPERF.
Secont.
Believest.
IND. F. PERF. POT. PRES. POT. PAST.

POT. PERF. POT. PLUPERF. SUB. PRES. SUB. PAST,

II. Omissions to be supplied.—Insert the indicative present of the verb, or the auxiliary required.

Come, do, go, lie, say. The Centurion.

And when he — entered into Capharnaum, there came to him a Centurion, beseeching him, and saying: "Lord, my servant — at home sick of the palsy, and — grievously tormented." And Jesus — to him: "I — come and heal him." And the Centurion making answer, said: "Lord, I am not worthy that thou — enter under my roof; but only say the word, and my servant,— be healed. For I also am a man subject to authority, having under me soldiers; and I say to this: Go, and he —; and to another. Come, and he —; and to my servant: Do this and he — it." And Jesus hearing this, marveled: and said to them that followed Him: "Amen, I say to you, I — not found so great faith in Israel....." And Jesus said to the Centurion: "Go, and as thou — believed, so be it done to thee." And the servant was healed at the same hour.—MATT. VIII. 5-13.

III. Change to the familiar style.—Couldst thou not write without blotting thy copy?—Thou deceivest thyself when thou listenest only to thy self-love.—Canst thou forget the benefits thou hast received?—If thou judgest without reflection thou wilt often be lead into error.

Oral Conjugation.—Lie (deceive), in the third person plural.

Analysis and Parsing.—Truth, crushed to earth, shall rise again.—A word rashly spoken, often carries great injury.

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L	ESSON	CII.—E	xercise	s on	Verbs.	C0 q
berci	lee.—Fin	d the contr	ary of the	verb.	June ? "	
•	Ascend	1, `	Deny,		Weaken,	-
•	Freeze		Do,		Restore,	
. 1	Esteer	0,	Widen,	_	Grant.	-

Blame,

1. Verbs to be conjugated.—Give a synopsis of the third person singular, solemn style, of the verbs fall, say.

Ingular, solemn style, of the verbs fatt, say.

Ind. Pres. Past. Perf. Pluperf.

Say.

Ind. Future. Fut. Perf. Por. Pres. Past.

Por. Perf. Past.

II. Sentences to be completed.—Supply the present or the indicative future required.

1. Be, bring, consider, happen, list, muster, reckon, view.
2. Associate, believe, carry, esteem, know, level, set.

THE DANGERS OF SATIRICAL WIT.

1. Trust me, this unwary pleasantry of thine — sooner or later — thee into scrapes and difficulties, which no after wit can extricate thee out of. In these sallies, too oft I see, it —, that the person laughed at, — himself in the light of a person injured, with all the rights of such a situation belonging to him; and when thou — him in that light too, and — upon his friends, his family, his kindred, and allies, and — up with them the many recruits which — under him from a sense of common danger; 'tis no extravagant arithmetic to say, that for every ten jokes, thou hast got a hundred enemies; and, till thou hast gone on, and raised a swarm of wasps about thine ears, and — half stung to death by them, thou wilt never be convinced it is so.

2. I cannot suspect it in the man whom I —, that there is the least spur from spleen or malevolence of intent in these sallies. I — and know them to be truly honest and sportive; but consider, that fools cannot distinguish this, and that knaves — not; and thou — not what it is, to provoke the one, or to make merry with the other; whenever they — for mutual defence, depend upon it they — — on the war in such a manner against thee, my dear friend, as to make thee heartly sick of it, and of thy life too. Revenge from some baneful corner — — a tale of dishonor at thee, which no innocence of heart or integrity of conduct — — right.

-L. Sterne (1713-1768).

III. Change to the Solemn Style.—Every one that asks, receives: and he that seeks, finds: and to him that knocks, it shall be opened.—He has given his angels charge over you, and in their hands shall they bear you up, lest perhaps you dash your foot against a stone.—There shall be joy in Heaven upon one sinner that does penance, more than upon ninety-nine just who need no penance.

Oral Conjugation.—Lie in bed, in the third person singular.

Analysis and Parsing.—Solomon, the son of David, built the temple of Jerusalem.—Josephus, the Jewish historian, relates the destruction of the teor's

LESSON CIII.—Progressive Form.

878. The Progressive Form of a verb consists in the combination of its imperfect participle with the variations of the auxiliary verb be; as, I am writing; I was writing; I have been writing, &c.

879. Verbs that in the simple form imply continuance, do not admit of the progressive form; such are the verbs fear, love, hope, respect, &c.

IND. PAST.	IND. PERF.	Ind. PLUPER
	=	
IND. FUT. PERF.	Por. Pres.	Por. Past.
Por. PLUPERF.	SUB. PRES.	SUB. PAST.
	Ind. Past. Ind. Fut. Perf.	IND. FUT. PERF. POT. PRES.

II. Omissions to be supplied.—Insert the verb, and put it in the imperative mood or the indicative future.

1. Avoid, be (2), conduct, find, follow, guard, heal, interrupt, seek, walk 2. Be, have, hazard, venture. THE EMPLOYMENT OF TIME.

- a constant employment of your time conducive to health and happiness, and not only a sure guard against the encroschments of vice, but the best recipe for contentment. —— employment: languor and ennui - unknown; - idleness; banish sloth; vigor and cheerfulness —— your enlivening companions; admit not guilt to your hearts; and terror — not —— your slumbers.
—— the footsteps of virtue; —— steadily in her paths; she —— you through pleasant and flowery paths to the temple of peace: she - - you from the wily snares of vice; and - the wounds of sorrow and disappointment which time may inflict.

2. By being constantly and usefully employed, the destroyer of mortal happiness — — but few opportunities of making his attacks: and by regularly filling up your precious moments, you — —— less exposed to dangers. — not, then, to waste an hour, lest the next should not be yours to squander. — not a single day in guilty or improper pursuits, lest the day which follows should be ordained to bring you an awful summons to the tomb—a summons to which youth and age are equally liable.—Bonnore.

III. Change the present tense to the perfect.—Day after day this good scholar hath been renewing his resolution to fulfil his duties faithfully. He just now was recalling to mind all the advice that his parents have been repeating to him during the year; and he has been promising to follow it punctually. I am sending his parents a testimonial of the progress he has been making, as a proof that he is striving to repay them for the sacrifices they are subjecting themselves to for his welfare.

Oral Conjugation.—The first person singular of raise and rise.

Analysis and Parsing.—He who does a good turn should forget it.—He who receives a service, should remember it.

LESSON CIV.—Exercises on Verbs.

Aroid, Forbid, Abhor,	e.—Give a synonym of Appoint, ————————————————————————————————————	Te	ach, erpose, rrourd,
I. Verbs to play, in the pro	be conjugated.—Corresive form, thir	live a synopsis d person singula	of the verbs draw
Ind. Pres.	Ind. Past.	· Ind. Perf	IND. PLUPERF
Draw. Pray.			
IND. FUTURE.	FUT. PERF.	Por. Pres.	PAST.
Pot. Perf.	Pot. PLUPERF.	SUB. PRES.	SUB. PAST.
h			

II. Omissions to be supplied.—Insert the present tense of the verb required.

THE RAMBLES OF A NATURALIST.

 Afford, buckle, gather, recommence, repose, say, shoulder, start.
 Approach, burst, direct, enter, erect, kindle, lead, look, send.
 Fail, fall, rise, wrap.
 Refreshed and reinvigorated by healthful rest, the naturalist upon his feet, — up his store of curiosities, — on his knapsack, — his trusty firelock, — a kind word to his faithful dog, and — his pursuit of zoölogical knowledge. Now the morning is spent, and a squirrel or a trout — him repast. Should the day be warm, he --- for a time under the shade of some tree.

2. The woodland choristers again — forth into song, and he starts anew to wander wherever his fancy — — him, or the object of his search - - him in pursuit. When evening -, and the birds are seen betaking themselves to the retreats, he — for some place of safety, — his shed of green boughs, - his fire, prepares his meal, and as the widgeon or blue-winged teal, or perhaps the breast of a turkey or a steak of venison, —— its delicious perfume abroad, he —— into his parchment-bound journal the remarkable incidents and facts that have occurred in the course of the day.

3. Darkness has now drawn her sable curtain over the scene; his repast is finished, and kneeling on the earth, he --- his soul to Heaven, grateful for the protection that has been granted to him, and the sense of the divine presence in this solitary place. Then wishing a cordial good-night to all his dear friends at home, the American woodsman —— himself up in his blanket, and closing his eyes, soon — into the comfortable sleep which never — him on

such occasions.—Audubon (1780-1851).

III. Replace the present by the past tense.—The child is studying with great attention.—They are striving to merit the esteem of their teacher.—The bricks the laborers employ, are of an inferior quality.—If I be rich, I will contribute largely to the charity.—He may not be in a position to answer your letter.—He can not write on account of an injured hand.

Gral Conjugation.—The third person singular of lay the cloth.

Analysis and Parsing.—How trustworthy is the man who never told a liel—How great is the reward of the martyrs who preferred death to apostacy!

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LESSON CV.

Literary Selection for Explanation and Study.

SUNDAY HYMN AT SEA.

Guide thou our ship, Almighty Power!
Dread Lord of sea and land!
And make us feel, at every hour,
The helm is in Thy hand;
For they alone, by land or sea,
Are guided well, who trust to Thee!

The abyss may yearn beneath our path,
The angry waves may rise,
The winds rush headlong in their wrath,
Out of their lowering skies,
But well we know they all obey
The Lord, the Guardian of our way.

When darkness covers all the deep,
And every star is set,
Serenely we may sink to sleep,
For thou art wakeful yet.
How thankful, Lord! we ought to be!
Teach us how thankful—here at sea!
—T. D. McGes (1825-1868).

Gral Statement-Sketch......

WORDS AND

ACTIONS.

Literary Analysis.

1. PERSONAGES. Who are the personages represented in this hyper

Time and Place. When and where is this hymn supposed to be sung?

- 1. What do the passengers say in the first stanza?
- 2. What do they say in the second stanza?
- 3. What more do they say in the third stanza?

Literary Analysis.

What result do the passengers reach after their reflections on the goodness of God at sea?

MORAL.

What lesson may be learned from these verses?

Ouestions.

Why do the passengers call upon God?
 Express the hird and fourth lines in plainer language.

8. Why is Thee used in the 6th line instead of you?

4. What is a helm?

5. Express the 7th line differently.

6. What Agure is contained in the 7th line?

7. Point out a figure in the 8th line.

9. Use an equivalent for lowering.

10. Epitomize the last two lines of the second stanza.

11. Give the root of darkness.

12. What is meant by deep, 18th line?
18. What is meant by "every star is set"?

14. Change the phraseology of the 15th line.

15. What is the root of wakeful?

16. Supply the ellipsis in the last verse.

17. Conjugate feel in the Potential Mood, 3rd person singular.

18. Parse (1) Thy (4th l.), (2) Thee (6th l.), (3) their (10th l.)

19. Divide headlong into two simple words.

). Analyze and parse: The abyse may yearn beneath our path.

Exercise.—Paraphrase A Hymn at Sea.

Phraseology and Composition,

I.—Change the first clause in each of the following sentences into a clause implying condition.

Do you wish others to be kind to you, show kindness yourself.

Do you want to ruin your farm, rent it.

rst "

Do you desire to govern others wisely, learn to govern yourself. Have you done wrong, hasten to apologize.

Phraseology and Composition.

II.—Replace the adjective clause in each sentence by an adjective.

All beverages which intoxicate should be avoided.

A person who tells lies is seldom believed.

He assumed a gravity which was ridiculous.

He advanced with rapidity that was incredible.

The trees which were not protected were killed by the frost.

III .- Make five statements about compliments.

Exercise on Homophonous Words.

IV.—1. Key.
Quay.
Nit.
Lacks.
Kill.
Lac.
Kiln.
Lack.

3. Lax.
Lacks.
Lain.
Lade.
Laps.
Laps.
Laid.
Lapse.

Where the dash occurs, insert a suitable word taken from the above many

- 1. I must have lost the key of the door when I was on the quay.

 Don't the boy for throwing the dog into the —.
- The girl has commenced to —— a pair of stockings for her fatter.
 A —— is the egg of an insect.
 Varnish is made of ——.
 They —— wisdom, who waste their time.
- 3. He that —— good principle, will be —— in his morals.

 Henry —— his coat on a chair, and went to —— the cart for his father.
- 4. He has the whole night in the —.

 In steam-boilers, one sheet of iron over the other.

 One who is busy does not notice the of time.

V.—Write a composition about SHIPS.



LESSON CVI.—Negative Form.

380. A verb is conjugated negatively by placing the adverb not after it, or after the first auxiliary; as, "I have not a cent."—"I was not idle."—"He has not written."

881. The infinitive mood and the participles take the negative adverb before them; as, not to have; not to have written; not having

I. Verbs to be conjugated.—Conjugate negatively, sing, in the first

written.

r his

person singula and hide in the	er emphatic , <i>break</i> , in third person singul	n the second per lar, progressive.	son plural simple
Ind. Pres. Sing. Break. Hid.	IND. PAST.	Ind. Perf.	IND. PLUPERF.
IND. FUTURE.	IND. FUT. PERF	Pot. Pres.	Pot. Past.
Pot. Perf.	Pot. Pluperf.	SUB. PRES.	SUB. PAST.
II. Sentenc	1. Be, breed, buy,	.—Supply the ver do, have, hold, thri sider, follow, search	ve.
If you — — A little negle When you h your app	that till to-morrow v — your business done ect — — great mis ave bought one fine pearance — — all the plough — —, tither —— or drive,-	which you — —— te, go; if not, sen schief. thing, you — — of a piece.	- to-day.
2. This above a And it — — Thou — not Errors like s He who — — A man — a and sec	all: to thine own selfunction, as the night the then —— false to a straws upon the surfunction for pearls, —— always —— how mondly, how much randon.—Addison.	f be true, day, ny man.—Shakes ace flow; — below.—Drybi uch he has mor	EN. Te than he wants:
III. Change	to the negative.	He who is faithfu	al in small things,

will be faithful in those which are greater.—The soldier who is a strict observer of discipline, is feared by the enemy.—To remain calm under slight provocation, is a proof of self-control.—Those who do persevere to the end, shall be crowned.—Knowledge will bring respect, if it is sustained by virtue.—Having fulfilled his duty, his conscience was at rest.—Rewards should be given to those who have merited them.

Oral Conjugation.—Ride, rid, in the first person plural.

Analysis and Parsing.—Avoid rudeness of manners, which must hurt the feelings of others.—Cherish true patriotism, which has its roots in benevolence.

LESSON CVII.—Interrogative Form.

882. A verb is conjugated interrogatively by placing the subject immediately after the verb or after the first auxiliary; as, "Has he the right to do it?"—"Has he written?"

888. The tenses of the indicative and the potential mood

are the only ones that admit the interrogative form.

384. The subjunctive mood or a conditional circumstance takes this form when used without the conjunction; as, "Were I rich; I would contribute largely to every act of charity."—That is, "If I were rich, I would contribute largely to every act of charity."—"Had he been there, this incident would not have occurred."—"Should he write, you must answer his letter."

I. Verbs to be conjugated.—Conjugate interrogatively, arrive, in the third person plural, move, in the first person plural progressive, and freeze, in the third person singular.

IND. PRES.	Arrive.	 Move.	r r-	Freeze.
PAST.				
PERFECT.	i · —			
PLUPERF.	· —			
FUTURE.				
FUT. PERF.				
Por. Pres.				·
PAST.			•	
PERFECT.				
PLUPERF.				.>

II. Omissions to be supplied.—Supply the verb required in the indicative past.

Become, come, give, go, leave, lie, quit, refer, remember speak, wear.

A Dog's MEMORY.

We know not the heart-memory which these animals possess, the long-retaining, tender recollection, all bound up with their love. A dog was bereaved of his master and afterwards — old and blind, passing the dark evening of his existence sadly in the same corner, which he hardly ever —. One day — a step like that of his lost master, and he suddenly — his place. The man who had just entered, — ribbed stockings; the old dog had lost his scent, and — at once to the stockings that he — rubbing his face against. Believing that his master had returned after those weary years of absence, he — way to the most extravagant delight. The man — the momentary illusion was dispelled, the dog — sadly back to his place, — wearily down, and died.—P. G. Hamerton (1834—).

III. Put the verb in Italics in the interrogative form.—Your friend is discreet.—You do excuse yourself under vain pretences.—Thou dost promise what thou canst not perform.—He will apply himself better in future.—He should attend the meeting.—They have written their exercise.—It can freeze at this season of the year.—He is going to the country.—Porcelain is made of kaolin.—They were present.—He may attend the demonstration.—He did not forgive thee.

Oral Conjugation.—The river flows. The bird flies.

Analysis and Parsing.—War is a tremendous evil, to which many have unhappily sorted.—Virtue is the germ from which all growth of nobleness proceeds.

LESSON CVIII.—Negative and Interrogative Form.

885. A verb is conjugated interrogatively and negatively in the indicative and potential moods, by placing the subject and the adverb not after the verb or after the first auxiliary; as, "Has he not the right to do it?"-"Were you not idle?"—"Has he not written?"—"Has he not been writing?"

886. In familiar questions and negations the auxiliary form of the present and past indicative is preferred to the simple form; as, "Does he write?"—" Is he writing?"—" He does not write." are used instead of "Writes he?"—"He writes not."

I. Verbs to be conjugated.—Conjugate, interrogatively and nega-

		person singular, co ne first person plural	
PRES.	Call.	Come.	Praise.
PAST.			
Perf.			
PLUP.			
Fur.			
Fur.P.			,

II. Omissions to be supplied.—Insert the preterit required.

Be, bustle, come, go, make, observe, sit, stand.
 Be, cry, give, receive, rise, shrink.
 THEORY AND PRACTICE.

1. It happened at Athens, during a public representation of some play exhibited in honor of the Commonwealth, that an old gentleman too late for a place suitable to his age and quality. Many of the young gentlemen who —— the difficulty and confusion he was in, signs to him that they would accommodate him if he came where they ---. The good man --- through the crowd accordingly; but when he came to the seats to which he was invited, the jest to sit close, and expose him, as he —— out of countenance, to the whole audience. The frolic — round all the Athenian benches.

2. But on those occasions there —— also particular places assigned for foreigners. When the good man —— towards the boxes appointed for the Lacedemonians, that honest people, more virtuous than polite, ---- up all to a man, and with the greatest respect. him among them. The Athenians being suddenly touched with a sense of the Spartan virtue, and their own degeneracy, —— a thunder of applause; and the old man - out: "The Athenians understand what is good, but the Lacedemonians practice it."—Stelle (1672-1729).

III. Change to the negative form.—The laborer who works, earns his wages justly.—The man who reflects, is prudent in his words.— We do with pleasure what we are accustomed to do well.—The man who is prudent, will listen freely to advice.—To remit a wrong leaves the offender in debt.

PAST. PERF. PLUP.

Oral Conjugation .- Flee from the enemy, in the third person plural inter-

rogative.
Analysis and Parsing.—Does the laborer who does not work, earn his ages justly?—Is the man who does not reflect prudent in his words?

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LESSON CIX.—Exercises on Verbs.

Nors.—When the interrogative form is used, not to ask a question, but to give the sentence more strength and energy, the negative is used, if the meaning is affirmative; and omitted, if the meaning is negative; as, "God is good." "Is God not good?"—"God cannot abandon us." "Gon God abandon us?"

Past.		,	Vork.	10	ain.
		c _		-	
Perf.	">	-		_	
PLUP.		-		-	
Fur.	·	· -	-	_	
Fur. P.	**	,.			
Pres.		· -		n	
PAST.		-		_	~
Perf.	- ,	5			
PLUP.		, -		\ .	· · · ·
- he no - not c - you c - any i	over — have by well well well arelessness — over — an id man ever — he XIX. centu	ho has out — many a dler that wa esteem by	stripped wearison as not lon tattling a	ne step ? nesome ? and gossipir	ng?
2. — the s — thou — you	aints of Heave ever expect to not be happy e your mind a	en forget the attain per when you; nd heart in	eir breth fection ir grow old, youth?	ren still on thy work?	earth?

valued for their rarity.—Piety admits not of excessive sorrow.—You should rather follow the wise than lead the foolish.—Peace of mind should be preferred to bodily safety.—Valleys are generally more fertile than hills.—Disobedience and mischief deserve punishment.—All misspent time will be one day regretted.—One should never utter a falsehood even for a friend's sake.—We cannot wrong others without injuring ourselves—Perseverance finally overcomes all obstacles.

Oral Conjugation.—Rend my coat, rent a house, in the 1st person singular.

Analysis and Parsing.—Have you ever seen an idler that was not lone-some?—Have you ever regretted an act of charity that you performed?

LESSON CX.

Literary Selection for Explanation and Study.

THE DISCOVERY OF CANADA.

The ancient town of St. Malo, thrust out like a buttress into the sea, strange and grim of aspect, breathing war from its wall and battlements of ragged stone,—a stronghold of privateers, the home of a race whose intractable and defiant independence neither time nor change has subdued,—has been for centuries a nursery of hardy mariners. Among the earliest and most eminent on its list stands the name of Jacques Cartier. St. Malo still preserves his portrait,—bold, keen features, bespeaking a spirit not apt to quail before the wrath of man or of the elements. In him Chabot found a fit agent of his design, if, indeed, its suggestion is not due to the Breton navigator.

Sailing from St. Malc on the twentieth of April, 1534,
Cartier steered for Newfoundland, passed through the Straits of Belle Isle, crosssed to the main, entered the Gulf [Bay] of Chaleurs, planted a cross at Gaspé, and, never doubting that he was on the highroad to Cathay, advanced up the St. Lawrence till he saw the shores of Anticosti. But autumnal storms were gathering. The voyagers took counsel together, turned their prows eastward, and bore away for France, carrying thither two young Indians as a sample of the natural products of the New World.

-Parkman (1828-

Oral Statement-Sketch.....

Literary Analysis.

1. Personages. Who are the personages treated of in this selection?

TIME AF PLACE. Whence did Cartier set sail, and when did he reach Canada?

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Literary Analysis.

- 1. What has St. Malo been for centuries?
- 2. What does the portrait of Jacques Cartier bespeak?
- 8. What did Chabot find in Cartier?
- MORDS AND ACTIONS.
- 4. Describe Cartier's course.
- 5. What religious action did Cartier perform?
- 6. How far up the St. Lawrence did Cartier
- 7. What did the autumnal winds prompt Cartier to do?
- B. RESULT.

What was the result of Cartier's adventure?

MORAL.

What moral lesson may be learned from this selection?

II

Ouestions.

- 1. Where is St. Malo?
- 2. Use an equivalent for thrust.
- 3. What is a buttress?
- 4. What figure does the first line contain?
- 5. What is the meaning of grim?
- 6. Point out a figure in the second line.
- 7. What is meant by a stronghold?
- 8. What is a privateer?
- 9. What is the meaning of intractable?
- 10. Use equivalents for defiant.
- 11. Give synonyms for subdue.
- 12. What is meant by nursery?
- 13. Use equivalents for eminent.
- 14. Who was Jacques Cartier?
- 15. Are there any places in Canada called after Cartier?
- 16. With what figure does the third sentence begin?
 17. What is the meaning of keen as used in the 9th line?
 18. Use an equivalent for bespeaking.
- 19.
- 20. What is the meaning of quail as used here (10th 1.)?
- 21. What is meant by "the wrath of the elements"?
- 22. Who was Chabot
- 23. Who was the "Breton navigator"?
- 24. Why this name?
- 25. Point out Newfoundland on the Map.. The Strait of Belle Isle..

Ouestions.

26. Is the plural form generally used?

27. What does to the main mean (16th 1.)?

28. Why is Bay given in brackets after Gulf? 29. What is the meaning of Chaleur?

80. Use an equivalent for planted.81. Point out Gaspé on the map.

82. Use an equivalent for never doubting.

33. What is meant by Cathay?

84. Point out Anticosti.... What is it?...

35. What name did Cartier give to this island, and why?

36. Who gave it the name of Anticosti, and why?

37. To what county does it belong?

88. What is meant by "took counsel together"?

39. What is a prow?

40. What does "bore away" mean?

41. Use an equivalent for sample.

42. What may be remarked of the first sentence?

- 43. Make a list of the adjectives in the first sentence, and classify them.
- 44. Point out adjectives used as nouns in the second sentence.
- 45. Point out a verb in the infinitive mood in the third sentence.—
- 46. Point out the pronouns in the last sentence of the first paragraph. 47. Point out a numeral adjective in the first sentence of the second
- paragraph.
- 48. Point out a verb in the progressive form in the second paragraph.
- 49. What is the subject of steered, passed, crossed, entered, planted, advanced (first sentence of second paragraph)?

50. From what is autumnal derived?

51. Analyze and parse: Among the earliest and most eminent on its list stands the name of Jacques Cartier.

Phraseology and Composition.

I.--Change the first clause in each of the following sentences to the interrogative form.

If you desire to escape unhurt from the flattery of others, never flatter yourselves.

If you wish to see good days, avoid lying.

If you desire to put your friends at ease, be gay in their company.

II.—Construct sentences which shall each contain two of the following names: Arius and Christ, Nestorius and M. B. Virgin, Pelagius and Original Sin, Urban II. and Crusades, Don John of Austria and Lepanto.

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Cartier

perform?

1 Cartier

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Phraseology and Composition.

III.—Give to each of the following sentences the passive, the interrogative, and the exclamatory form.

- 1. Duplicity betrays a low mind.
- 2. We should shun disputes.
- 8. The charms of wit excite admiration.
- 4. The charms of the heart impress esteem.

Exercise on Homophonous Words.

IV	-1. Lea.	2. Leak.	3. Least.	4. Links.
*	Lee.	Leek.	Leased.	Lynx.
	Leaf.	Leach.	Limb.	Load.
	Lief.	Leech.	Limn.	Lode.

Where the dash occurs, insert a suitable word taken from the above list.

- 1. The children are bounding over the lea.
 The boat is on the —— side of the ship.
 I would as —— stay at home.
 That tree has a large ——.
- 2. Stop the —.
 A is a garden plant.
 Soap-makers wood-ashes to procure the potash which it contains.
 The is sucking the blood from Catharine's arm.
- 3. To say the ——, you acted foolishly when you —— that property.

 The —— of the tree.
 Did you —— that picture?
- 4. Strong of iron.
 A is a wild beast.
 The is too heavy for Aloysius.
 The miner discovered a rich of tin.
- V. -Write a composition about Jacques Cartier.



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Lesson CXI.—Subject of the Verb.

887. The subject of a finite verb is the person or the thing that is or that does what the verb expresses; as, "Man is mortal."-" The train moves."

388. The subject of a verb may be a noun, a pronoun, a verb in the infinitive, a phrase, or a clause; as, "The boy studies."—" I read."— "To lie is base."-"To meet danger boldly, is better than to wait for it."—" That it is our duty to obey the laws of the country, does not admit of doubt."

389. When the subject of a verb is a noun or a pronoun, it must be in the nominative case.

Pres.	Undergo.	Undo.	Understand.
PAST.			·
PERF.			 ,
PLUP.			·
Fur.		· ' —	·
FUT. P.	· , *		
Pres.			
PAST.			
PERF.		11	
PLUP.	<u> </u>		
SUB. P.			••••
PAST.			
IMP.	••••		
II. Sent	ences to be comp	letedFind the	subject of the sentence

- The —— of glory is not strewn with flowers.
 Good —— is a very convincing teacher.
 - - is the nest in which mischief lays its eggs.
 - is the surest mark of a noble heart. - is a friend given us by nature.
 - The best of the virtuous are their actions.
- 2. The of knowledge is natural to the mind of man. — is the most valuable of all worldly blessings.

list.

which it

hat prop-

- True has its seat in the heart.

 The of experience teaches many a useful lesson.
- -, like the sun, brightens all its objects.
- The of enemies is the noblest of Christian virtues.
- III. Change the subject to the plural and make the other necessary changes accordingly.—The swallow constructs her nests with wonderful skill.—The polar bear has a longer head and neck than brown bears.—The bat begins to fly only after dusk, as he is not able to support the light of the sun.—The field-mouse builds her garners under ground.—Grouse and partridge are highly prized game.—The humming-bird is sometimes no bigger than a bee.—The eagle has strong and piercing eyes. - The penguin is sometimes met hundreds of miles from land.

Oral Conjugation.—Fall, fell the tree, third person plural interrogatively.

Analysis and Parsing.—Heaven, which is eternal, shall be the reward of him who is faithful.—Knowledge, which is so precious, will be the portion of him who studies.

LESSON CXII.—Subject of the Verb.

390. A finite verb must agree with its subject in person and number; as, "The bird sings:" sings is of the third person singular number, because its subject bird is third person singular.

391. When a verb has two or more singular subjects connected by and, it must agree with them in the plural; as, "Peter and Henry study their lessons."

392. When the subjects are of different persons, the verb must agree with the first person in preference to the second, and with the second in preference to the third; as, "John and I have studied our lessons."

393. When a verb has subjects of different persons or numbers, connected by or or nor, it must agree with that which is placed next to it, and be understood to the rest in the person and number required; as, "Neither you nor I am concerned."

I. Verb matively,	s to be conjug think negative	rated.—Coly, and we	onjugate in eave interre	the singuity.	alar, foretell	affir-
PRES.	Fortell.	• **	Think.		Weave.	
PAST.						
PERF.						1
PLUP.						1
Fur.		-				
FUT. P.		6		. "		
PRES.	·	**				
PAST.		P 6				
PERF.						
PLUP.				1 mg		
SUB. P.	<u> </u>					
PAST.						
Iwo ·	2 /					

II. Sentences to be completed.—Find the verb in the person and number required.

Be (2), do, forsake, lose, ruin, stand, steal, want.

Knowledge and virtue — the stepping-stones to honor.

In all that thou —, make haste slowly.

Who --- my purse, steals trash.

Vanity and presumption — many a promising youth.

No age nor condition —— exempt from trouble.

One — what one has in striving to grasp all.

Wealth, honor, and happiness —— the indolent.

An idler is a watch that —— both hands,

As useless if it goes, as when it — .- Cowper.

III,—Add to the first subject that which is between parenthesis. -The camel is the ship of the desert (and the dromedary).-The crane migrates during winter (and the stork).—The swallow builds under the eaves of our houses (and the sparrow).—He promises to do his duty punctually (and I).—In this affair, perseverance was requisite (and dexterity).—John is attached to his country (and thon).

Oral Conjugation.—Cleave (to stick) in the third, and cleave (to split) in the first person singular.

Analysis and Parsing.—You and I are faithful to our religious duties.— They and you are attentive to the lesson.

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must agree the second essons."

r numbers, placed next number re-

foretell affir-

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person and

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arenthesis. lary).—The llow builds mises to do was requil thou).

(to split) in

ous duties.-

LESSON CXIII. The Object.

894. The Object of a verb the word which completes the predicate, and indicates the person or thing on which the action terminates; as, "The ball struck Henry."—"I study history."

895. The object of a verb may be a noun, a pronoun, a phrase, or a clause; as, "Perseverance conquers all obstacles."—"The people elected him."—"He deserves to be rewarded for his conduct."—"I believe that God is good."

896. The object is added to transitive verbs in the active voice.

I. Verbs to be conjugated.—Conjugate interrogatively in the

plural, know negatively, arise affirmatively, and lead progressively and

negatively.		100		
Pres.	Know.		Arise.	Lead.
PAST.			·	
PERF.				
PLUP.				
Fur.		,		
FUT. P.				
Pres.				
PAST.				
PERF.				
Dr.mp	·			

- II. Sentences to be completed.—Insert the object of the verb.
- Esteem, favor, it, itself, life, luck, things, tranquillity, universe.
 Country, Creator, exploits, first-fruits, heed, inventory, love, yourself.
- 1. Obliging conduct produces deserved ——.

 Before thou deniest a ——, consider the request.

 Envy not the good —— of prosperous transgressors.

 Simplicity of life and manners produces —— of mind.

 The eye, which sees all ——, sees not ——.

 Measure your —— by acts of goodness, not by years.

 He who made the ——, now preserves and governs ——
- 2. Every good man must love the —— in which he was born. Consecrate the —— of your daily thoughts to God.

 Happy is the man who honors, loves, and serves his ——.

 Let us cherish an earnest and reverential —— of truth.

 Counsel nd wisdom achieve greater —— than force.

 Take —— not to place —— in the power of temptation.

 Keep an —— of your friends, rather than of your goods.
- III. Change the object to the plural.—Imitate the young man who remains steadfast in virtue.—I implore the guardian angel to protect me.—I fear him who stifles the cry of his conscience.—Cherish the friend who reproves your fault.—In Rome, the censors corrected the abuse that was not foreseen by the laws.—Seek a wise companion whose conversation would improve thee.—We frequently regret a word that was spoken inconsiderately.—Never impose a task that is impossible.

Oral Conjugation.—Lose, loose, in the first person plural.

Aunitysis and Parsing.—Consecrate the first-fruits of your daily thoughts to God.—Envy not the good luck of prosperous transgressors.

LESSON CXIV.—The Attribute.

897. The Attribute is that which completes the predicate and relates to the subject; as, "The stars are brilliant."

898. The attribute may be an adjective, a participle, a noun, a pronoun, a verb in the infinitive, a phrase, or a clause; as, "Gold is yellow."—"The sun is shining."—Honesty is the best policy."—"It was I."—"To will is to do."—"Integrity is of the greatest importance."
—"The most useful effect of action is, that it keeps the mind from evil."

399. When the attribute is a noun or a pronoun, it must agree in case with the subject; as, "The child was called John."—" It is he."

400. The verb which connects the subject and the attribute, must be intransitive, or transitive in the passive voice; as, "The distant hills look blue."—"He was elected chairman."

I. Verbs to be conjugated.—Conjugate in the singular, forsake negatively, drive interrogatively and negatively, forget affirmatively.

PRES.	Forsake.		Drive.		Forget.
PAST.					
PERF.		#		1 1 4	
PLUP.					
Fur.					
FUT. P.				**	
PRES.		4		1	
PAST.			بنت		
PERF.	. —				
PLUP.				•	<u> </u>
SUB. P.		*		. 3 .	
PAST.				-	*

- II. Sentences to be completed. Find the attribute of the sentence,
 - Bane, equal, long, mother, prodigal, source, tale.
 Abuse, different, elevate, man, necessary, pauper.
 - 1. Industry is the —— of invention.

Money is often the — of bliss, and the — of woe.

The history of the humblest human life is a —— of marvels.

A liar is always —— in oaths. In the eyes of God, all men are -

Life is — enough for whoever profits by it.

2. Prudence, as well as courage, is — to overcome obstacles. To calculate shrewdly is — from meditating wisely. A grandee on the exchange may be a — in God's universe. Intemperance is the grossest — of the gifts of Providence. The tendency of poetry is to refine, to —. Whoever firmly wills, will be a good —.

III. Suppress the second subject.—Sponge and pumice-stone are light and porous.—The oyster and the muscle possess a hard shell, —The oak and the pine are forest trees.—My friend and I study music.—The canary and the lark are gifted with a sweet and varied song.—He and thou have never been remiss in your duty.—You and I amuse ourselves in studying the wonders of industry.—The date and the pineapple are natives of the tropics.—The air and the water teem with delighted existence.

Oral Conjugation.—Overflow, overlie, with the pronoun it.

Analysis and Parsing.—The history of the humblest human life is a tale of marvels.—A grandee on the exchange may be a pauper in God's universe.

LESSON CXV.

Literary Selection for Explanation and Study.

THE RAVEN.

A Raven, while with glossy breast Her new-laid eggs she fondly pressed, And, on her wicker-work high mounted, Her chickens prematurely counted, Enjoyed at ease the genial day; 'Twas April, as the bumpkins say, The legislature called it May. But suddenly a wind, as high As ever swept a winter sky, Shook the young leaves about her ears, And filled her with a thousand fears, Lest the rude blast should snap the bough, And spread her golden hopes below. But just at eve the blowing weather And all her fears were hushed together. "And, now," quoth poor unthinking Ralph, "'Tis over, and the brood is safe." The morning came, when neighbor Hodge, Who long had marked her airy lodge, Climbed like a squirrel to his dray¹, And bore the worthless prize away.

MORAL.

'Tis Providence alone secures
In every change both mine and yours:
Safety consists not in escape
From dangers of a frightful shape;
An earthquake may be bid to spare
The man that's strangled by a hair.

— Wm. Cowper (1781-1800).

Oral Statement-Sketch......

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life is a tale universe.

^{1.} Written also drey.

Literary Analysis.

Who are the actors in this fable? 1. Personages.

TIME AND PLACE. When and where is the occurrence represented as having taken place?

1. What was the Raven doing?

33 34

35 36

37 38

39. 40.

41.

42.

43.

45. 46.

47. 48.

II.-

- WORDS AND 2. Did the weather continue fine? ACTIONS.
 - 3. What happened in the evening?
- What occurred the following morning? 3. RESULT. MORAL. What is the moral of this fable?

Questions.

- 1. What is a Raven? 2. What is the meaning of glossy?
- 3. What was the wicker-work upon which she was mounted?
- 4. Explain the 4th line.
- 5. Use an equivalent for genial (5th line).
- 6. For what is 'Twas used?
- 7. What is meant by bumpkins? 8. What is the legislature?
- 9. What is the meaning of the 8th line?
- 10. What figure does the 9th line contain? 11. Why are the leaves said to be young (10th 1.)?
- 12. Point out a figure in the 11th line.
- 13. What is meant by the "rude blast"?
- 14. What is the meaning of snap?
- 15. Explain what is meant by "golden hopes"?
- 16. What is meant by eve?
- 17. Give words conveying about the same meaning as hushed (15th 1.).
- 18. Why are the quotation marks used in the 16th and 17th lines?
- 19. Use an equivalent for quoth. 20. What is a brood?
- 21. Give an equivalent for brood.
- 22. Who was neighbor Hodge?
- 23. What was the "airy lodge"? 24. Point out a figure in the 20th line.
- 25. What is the meaning of dray as used here?
 26. Why is the prize said to be worthless?
- 27. What is meant by Providence (22nd 1.)?
- 23. What do the last four lines suggest.?
- 29. What is meant by spare (26th 1.)? 30. What does strangled mean?
- 31. Why is Raven given with an initial capital?
- 32. Make a list of the adjectives in the first sentence (seven lines).

Questions.

33. What is the subject of shook (10th 1.)?

34. What is the object of shook?

35. What is the subject of filled (11th 1.)?

36. Point out an adjective in the 11th line.

37. Of what is blast (12th 1.) the subject?

38. What is the subject of spread (13th 1.)?
39. What is the subject of were hushed (15th 1.)?

40. What is the subject of quoth (16th 1.)?

41. Point out the adjectives in the 16th line.

42. Point out the attribute in the 17th line.

43. point out the adjective in the 18th line.

44. Parse the pronouns in the 19th line.

45. What is the subject of secures (22nd 1.)?

46. Point out a phrase modifying dangers (25th l.). 47. Parse may be bid (26th l.).

48. Analyze and parse:-

"Safety consists not in escape From dangers of a frightful shape."

Exercise.—Paraphrase The Raven.

Phraseology and Composition.

I.—Change the following sentences into equivalent negatives:—

She is handsome. It is probable. It may be proper. I am mindful of you. He was active. Your argument was logical.

II.—Substitute for the verb, the verb be and a noun.

He deceives. The sons all drink. He does not own. God protects. He writes and lectures.

even lines).

hed (15th l.).

7th lines?

represented

ounted?

Phraseology and Composition.

III.—Express the meaning of the following sentence in five ways.

Industry is the source of wealth.

Exercise on Homophonous Words.

IV	-1. Liarl.	2. Lore1.	3. ∕Lo1	4. Manor.
	Lyre ¹ .	Lower ¹ .	Low.	Manner.
	Loch.	Lumbar.	Maze.	Mantel.
	Lock.	Lumber.	Maize.	Mantle.

Where the dash occurs, insert a suitable word taken from the above list,

- 1. The liar denied that he stole the lyre.

 Is there a —— on the door?
 - —— Lomend is eleven miles from St. John, N. B.
- 2. Though Thomas is well versed in ancient —, yet he is in his class than Alexander.

 While John was working at the —, he received a severe

While John was working at the —, he received a severe blow in the — region.

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Will Or An Heal

- 3. ! hear the of the cow in the valley below.

 The grows luxuriantly.

 To be in a is to be greatly perplexed.
- 4. Proceed in an orderly ——, if you wish to enter the ——.

 Having placed the ornaments upon a ——, she put her ——
 in a wardrobe.

V.—Write a composition about LITTLE THINGS.



^{1.} These words are not homophonous; let the Teacher show that lyre and fore are monosyllables, and that liar and lower are dissyllables.

W3.98.

LESSON CXVI.—The Passive Voice.

401. The Passive Voice is that form of the verb which denotes that the subject receives the action expressed by the verb; as, "The table was struck by John."—"Russia was invaded by Napoleon."

402. A verb is conjugated in the passive voice by adding its perfect participle to the auxiliary verb be, through all its variations; as, "He is called, he was called, he has been called, he had been called," etc.

403. When a verb is changed to the passive voice, the object of the active voice is made the subject of the passive; as, Active: "God created the universe."—Passive: "The universe was created by God."

404. A few transitive verbs may be used passively without the form; as, "Linen wears better than cotton."—"This timber saws well."—"The bridge is building."—"The book is printing."

I. Verbs to be con sive voice, hinder, free	jugated.—Conjugate	in the singular of the pas
Pres. Hinder.	20	Destroy.

Pres.	Hinder.	Free.	Destroy.
PAST.			
PERF.	<u> </u>	-	
PLUP.		*	
Fur.			
FUT. P.	· %		
PRES.		*********	
PAST.			
PERF.			
PLUP.			·
SUB. P.		<u></u>	•
PAST.		. "	
IMP.			

II. Omissions to be supplied.—Find the verb in the passive voice, required by the sense.

Adorn, build, call, join, tell, work (2).

Henry the Seventh's Chapel, Westminster Abbey.

Henry the Seventh's chapel——, "The wonder of the world."

It stands at the east end of the Abbey, and—so neatly—— to it that it seems to be part of the main edifice. It—— with sixteen Gothic towers, beautifully ornamented, and jutting from the building in different angles. It—— on the plan of a cathedral, with a nave and side aisles. The entrance to this chapel is through curiously-wrought, ponderous gates of brass. The lofty ceiling—— into an astonishing variety of designs; and you may imagine my surprise when I—— that it—all—— in solid stone.—Lester (1815—).

III. Change to the passive voice.—Education forms the child.—Tempering hardens iron.—Adversity strengthens the soul.—A kind word softens an embittered heart.—Study embellishes the mind.—Emery polishes iron.—The passions mislead the judgment.—Carelessness has occasioned many a wearisome step.—Religion regulates the will and the affections.

Grai Conjugation.—The coat is hung up. The murderer is hanged.

Analysis and Parsing.—Praise is most shunned by the praiseworthy.—

Health is best preserved by temperance.

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LESSON CXVII.—Substantive and Explanatory Clauses and Phrases.

405. A Substantive Clause is a clause used as a noun. It may be the subject, the object, or the attribute of a sentence; as, "When he set out, is uncertain."—"I know that he did it."—" The question is, 'Who did it?"

406. An Explanatory Clause is a clause used to explain a preceding noun or pronoun; as, "The idea that I shall

give my consent, is ridiculous."

407. An explanatory clause may be converted into a substantive clause by substituting it in place of the word it explains; as, "It is certain that he respects you," is equivalent to, "That he respects you is certain."

408. Phrases are substantive or explanatory when they bear the same relation to the sentence as substantive or explanatory clauses; as, Subs.: "To rise early is healthful."—Exp.: "It is wicked to lie."

	ce, forsake, hear, i		`
Pres.	Place.	Forsake.	Hear.
PAST.			
Perf.	·		
PLUP.	;		<u></u>
Fur.			
Fur. P.			
Pres.			·
PAST.			·
PERF.			
PLUP.			
SUB. P.			
PAST.			
IMP.	••••		••••

II. Omissions to be supplied.—Insert the verb in passive voice Esteem (2), know, oblige, stimulate.

INDIAN WARFARE.

War — — among the Indians as it — — among communities far more civilized, the most honorable, glorious, and worthy of employments. The rank or comparative estimation of the chiefs greatly depended on the number of enemies they had slain in battle. Their warlike spirit — little, or not at all, — by hopes of conquest or plunder. It was the fury of hatred or revenge, the restless spirit of enterprise, still more the desire of honor and distinction, that stirred up the warriors to deeds of blood. In their primitive state, pitched battles or general engagements — not — among the Indians. Surprise was the great point of their tactics. As the warriors — — to carry their provisions on their backs, or to support themselves by hunting, their war-parties were seldom large.

III. Begin the sentence by it.—To be happy without the approval of conscience is impossible.—To carry a full cup even requires a steady hand.—To promote peace and harmony among men is our duty.—To obtain the praise of men in doing good, should not be our aim.

Oral Conjugation.—Break, catch, negatively, in the passive voice. Analysis and Parsing.—To lie is base.—To err is human.

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substantive s; as, " It is respects you is

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ive voice.

LESSON CXVIII.—Adverbial Phrases.

409. The predicate of a sentence may be modified by adverbial adjuncts, phrases, and clauses; as, "The sun shines brightly" -" Pray with devotion."-"He did as he vas told."

410. An adjective, a participle, or a verb in the infinitive mood, may be modified in the same manner as the predicate; as, "John is very studious to please his teacher."—I heard him talking in a loud voice at his desk."—"He seems to work industriously."

411. Adverbial phrases may have the following forms:— I. A preposition and its object; as, "He came from Quebec." 2. A verb in the infinitive mood; as, "He is unxious to learn."

3. Idiomatio; as, "They walked arm in arm."-"This happened day after day."-" This happens as a general rule."

I. Verbs to be conjugated.—Conjugate interrogatively, in the passive voice, choose, repay, burn, in the singular.

Pres.	Choose.	Repaid.	Burn.
PAST.			
PERF.			-
PLUP.		,	
Fur.		,	
FUT. P.		10 °	
PRES.		-	
PAST.			
PERF.			
PLUP.			

II. Omissions to be supplied.—Insert the verb in the passive voice. Adopt, eat, expect, massacre, receive, reserve, spare. Indian Warfare.

In the first fury of a successful attack, the women and children of the hostile village — sometimes indiscriminately ——; but, in general, their lives ———, and they ———— by adoption into the families of their captors. The hostile warrior, if taken prisoner, - for a horrid death, being tortured with all the ingenuity of savage hatred, and burned at the stake by a slow fire. The women and children joined in these torments, and the flesh of the victim sometimes ---. Such, at least, was the custom of the Iroquois, the most warlike and ferocious of all the North American tribes. Yet even in the midst of the corrors, humanity sometimes regained dominion. Among the torturing crowd, some one saw, or thought he saw, in the unhappy victim of hate, a resemblance to some relative who had perished in battle. Claimed to supply the place of that relative, the prisoner — — on the spot as son or brother. and — - to evince his gratitude and to ratify his adoption by forgetting forever his native tribe and all his former connections.

-R. HILDRETH (1807-1865). III. Change the phrase to an adjunct.—Speak with frankness.— Answer with politeness.—Play with mirth.—Avow your faults with sincerity.—Serve your country with fidelity.—Reflect in silence and with maturity.—Listen with attention.—Live in content.—He left in haste.—Deal with justice.—He reads with fluency.

Oral Conjugation.—Freeze, sweep, interrogatively and negatively in the passive voice.

Analysis and Parsing.—That you have failed in your duty is evident.—
That truth will finally prevail over error is certain.

Lesson CXIX.—Adverbial Clauses.

412. An Adverbial Clause is a clause which in its relation to the rest of the sentence is equivalent to an adverb.

413. Adverbial clauses express one of the following relations:— 1. Time, and usually answer to the question, When I as, "The mail arrived

before he started."
2. Place, and usually answer to the question, Where? as, "He is still standing where I left him.

3. Manner, and answer to the question, How! as, "It happened as I expected."

4. Degree, and are usually introduced by the conjunction than or as; as, "He is taller than I am."—"Your brother is as big as he (is)"
5. Cause or purpose, and answer to the question, Why? as, "He is happy because he is good."—"He studies that he may become learned."
6. Consequence, and are usually introduced by the conjunction that; as, "He ran so fast that he is out of breath."
7. Condition, and are usually introduced by one of the conjuctions, if, though, although, unless, except; as, "If he were present, I would speak to him."

I.—Verbs to be conjugated.—Conjugate, in the passive voice in the third person singular, fear negatively, obey interrogatively, and find interrogatively and negatively.

Pres.	Fear.	,	Obey.		Find.
	2 002.	**	oboj.		
Past.				•	
PERF.					
PLUP.				_	
Fur.					
Fur. P.				-	
Pres.					
PAST.					
PERF.			}		===
PLUP.			-	٠	
SUB. P.					
PAST.					

II. Omissions to be supplied.—Find the verb in the potential present.

> Avoid, dispense, enjoy, fight, live, practise. THE INDUSTRIAL ARTS.

The industrial arts are necessary arts. The most degraded savage them, and the most civilized genius -not - with Whatever be our gifts of intellect or fortune, we -not being hungry and thirsty and cold and weary every day, and we -- for our lives against the hunger and thirst and cold and weariness which wage an unceasing war against us. But we — — down the longest day without help from music, or painting, or sculpture, and it is only in certain moods of mind that we demand or these noble arts.-G. WILSON.

III. Change from the passive voice to the active.—A deeper scar is left by contempt than by anger.—Small transgressions are made great by repetition.—An abundant harvest is prepared by cultivation. -Many are mislead by vicious examples.—The rooms of the poor are not lined with works of art. - Virtues, like gold in the furnace, are refined by trials—Conviction is produced by strong proof, not a loud voice.

Oral Conjugation.—Buy, do, negetively and interrogatively in the passive voice with it. Analysis and Parsing.—The mail arrived before he started.—The event happened as I expected.

LESSON CXX.

Literary Selection for Explanation and Study.

STORM AT SEA.

I had often seen paintings of a storm at sea, but here was the original. These imitations are oftentimes graphic and faithful, as far as they go, but they are necessarily deficient in what paintings cannot supply, and are therefore feeble and ineffective.

The weather, especially along the surface of the sea, was so thick and hazy that you could not see more than a mile in any direction, but in that horizon the spectacle was one of majesty and power. Within that circumference there were mountains and plains, the alternate rising and sinking of which seemed like action of some volcanic power beneath. You saw immense masses of uplifted waters, emerging from the darkness on one side, and rushing and tumbling across the valleys that remained after the passage of their predecessors, until, like them, they rolled away into similar darkness on the other side.

These waves were not numerous, nor rapid in their movements; but in massiveness and elevation they were the legitimate offspring of a true tempest. It was their elevation that imparted the beautifully pale and transparent green to the billows, from the summit of which the toppling white foam spilled itself over and came falling down towards you with the dash of a cataract. Not less magnificent than the waves themselves, were the varying dimensions of the valleys that remained between them.

Both mountain and plain of the infuriated waters were covered with white foam, against which the winds first struck, and which, from high points, was lifted up into spray, but in all other places was hurled along with the intense rapidity of its own motion, until the whole prospect on the lee side of the ship seemed one field of drifting snow, dashed along furiously to its dark borders by the howling storm.

-Archbishop Hughes (1797-1864).

Orai Statement-Sketch......

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A deeper aremade tivation. poor are nace, are ot a loud

the pas-

Literary Analysis.

1. Personages. Who are the personages that may have witnessed the scene described in this piece?

TIME AND PLACE. Wher and where did the storm take place?

- 1. What is stated in the first paragraph?
- WORDS AND ACTIONS.
- 2. How far could the passengers see, and in that space what did they witness?
- 3. Give a brief description of the scene?
- 3. RESULT.

What is the result of a storm at sea?

MOBAL.

What lesson may be drawn from the reflections made on a storm at sea!

Ouestions.

- 1. What is meant by original?
- 2. Give the meaning of graphic as used here?
- Explain "as far as they go."
 Explain what is meant by "feeble and ineffective."
- 5. What is meant by hazy?
- 6. What is the horizon?
- 7. What was the extent of the horizon during this storm?
- 8. What word conveys nearly the same meaning as majesty?
- 9. In the ninth line, for what is circumference used?
- 10. Why this change?
- 11. What was the diameter of the circle referred to?
- 12. Of what did the mountains and plains consist?
- 13. Give the meaning of alternate.
- 14. What is the antecedent of which (11th l.)?
 15. From what is volcanic derived?
- 16. What is meant by beneath?
- 17. Explain emerging.
- 18. Give the meaning of predecessor.
 19. What is meant by massiveness?—(212)
- 20. Use an equivalent for elevation.
- 21. Use an equivalent for "legitimate offspring."
- 22. Use an equivalent for "true tempest."
- 23. What is a billow?
- 24. What beautiful comparison is made in the second sentence of the second paragraph?
- 25. What is a cataraet?
- 26. What continent is most noted for its cataracts?
- 27.*Point out figures in the 26th line.
- 28. What is spray?

Ouestions.

29. What is meant by "the lee side of the ship"?

80. Point out a simile in the last sentence.

31. What is meant by "to its dark borders"?

32. Use an equivalent for howling.

88. Explain the use of the pluperfect tense in the first sentence.—(331)

84. What is the object of had seen?

85. What is the subject of was?

36. Alter the transposition.

37. Point out the adjectives after the semicolon in the second sen-

38. Parse the pronouns in the same clause.

39. Parse the two that's in the first sentence of the second paragraph.

40. What is the singular of masses?—(112)
41. What is the root of darkness?

42. Separate massiveness into its elements.—(233, 212)

43. Point out an adjective used as a noun in the second sentence of the

third paragraph.
44. Parse itself (22nd 1.).

45. By what is dash modified (23rd 1.)?

46. Parse which (27th 1.).

47. Parse its (30th 1.). 48. Analyze and parse: Both mountain and plain of the infuriated waters were covered with white foam.

Exercise.—Write a sketch of A Storm at Sea.

Phraseology and Composition.

- I. State what figure of rhetoric is illustrated in each of the following sentences, and give, in plain language, the meaning of each sentence.
 - 1. She was the little lamb of the teacher's flock.
 - 2. The Lord is my rock and my fortress.
 - 3. Why is dust and ashes proud?
 - 4. Here, Montcalm is buried.

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witnessed

ee, and in

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lace?

aph?

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Phraseology and Composition.

II. Substitute have and an object for the verb.

I do not sympathize with them.

I do not need money.

The boy does not respect his father.

They love wealth.

III. Distinguish between the following homonyms: airy and eyry, beer and bier, bell and belle, cask and casque.

Exercise on Homophonous Words.

3. Mean. IV .- 1. Mark. 2. Marten. 4. Medlar. Martin. Mien. Meddler. Marque. Marshal. Mead. Meat. Metal. Martial. Meed. Mete. Mettle.

Where the dash occurs, insert a suitable word taken from the above list.

 The boy received a bad mark for not knowing how to spell marque, a license.
 The — has a very — appearance.

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in E

S

cr H

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in re

as

bu th hi

- 2. is a small turry animal; is a kind of swallow.

 The Mede received a as a for valor.
- 3. Though that man has a dignified —, yet he is in some things very ——.

 It is not —— to throw good —— to a dog.
- 4. A is a tree and its fruit; a is a busybody.
 is dug out of the earth.

 The young soldier has plenty of —...

V .- Write a composition on your Duties Towards God.



LESSON CXXI.—Formation of Verbs.

414. Verbs are formed from nouns, adjectives, and other verbs.

415. From nouns and adjectives:—

1. Without change; as, smoke, to smoke; warm, to warm.
2. By giving a flat sound to some letters, without altering the spelling of the word; as, mouth, mouth; close, close.

3. By changing a sharp consonant to a corresponding flat one; as, grass, to graze; half, to halve.

4. By changing the position of the accent; as, ob'ject, to object'; fre'quent,

to frequent'.

5. By adding a suffix; as, sign, signify; sweet, sweeten.

6. In a few instances, by adding a prefix; as, dim, bedim; power, overpower.

I. Derivation.—Find the verb corresponding to the given word.

- 1. Brass. 2. Rebel. Rebel'. 3. Grief. Grieve. Braze. Thief, Advice. Excuse, Prophecy, Belief, Proof. Convert, Perfume, Attribute, Rise, Glass, Conflict, Relief. Smooth, Device. Project, Strife. Price. Reproof, Practice, Grease,
- II. Omissions to be supplied.—Insert the verb in the past tense. -Orally: Point out the objects and the adverbial phrases.
 - 1. Become, call, drive, establish, find, impose, invade subjugate.

2. Be, change, give, inhabit, live.

THE SAXONS.

1. Three neighboring races -— the island of Britain. - it occupied by a kindred race known as the Kelt. After a long and fierce struggle, they —— themselves upon the island: the greatest part of the natives to the west, where they to them as Welsh or aliens; — others, and finally — upon all their laws and government. In their continental homestead they were known as Jutes, Saxons, and Angles or English; in their new insular home they —— themselves Englishmen, and their language English.

2. The English — that part of Europe now known as the Schleswig-Holstein provinces and the Netherlands. This — their second homestead. Many centuries previously they — in their cradle-land in Asia. They bear kinship with the Persian and the Hindu; but their difference of occupation, the nature of their soil, and the influence of climate, so —— their natures and —— such direction to their thoughts, that it were difficult to imagine them originally one people with the Hindu, did they not retain evidence of the

relationship in their language.—Bro. Azarias (1847-

III. Change the verb to the past tense.—I go with pleasure to ask my mother's advice.—The coward disappears at the first danger. —I have no idea but that the story is true.—He has no intimation but that the men are honest.—Thou knowst the value of time, yet thou dost not profit by it.—Cæsar, as well as Cicero, is admired for his eloquence.

Oral Conjugation.—Know, throw, in the 2nd person singular.

Analysis and Parsing.—Loose conversation operates on the soul as poison does on the body.—Our youth flies from us as incense does when placed in the

llar. ldler. al. tle.

list.

marque,

e things

Rise.

Cover.

LESSON CXXII.—Formation of Verbs.

416. Verbs are derived from other verbs:-

1. By changing some letters, forming transitive from intransitive verbs; as, full, fell; sit, set.

2. By adding a prefix; as, do, undo; divide, subdivide.

3. By adding a suffix; as, game, gamble; pat, patter.

I. Deriv	ationF	orm another	verb by mee	ans of a prefix	.
1, Use,	Abuse.	8. Mix,	Intermix.	5. Seck,	Forsake.
Appear,		Tangle,		Draw,	
Plant,		Form,		Respond,	
Pass,		Shoot,		Weave,	
Call,		Tell,	-	Twist,	
2 Leap,	-	4. Enter,		6. Print,	
Dispose,		Flame,	1.	Engage,	
View,		Set,		Cast.	

II. Omissions to be supplied.—Insert the present indicative.

Lock.

Throw.

Amount, appear, approach, become, have, run, sweep.
 Appear, commence, creep, gain, rush, see.

THE TIDE-WAVE IN THE BAY OF FUNDY.

Swear.

Sprinkle. -

1. The tide-wave that —— to the north-east; along the Atlantic coast of the United States, entering the funnel-like mouth of the Bay of Fundy, — compressed and elevated as the sides of the bay gradually --- each other. In the narrower parts, the water at the rate of six or seven miles an hour, and the vertical rise of the tide --- to sixty feet or more! At some points these tides, to on unaccustomed spectator, — rather the aspect of some convulsion

of nature than of an ordinary daily occurrence. At low tide, wide flats of brown mud are seen to extend for miles, as if the sea had altogether retired from its bed; and the distant channel — as a

mere strip of muddy water. 2. At the commencement of flood, a slight ripple is seen to break over the edge of the flats. It - swiftly forward, and, covering the lower flats almost instantaneously, — rapidly on the higher wells of mud, which — as if they were being dissolved in the turbid waters. The mud flats are soon covered; and then, as the stranger — the water gaining with noiseless and steady rapidity on the steep sides of banks and cliffs, a sense of insecurity - - over him, as if no limit could be set to the advancing deluge. In a little time, however, he sees that the flat, "Hitherto shalt thou come, but no further," has been issued to the great bay tide: its retreat -

and the waters rush back as rapidly as they entered. . -- J. W. DAWSON (1820-

III. Change the perfect to the present tense.—The miser has amassed gold as if he were always to live. He has deprived himself of all amusement; he has shut his heart against all sentiments of compassion; he has not blushed in the face of ridicule; he has shrunk from no injustice. But suddenly, death has stricken him. He has carried but a winding-sheet to the grave, and his unjust wealth has been squandered in a few days by his prodigal heirs.

Oral Conjugation.—Strive, swear, second person singular, solemn style. Analysis and Parsing.—I saw that he was tired.—I knew that the book vas found.

LESSON CXXIII.—Formation of Verbs—Suffixes.

emn style.

			•	
417,	The suffixes wh	ich denote to	make, to render, to	give, are:-
em. ate. fy, ify. isb. ite.	Publish, to ma Unite, to make	render <i>domest</i> uder <i>simple.</i> ke <i>pu^alie.</i>		
lo.	Cleanse, to ma	ke elean. duce to crumbs.		-
The		, ite, se, are usi	ually added to adjecti	vos; ize, ise, to
legaliz e	, symbolize, crys	tallize : ise is	forming English de with very few exc	eptions, found
			se, compromise, revis	
			rom the noun or the	
1. Scrib	e, Scribble. d, ——	2. Bath, Backer, —	athe. 3. Longth, — Author.	Lenythen.
Origi		Throat, —		
Cloth		Ample, —	Terminus	
Peace		Fertile, -	Nest.	"
Color		Fabric, -	- Strength.	
Bran		Critic, -	- Electric,	
Grain	•	Glad, -	- Vacant,	
11 6			Ommula, Alaa aasab daa A	h - i
11. 3			Supply the verb in t	ne imperative.
			lt, judge, let, study. eave, put, show.	
1			; you would often b	havianah a
-	is send light an	d joy, if we ca	n. to every one aro	und us.
" 1	he habit of doi:	ng everything	in, to every one are well.	
			y entitles him to pi	
i	n your soul a n	oble enthusias	sm for duty.	
7 1	nature, whose la	ws and pheno	omena are deeply in	teresting.
			ll be a viper in thy	
Neve	flatter a person	n: —— that t	to such as mean to	betray him.
			han by a prospect of	
			If superior to reven	
			g on disagreeable of	ojects.
Neve	off till to-	morrow what	you can do to-day.	
TIT (Thange to the	imperative n	luralMy friend	is discreet in
his wor	ls: he never m	akes known a	secret that has bee	n confided to
him. no	r says a word	that could o	ffend those to who	m he speaks.
			he sees committed t	
			hus, the very risk	
			company; he seek	
of those	only who wa	lk in the foo	tsteps of virtue. I	n a word, he
			d charitable in his	
		ire the esteem	and affection of all	who witness
his cond	uct.			

Oral Conjugation.—Shake, tear, in the third person singular, with she.

Analysis and Parsing.—It requires a steady hand to carry a full cup even.—It needs a divine man to exhibit anything divine.

LESSON CXXIV.—Formation of Verbs—Suffixes.

419. The suffixes which denote the frequent repetition or the intensification of the action are:—

le, el. Wade, waddle; shove, shovel, shuffle. er, k, ch, Long, linger; tell, talk; stick, stitch.

I. Derivation.	Find the verb	denoting repetition or intensification
1. Wake, Watch.	3. Wend	Wander. 5. Wink, Twinkle.
Stray,	Cling,	—— Climb, ——
Hear, —	Set,	Prate,
Beat, —	Chat,	Poke,
Drop, —	Wave,	—— Whine, ——-
Drop, Game,	Fret, 4. Crack,	Twit,
z. Roam,	4. Crack,	6. Strive, —
Wrest, ————————————————————————————————————	Wring,	—— Whet, ——
Snuff, —		
Stride, ——	Draw,	
Gleam,	Beek,	Mould, — Ting,
Crimp,	Hang,	Ting,
II. Sentences to voice, required to o		ed.—Supply the verb in the passivenes.
1. Admi	re, blind, drive, late, earn, incre	fit, know, remember. ease, practise, praise, send, teach.
far west The precepts of Benefits — The first expended a great soul — 2. The treasures but to — In times of tre Columbus — the kno	by the steady of the Gospel - long and grate lition of Colur- by its s of wisdom are by pers ouble many als to the un wledge that	mbus — — out by John of Anjou. trong and tender sympathies not to be seized with a violent mind evering labor. arming rumors — ——. iversity of Padua, where he acquired
III. Place the Life, —; class, —; glory, —; office, — tism, —; type, — extinct, —; system luxury, —; quality analysis, —; horr talus, —.	weak, —; dis -; false, —; c ; crystal, —; , —; mystery , —; equal, —; id, —; wreath	beside the noun or the adjective.— belief.—; catechism,—; cheap,— alf,—; rough,—; regular,—; bap; ; sooth,—; culture,—; sheath,—; ,—; shelf,—; replete,—; quick,—; ; loath,—; special,—; populous,— n,—; emphasis,—; clear,—; Tan
Oral Conjugatio	n.—Bid, swing,	in the first person singular.

Analysis and Parsing.—One of the most useful effects of action is, that it renders repose agreeable.—One of the crying sins of European government is, that they persecute the Church.

LESSON CXXV.

Literary Selection for Explanation and Study.

I SAW FROM THE BEACH.

I saw from the beach, when the morning was shining,
A bark o'er the waters move gloriously on;
I came when the sun o'er that beach was declining,—
The bark was still there, but the waters were gone.

Ah! such is the fate of our life's early promise,

So passing the spring-tide of joy we have known:

Each wave, that we danced on at morning, ebbs from us,

And leaves us, at eve, on the bleak shore alone.

Ne'er tell me of glories serenely adorning

The close of our days, the calm eve of our night;—

Give me back, give me back the wild freshness of morning,

Her clouds and her tears are worth evening's best light.

—Moore (1779-1852).

Oral Statement-Sketch......

3. RESULT.

MORAL.

Literary Analysis.

1. Personages. Who are the personages in this selection?

Time and Place. When and whence came the inspiration to the poet to indite these verses?

- 2. Words and Actions. 1. What does the poet say in the first two lines?
 - (2. What did he do in the evening?
 - To what result do the reflections of the poet on this sudden appearance and disappearance, lead him?

What is the moral the poet reaches in the third stanza?

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is, that it nment is,

Questions.

1. From what does this piece take its name?

2. What is the beach?

3. Point out a figure in the first verse?

4. For what is o'er used?

- 5. Alter the inversion in the second verse.
- 6. What did he find in the evening? 7. What commences on the 5th line? 8. For what is promise used (5th 1.)?
- 9. What is the spring-tide of life?

10. Use equivalents for known.

- 11. What is meant by "each wave?" (7th l.)?
- 12. Explain what is meant by "that we danced on at morning"?

13. What is the meaning of ebbs as used here?

14. What is meant by eve (8th 1.)?

15. Explain what is meant by "the bleak shore alone."

16. For what is ne'er used?

17. Give synonyms of serenely (9th l.).

18. What is the meaning of adorning as used in the 9th line?
19. Express "the close of our days" in one word.

20. Express "the calm eve of our night" differently.

21. What is meant by night (10th 1.)

22. What figure commences on the 11th line?

23. Express in plain language "the wild freshner

24. What is meant by clouds (last line)?
25. What is meant by tears as used here?

26. What figure is evening's?
27. What does light (last line) mean?

28. What figure is carried out through this piece?

29. Parse was shining (first line).

30. What is the subject of move (2nd l.)?
31. What might be used for were gone (4th l.)?

32. Parse life's (5th 1.)

33. Parse (1) each, (2) we, (3) us (7th 1.).

34. Point out, in the third stanza, verbs in the imperative mood.

35. Parse the adjective in the last line.

36. Analyze and parse: Give me back the wild freshness of morning.

Exercise.—Paraphrase I Saw from the Beach.

Phraseology and Composition.

I.—Distinguish between seer and sere, cession and session, ceder and cedar.

Phraseology and Composition.

- II.—Change the following figurative expressions to plain language, and name the figure contained in each.
 - 1. Roses without thorns are the growth of Paradise alone.
 - 2. He drank the fatal cup.
 - 3. He was an old man of eighty winters.
 - 4. The sunset of his life was unclouded.
- III.—Express the meaning of the following sentence in five ways.

 Life is short.

Exercise on Homophonous Words.

IV.—1. Meeting. 2. Mighty. 3. Missed. 4. Missel. Mity. Mist. Missal. Meting. Might. Millenary. Medal. Moan. Meddle. Mite. Millinery. Mown.

Where the dash occurs, insert a suitable word taken from the above list.

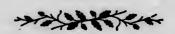
- 1. The meting of the land will take place shortly after the meeting.

 That makes right is not a Christian maxim.

 Do not sneer at the widow's —
- 2. Wellington was a —— general.
 —— means full of mites.

 Have you seen the —— department in Petley's?
 —— means consisting of a thousand.
- 3. The —— was so thick that I —— my way.

 1 do not care to —— in the dispute about the ——
- 4. A —— flew into the church and perched upon the ——.
 I heard the —— of a man from among the hay that was newly
- V.-Write a composition on ONE To-DAY IS WORTH TWO To-MORROWS.



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CHAPTER VII.—LESSON CXXVI.—Participles.

420. A Participle is a word derived from a verb, participating the properties of a verb, and of an adjective or a noun; as, "A man esteemed and respected by all."—" Children

fond of reading history."

421. All participles partake of the properties of the verb inasmuch as they express action or being, and mark time. Some partake of the properties of the adjective, by being joined to nouns to express some quaitty or state of the person or thing; as, "A soldier defending his country."—"A speech male in public."—"A young man having finished his education." Others participate the properties of the noun, in being governed by prepositions as, "He paid the money before leaving the city."—"He left the city after having paid the money."
Participating the properties of the verb, participles may govern the objective case, and be modified in the same manner as verbs.

422. There are three kinds of participles; the imperfect, the perfect, and the preperfect.

I. Derivation.—In No. 1, find the verb derived: in No. 2, the noun

from which	it is deri	ve	d; in No.	3, the adj	ecti	ve.	,
1. Circular,	Circulate.	2.	Exemplify,	Example.	3.	Blacken,	Black.
Truit,	<u> </u>		Memorize,			Publish,	
Languid,		,	O poonio,			Fondle,	
Crumb,			Frighten,			Nullify,	
Spoil,		•	Stimulate,			Anglicize,	
Famine,	 ,		Sparkle,	-	d	Putrefy,	
Tyrant.			Foliate.		•	Obviate.	

II. Omissions to be supplied.—Find the participle required.

Forming, glistening, rising, seen, supporting.
 Affecting, deserving, doffing, recognized, setting.

AN EVENING AT SEA. 1. The solar orb, about to sink beneath the waves, was --- through the rigging in the midst of boundless space; and, from the motion of the stern, it appeared as if it changed its horizon every moment. A few clouds wandered confusedly in the east, where the moon was -. The rest of the sky was serene; and towards the north, a water-spout, — a glorious triangle with the luminaries of day and night, and — with all the colors of the prism, rose from the sea, like a column of crystal —— the vault of heaven.

2. He had been well — of pity who would not have this prospect the beauty of God. When my companions, tarpaulin hats, entoned with hoarse voices their simple hymn to Our Lady of Good Help, the patroness of the seas, and tears flowed from my eyes in spite of myself. How — was the prayer of those men, who, from a frail plank in the midst of the ocean, contemplated the sun — behind the waves !—Chateaubriand (1763-1848).

III. Replace the present tense by the past.—Patience strengthens us in faith, aids us in our works of charity, consoles us in our sufferings, and sustains us in the midst of persecutions. By it, we preserve our peace and quietude. It leads us from victory to victory, till we gain complete mastery of ourselves. It enriches us with merits, and prepares for us an eternal reward.

Oral Conjugation.—Draw a line, drive a horse, in the first person

Analysis and Parsing.—Do you know why you were sent?—Does he know whither he is going?

LESSON CXXVII.—Imperfect and Perfect Participles.

423. The Imperfect Participle implies a continuance of the action or being; as, "I see the child playing."-" I saw the child playing."-"I shall see him playing." In its simple form, it always ends in ing; as, " Boys studying their lessons."

424. The imperfect participle of a verb in the progressive form, is preceded by the auxiliary being; as, "The children being standing,

were told to sit down."

425. The imperfect participle of a verb in the passive voice, is formed by adding the perfect participle to being; as, "This lesson"

being known, the others are easy."

426. The Perfect Participle implies a completion of the action or being; as, "John has his letter written."-" He had his letter written." -"He shall have his letter written." It has but one form, and when regular, ends in ed; as, "It is pleasant to hear a lesson studied with care."

The perfect participles of irregular verbs may be found in the list, pp. 208-212.

427. The perfect participle is distinguished from the preterit of the same form by finding which auxiliary form, did or being, will express the sense; as, "The child loved his parents," that is, "The child did love his parents," loved is a preterit. But in, "A child loved by his parents," loved is a participle, being equivalent to being loved.

I. Perfect Participle.—Supply the perfect participle required.

1. Heal, pay, seek, send, sharpen, swell.
2. Break, capture, fight, garnish, settie, throw. 3. Curdle, hoist, lose, press, slay, uproot.

1. A wound ----. 2. A room -3. Cattle — A hand -A twig ----. Time ~ A debt -Milk -- -. A lance -A knife -A bargain -Paper -A favor -A citadel -Sails A battle ---Tree" --A message -

II. Omissions to be supplied.—Insert the participle required. Approach, bend, lend, penetrate, raise, resound. stay.

AN EVENING AT SEA. How the appeal of the poor sailor to the Mother of Sorrows went to the heart! The consciousness of our insignificance in the presence of the Infinite; our hymns ——— to a distance over the silent waves; the night — with its dangers; our vessel itself a wonder among so many wonders; a religious crew, admiration and awe; a venerable priest in prayer; the Almighty over the abyss, with one hand ——— the sun in the west, with the other —— the moon in the east, and ——, through all immensity, an attentive ear to the feeble voice of His creatures—all this constituted a scene which no power of art can represent, and which it is scarcely possible for the heart of man to feel.—CHATEAUBRIAND.

III. Change the clause in Italics into a phrase the chief word of which is a participle.—A word that is spoken in anger, is always regretted.—Adhere steadfastly to a plan of life that is founded on religion.—Before you deny a favor, consider the request.—Napoleon, who was cradled in the camp, was the darling of his army.—Pictures that represent flowers, smell only of paint.—We must give some proof of gratitude for every act of kindness that is shown us. - When we defer to repent for a fault, we increase our guilt.

Oral Conjugation.—Beseech, bleed, in the second person plural.

Analysis and Parsing.—A word spoken in anger is always regretted:—A day spent in idleness is a day lost.

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LESSON CXXVIII.—Preperfect Participle.

428. The Preperfect Participle implies a previous completion of the action or being; as, "The pupils having studied their lessons, go to play."—"The pupils having studied their lessons, went to play."—"The pupils having studied their lessons, will go to play." In the simple verb, it is formed by placing having before the perfect participle; as, having written.

429. The preperfect participle of a verb in the progressive form, adds the imperfect participle to the auxiliaries having been; as, "Having been walking all day, I felt tired."

430. The preperfect participle of a verb in the passive voice, prefixes having been to the perfect participle; as, "The work having been completed, the laborers were dismissed."

I. Participles.—Give the participles of the verb in the form indicated.
Come (Simple)
Hear (Passive)
Break (SIMPLE)
Move (Progress.)
Invade (Passive)
Fly (Progress.)
Choose (Simple) — — —
Read (Progress.)
Reduce (Passive) — — —
II. Sentences to be completed.—Supply the preperfect participle equired.
Assassinate, banish, burn, capitulate, discover, found, march, secure.
Napoleon to the island of St. Helena, peace was
restored to Europe, in 1815.
The Gauls under Brennus — — Rome, besieged the Capitol.
William II in the New Forest, his brother, Henry
I., ascended the throne of England.
Feace of mind — — by our cooperation with grace, we smile
at the misfortunes that afflict us.
Columbus — — the New World, had the right to give it his name.
The soldiers of Harold — — during several days, were not in
a fit state to meet the Normans at Hastings.
The English — — the City of Halifax in 1749, made it the
basis of their operations for the conquest of Canada.
Quebec - after the battle of the Plains of Abraham, the
conquest of Canada by England was certain.
,

III. Change to the passive voice.—The reading of bad books has ruined many young men. The brilliant appearances of a work at first seduced them; the charms of the first pages enticed them to go farther; till finally the unravelment of the immoral story wholly engrossed their imagination. When remorse warned them, they stifled the voice of their conscience.—Fiction may soften the heart without improving it.

Oral Conjugation.—Feel, behold, in the first person plural.

Analysis and Parsing.—If you see your neighbor suffering, succor him.

If you wish to be safe, avoid danger.

tion of the sons, go to y."—" The the simple ticiple; as,

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LESSON CXXIX.—Distinction of Participles.

481. Participles in *ing* often become nouns. When preceded by an article, an adjective, or a noun or pronoun in the possessive case, they are construed as nouns, and ought not to govern the objective, or to be modified by adverbs.

432. Participles often become adjectives to denote something customary or habitual. Participial adjectives may be distinguished from

participles.

1. Adjectives usually come before their nouns; as, "A charming scene."—"A fallen tree."

2. They admit the degrees of comparison; as, "A most amusing story."—" A more learned man."

3. They have often no corresponding verb; as, unfeeling, unknown.

I. Participial nouns.—Supply a participial noun.

Blessing, binding, holding, pleading, rigging, ticking.
 Calling, gathering, greeting, offering, standing, warning.
 Bearing, breathing, dealing, learning, speaking, watching.

1. A parent's -2. A prophetic ——. 3. Deep -A book's -A friendly -Unjust -A lawyer's -A generous -Heavy -An efficient ----. A tenant's ——. Fluent -A clock's -A large -Long -A divine -Manly -

II. Omissions to be supplied.—Find the participle required, and draw one line under the preterits, and two under the participial adjectives.

Bend, fill, incline, move, pass (2), see, strew, take, uproot, whirl, writhe.

A STORM IN THE FOREST.

So rapid was the progress of the storm, that before I could think of - measures to insure my safety, the hurricane was —— opposite the strangest manner, in the central current of the tempest, which carried along with it a mingled mass of twigs and foliage that completely obscured the view. Some of the largest trees were seen and — under the gale; others suddenly snapped across, and many, after a momentary resistance, fell — to the earth. The mass of branches, twigs, foliage, and dust, that moved through the air, was — onwards like a cloud of feathers, and, on — disclosed a wide space — with fallen trees, naked stumps, and heaps of shapeless ruins, which marked the path of the tempest. This space was about a fourth of a mile in breadth, and, to my imagination, resembled the dried-up bed of the Mississippi, with its thousands of planters and sawyers — in the sand, and — in various degrees.—Audubon (1780-1851).

III. Change the clause in Italics to a participial adjective.—Canada possesses many landscapes that enchant.—In reasoning, it is necessary to bring forward proofs that convince.—Work that is too fatiguing, ruins the health.—Penmanship is an art that is much esteemed.—We pity with reason a child that has been spoiled.—We should speak positively only on facts that are known.—In autumn, the ground is strewn with leaves that have fallen from the trees.—Obliging conduct

always procures the esteem which it deserves

Oral Conjugation.—Welcome, chide, in the third person plural.

Analysis and Parsing.—A serpent is less dangerous than a corrupt friend.

—A bad book is as dangerous as a bad companion.

LESSON CXXX.

Literary Selection for Explanation and Study.

ENGLAND.

The intense and pathetic love of the Irish for Ireland will ever plead for the love of an Englishman for England. Too true it is that an Irishman loves Ireland not only with the natural love of a son to a mother. The sorrows, wrongs, afflictions, the patience, dignity, and martyrdom of Ireland for the Faith—all mingle with his patriotism to purify and elevate it to the supernatural order. With Englishmen, also, it is the love of sons, which cannot be turned away even by persecution and wrong:—

A mother is a mother still, The holiest thing alive.

And such is my feeling towards England: but I trust without a shade of insular self-exaltation or critical depreciation of other countries. All have their good and their evil. We 15 have faults enough. But the love of my own mother does not nurture or sustain itself upon dislike or detraction of the mothers of other men. It is an original, spontaneous, self-sustaining affection of our nature; and it is perfect in proportion as it is pure of all inferior and foreignmotives. A mother would be little consoled by a love which is kept alive by aversion from others. The love of country is a part of charity. It is natural affection and natural benevolence trained in the home of our kindred. and extended as we grow up into maturity to the race and society of which we are members. As such, England of the past, while yet in the unity of the Faith, had a beauty and a sweetness which command a singular love. And England in its separation and isolation, with all its spiritual sins and social disorders, is still an object of a powerful constraining affection, the highest and deepest of the natural order, rendered personal and intense by the intermingling of the love of friends and of kinsmen. -Cardinal Manning (1808-

Literary Analysis.

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What persons are referred to in this selection?

TIME AND PLACE.

WORDS AND

ACTIONS.

When and where does the patriot manifest his love for his native country?

- 1. What will ever plead for the love of Englishmen for England?
- 2. Has the Irishman any special reasons for loving Ireland?
- 3. How do Englishmen love England?
 - 4. What is suggested in the first four sentences of the second paragraph?
 - 5. How is love of country described in the next sentence (commencing on the 17th line)?
 - 6. Why should England be dear to the English Catholic?
- 3. RESULT.

Why should the English, particularly Catholics, love England of to-day?

MORAL.

What lesson should be learned from this piece?

Questions.

- 1. Where is England?—Point it out on the map.—Bound it.
- 2. Where is Ireland?—Point it out on the map.—Bound it.
- 3. Give some words that convey about the same meaning as intense. in this place.
- 4. Give words that convey nearly the same meaning as pathetic.
- 5. What is the meaning of plead?
- 6. What was the cause of all Ireland's sufferings?
- 7. Give some details of her persecutions, sufferings...
- 8. What is meant by supernatural?
- 9. What does the fourth sentence suggest?
- 10. Give the meaning of "without a shade of."
- 11. What is meant by "insular self-exaltation"?
- 12. Express differently the idea conveyed by "critical depreciation."
- 13. Substitute synonyms for nurture and sustain (14th l.).
- 14. What is detraction?
- 15. What is meant by (1) original (17th l.), (2) spontaneous, (3) self sustaining (18th l.)?
- 16. What is meant here by "foreign motives" (17th 1.)?
 17. What is meant by aversion?
- 18. What is benevolence?
- 19. Use an equivalent for kindred.
- 20. What is meant by maturity here?
- 21. What is meant by (1) race (24th l.), (2) society (25th l.)?

Questions.

- 22. What is referred to in the sentence commencing on the 25th line: "As such, England of the past...."?
- 23. What is referred to at the beginning of the next sentence?
- 24. What is the meaning of isolation (28th 1.)?

- 25. What is meant by "spiritual sins"?
 26. What are the social disorders referred to (29th l.)?
 27. What is "the highest and deepest affection of the natural order"?
- 28. Point our verbs in the infinitive mood in the 6th and 7th lines.
- 29. Make a list of the adverbs in the second sentence.
- 30. What is the subject of can be turned (8th 1.)?
- 31. Point out the adjectives in the third sentence.
- 32. Point out the prepositions in the next sentence.
- 33. Point out the conjunctions in the first sentence of the second paragraph.
- 84. Parse enough (15th 1.).
- 35. Parse the pronouns in the fourth sentence of the second paragraph (commencing on 15th l.).
- 36. Point out the participles in the sentence commencing on the 22nd
- 37. Analyze and parse: England of the past, while yet in the unity of the Faith, had a beauty and a sweetness which command a singular love.

Exercise.—Write a sketch of England.

Phraseology and Composition.

I.—Substitute for the verb, the verb be, an adjective, and a preposition.

This study interests me.

The remark signifies much.

Pupils should obey their teachers.

Caterpillars injure trees.

Your words indicate doubt.

His lectures instructed everybody.

II.—Construct sentences which shall each contain one of the following words and its opposite: poverty, ignurance, mildness.

Phraseology and Composition.

III.—Draw a comparison between the surly boy and the porcupine.

THE PORCUPINE.

The porcupine lives a solitary life in the forest. All his body is covered with spikes. When any one approaches him, he rolls himself into a ball and erects his spears. We know not how to lay hold of him; and if we try to catch him, we shall certainly be wounded.

Exercise on Homophonous Words.

IV.-1. Mode. 3. Muse. 2. Mote. 4. Mucous. Moat. Mews. Mowed. Mucus. Monetary. Mule. Mustard. Nave. Monitory. Mewl. Mustered. Knave.

Where the dash occurs, insert a suitable word taken from the above list.

- 1. This is the mode in which cats are moved.

 His —— voice was frequently heard telling his people not to think too much of —— matters.
- 2. A may cause great pain to the eye.

 A is sometimes very wide.

 Hear how the children ——, because they are not permitted to ride upon the ——.
- 3. The —— of the cat awakened me from my ——.

 —— has a pungent taste.

 The volunteers were ——.
- 4. is a slimy fluid secreted by the membrane.

 That picked my pockets in the of the church.

V.—Write A LETTER TO A FRIEND announcing your intention to pay him a visit during the summer vacation.

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25th line:

7th lines.

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CHAPTER VIII. -ADVERBS.

I.-Classification of Adverbs.

488. An Adverb is a word added to a verb, a participle, an adjective, or another adverb, to modify it; as, "The boys are almost all here working very diligently."

484. Adverbs are divided into several classes:

, 1.	Adver	rbs of time;	as, Always, now, then, formerly, soon, present- ly, lutely, yesterday, by-and-by, etc.
2.	66	" place;	as, Above, around, beside, elsewhere, some- where, whence, thither, upwards, otc.
8.	44	" degree;	as, Almost, chiefly, entirely, exceeedingly, perfectly, partially, principally, wholly, etc.
4.	66	" manner;	as, Well, ill, wisely, slowly, justly, softly, faithfully, sincerely, etc.
5.	44	". order, repetition;	as, First, secondly, thirdly, next, lastly, once, twice, etc.
6.	44	" comparison;	as, As, more, less, most, least, etc.
7.	••	" affirmation, negation, doubt;	as, Yes, yea, indeed, doubtless; no, nay, not, nowise; perhaps, may-be, possibly, per-chance, etc.

Adverbs of degree and comparison are usually connected to adjectives or adverbs; the others are usually connected to verbs or participles. The adverbs yes, yea, no, nay, are independent, being equivalent to a whole sentence.

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- 485. Conjunctive Adverbs are those which perform the office of conjunctions, as well as to express time, place, degree, manner, etc.; as, "They will come when they are ready."
- 486. The principal conjunctive adverbs are:—After, also, as, before, besides, even, hence, otherwise, since, so, thence, therefore, till, until, when, where, wherefore, while, whilst, why.
- 487. Many words are used either adjectively or adverbially according to their construction in the sentence; as, To come late, to work hard, to fall thick and fast.

Among these are adjectives in ly derived from periods of time; as, daily, yearly, annually: and those denoting direction; as, northerly, westward.

488. The adverbs how, when, whence, where, whither, why, and wherefore, are frequently used as interrogatives; as, "How did you fare?"—"Whither did they go?"—"Why has he come?"

II.—Modifications of Adverbs.

- 489. A few adverbs admit of being regularly compared after the manner of adjectives; as, often, oftener, oftenest; soon, sooner, soonest; early, earlier, earliest.
- 440. Most adverbs of manner admit the comparative adverbs more and most, less and least before them; as, wisely, more wisely, most wisely; culpably, less culpably, least culpably.
- 441. The following adverbs are irregularly compared:—Well, better, best; badly or ill, worse, worst; little, less, least; much, more, most; far, farther, farthest; forth, further, furthest.
 - 442. Adverbs may be modified:—
 - I. By another adverb; as, very truly.
- 2. Sometimes by a phrase or a clause; as, "He came conformably to his promise."—"He runs faster than you can."

III.-Pormation of Adverbs.

448. Adverbs are formed:-

- 1. By compounding two or more words; as, sometimes, heretofore, to-day, now-and-then, by-and-by.
- 2. By the prefix a added to a noun, an adjective, or a verb; as, afresh, away, ago, astray, aloft, abroad.
- 3. By the suffixes ly, ward, wards, wise or ways, to express manner, direction, way; thus,

Fiercely, in a fierce manner.

Crosswise, in the direction across.

The suffix ly is always added to adjectives; the others are sometimes added to nouns; as, homewards, lengthwise.

444. Adjectives ending in le preceded by a consonant, reject these letters before suffixing ly; as, able, ably; simple, simply.

CHAPTER IX. PREPOSITIONS.

445. A Preposition is a word used to express some relation of different things or thoughts to each other, and is generally placed before a noun or a pronoun; as, "Joshua governed after Moses, and introduced the Jewish people into the Promised Land." The word after shows the relation of time between Moses and governed; into shows the relation of place between land and introduced.

participle, "The boys

soon, present lby, etc. ewhere, someards, etc. eeedingly, pery, wholly, etc. justly, softly,

no, nay, not, pessibly, per-

t, lastly, once,

adjectives or ples. The adhole sentence.

ch perform ime, place, n they are

After, also, ence, therevhy.

adverbially as, To come

ne ; as, daily, vestward.

r, why, and "How did come?"

446. The terms between which the preposition shows relation, are called the antecedent and the subsequent term.

The antecedent term of the relation may be a noun, an adjective, a pronoun, a verb, a participle, or an adverb; as, "The dogs of our neighbor caught a fox under the barn."—"It is necessary for him to go."—"Agreeably to his promise he showed me the plan copied with the pantograph."

The subsequent term may be a noun, a pronoun, a verb in the infinitive mood, or a participle; as, "The paper lies on the desk before me."—"Strive to improve your mind by reading good books."

When the subsequent term is a noun or a pronoun, it must be in the objective case.

447. The prepositions most commonly used are:—About, above, across, after, against, along, amid or amidst, among or amongst, around, at, before, behind, below, beneath, beside, between, beyond, by, concerning, down, during, except, excepting, for, from, in, into, mid, notwithstanding, of, off, on, over, past, pending, regarding, respecting, round, since, through, throughout, till, to, touching, toward or towards, under, underneath, until, up, upon, with, within, without.

448. For and since, when they signify because, are conjunctions; as, "Be on your guard against flattery, for it is an insidious poison."—Since you suspect me, I have nothing to say!" Notwithstanding, when it comes before a nominative or before the conjunction that, is a conjunction; as, "The man is tonest notwithstanding that he is unsuccessful in business."

449. The principal relations which prepositions indicate are the following:—

L. Relation of place, of end, of tendency; as, Go to Montreal.

"" position, of rank; as, Between the houses.

"" origin, of property; as, The copy of James.

"" extent, of time; as, During the week.

"" separation, of exception; as, Soldiers without a general.

"" union, of conformity; as, Move with the stream.

"" opposition, of aversion; as, Speak against the truth.

"" means; as, Cut by John with a knife.

The same preposition may express several relations; as, To pass by Ottawa. to try by law; to make by machinery; little by little; to be ready by evening, etc.

In like manner, there may be many different relations between two words; as, To go to the lake; to go on the lake; to go up the lake; to go towards the lake; to go around the lake; etc.

450. The preposition is sometimes removed from before the word it governs; as, "He traveled all the city over." This happens most frequently when the preposition relates to the relative pronoun that or as; as, "Samson is the strongest man that we read of in history."—"He took such as I pointed to."

451. The preposition is sometimes omitted; especially to or unto; as, "The house is near (to) the river."—"He lives opposite (to) the school."—"I lent (to) him my knife."—"He looks like (unto) his brother."

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jective, a proighbor caught greeably to his

the infinitive e."—" Strive to

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About, above, ongst, around, y, concerning, withstanding, ince, through, erneath, until,

ons; as, "Be on nce you suspect before a nom-

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general. am. truth. knife.

ass by Ottawa. ady by evening,

en two words; go towards the

n before the ver." This ates to the rongest man ointed to."

ecially to or ives opposite le looks like

- 452. Two prepositions sometimes come together to express a relation; they should be taken together in parsing; as, "The Franks came from beyond the Rhine."—"He took a pencil out of his pocket."—"He drew the bench from under the table."
- 458. Many of the words usually prepositions, as after, before, out, up, below, etc., are in frequent use as adverbs. They are to be considered adverbs when they have no subsequent term of relation; as, "The eagle flew up, then around, then down again."—"You may go before, but John must stay behind."
- 454. Some prepositions are intimately joined to a word as prefixes, and modify its meaning; as, outgeneral, upset, overgrowth, offspring, bystander, afterthought, underagent.
- 455. The prepositions in, at, of (or its contractions, o', a'), on, are used in several compound nouns; as, Commander-in-chief, sergeant-at-arms, man-of-war, jack-a'-lantern, Carrick-on-Suir.

CHAPTER X.—CONJUNCTIONS.

- 456. A Conjunction is a word used to connect words or clauses in construction, and to show the dependence of the terms so connected; as, "He is patient and happy, because he is a good Christian." The conjunction and joins two words; because, two clauses.
- 457. Conjunctions are divided into two general classes, copulative and disjunctive.
- 458. A Copulative Conjunction is one that denotes an addition, a cause, a consequence, or a supposition; as, "John and Henry were deceived, because they are inexperienced."—"Live well that you may die well."—"Correct him if he is wrong."
- 459. The principal copulative conjunctions are: And, as, both, because, even, for, if, that, then, since, so.
- 460. A Disjunctive Conjunction is one that denotes opposition of meaning; as, "Be not overcome by evil, but overcome evil by good."
- 461. The principal disjunctive conjunctions are: Or, nor, either, neither, than, though, although, yet, but, except, whether, lest, unless, notwithstanding.

462. Both : njunction when it corresponds to and; as, "He is a man both prudent and industrious." In other cases, it is a pronominal adjective; as, "He spoke to both the men."

Either and neither are conjunctions when they correspond to or and nor respectively; as, "He had resolved either to conquer or to die." In other cases, they are usually pronominal adjectives; as, "Either road will lead you to town."

That is a relative pronoun when it is equivalent to who or which; as, "I was I that (who) did it." It is a pronominal adjective when it relates to a noun expressed or understood; as, "I keep this book, but you may take that, one." That is a conjunction when it introduces a consequence or purpose; as, "I came that I might assist you."

As is a conjunction when it is equivalent to because, when it introduces an example or a word in apposition, or when it follows an adverb or an adjective without a noun understood; as, "As (because) no one claims it, you may keep it."—"I assume it as a fact."—"It is not so bright as I thought."

- 469. A few conjunctions of each class are used in pairs, one referring or answering to the other; as, "I do not know whether he will go or not." They are: Though or although—yet; whether—or; either—or; neither—nor; both—and; if—then. These are called corresponsive conjunctions.
- 464. Some conjunctions correspond to words of other parts of speech; as, such (adj.)—as; such—that; as (adv.)—as; as—so; so (adv.)—as; so—that. Thus, "The difference is such that all will perceive."—"The water was as cold as ice."—"How can you descend to a thing so base as falsehood."—"The man was so poor that he could not wake restitution."
- 465. Conjunctions are also divided into coordinate conjunctions and sub-ordinate conjunctions.

The coordinate conjunctions are those which connect clauses of the same nature; as, and, or, nor, but.

Subordinate conjunctions are those which express dependence; as, if, because, as, that, though.

466. Clauses joined by coordinate conjunctions usually form compound sentences; as, "Straws swim on the surface; but pearls lie at the bottom."

CHAPTER XI.—INTERJECTIONS.

- 467. An Interjection is a word uttered merely to indicate some strong or sudden emotion of the mind; as, "Alas! I fear for the safety of my friend."
- 468. The interjections most commonly used are: Ah! alas! aha! hah! hravo! eh! fie! ha! hallo! hum! hurrah! hush! lo! O! Oh! pshaw! tut-tut!

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469. Words that are usually nouns, adjectives, verbs, or adverbs, are occasionally used as interjections; as, Heavens! silence! shocking! farewell! good! hail! what! indeed! out! off! look! welcome! shame! begone! see!

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to or and nor In other cases, id you to town."

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l.! alas! aha! 1 61 01 Oh!

es, verbs, or as. Heavens! indeed! out!

470. Inverjections are used :-

To express joy; Eigh! aha! io! Oh! ah! hoo! alas! Eh! oh! ah! O dear! sorrow; wonder; O! ha! strange! indeed! what! aversion; Fie! foh! pshaw! pugh! tut-tut!

To call; Ho! hallo! ahoy! Good! brave! well-done! hurrah! Hold! soft: whon! ho! Hush! hist! hark! mum! encourage;

" stop;
" silence;

address; O! hail! welcome! farewell! good-by; interrogate; Eh? ha? hey?

CHAPTER XII.—FIGURES OF ETYMOLOGY.

- 471. A Figure of Etymology is an intentional deviation from the ordinary formation of words.
- 472. The principal figures of Etymology are: A-pha'-re-sis, syn'-co-pe, a-poc'-o-pe, pros'-the-sis, par-a-go'-ge, di-ær'-e-sis, synær'-e-sis, and tme'-sis.
- 473. Aphæresis is the omission of some of the initial letters of a word; as, 'gan, for began; 'gainst, for against; 'twist, for betwist.
- 474. Syncope is the omission of some of the middle letters of a word; as, giv'n, for given; o'er, for over; conq'ring, for conquering.
- 475. Apocope is the omission of some of the final letters of a word; as, tho', for though; th', for the; thro', for through.
- 476. **Prosthesis** is the prefixing of an expletive syllable to a word; as, adown, for down; bestrow, for strow; yelad, for clad.
- 477. Paragoge is the annexing of an expletive syllable to the end of a word; as, steepy, for steep; withouten, for without.
- 478. Diæresis is the separating of two vowels that might form a diphthong; as, aëronaut, coöperate, reënter.
- 479. Synæresis is the sinking of two syllables into one; as, seest, fished, leagued.
- 480. Tmesis is the inserting of a word between the parts of a compound; as, On which side soever, for on whichsoever side; to God ward, for toward God.

LESSON CXXXI. -- Adverbs.

,	nd a noun, an adjective, a	nd a verb derived from the
Providentially,		
Humanely,		
Perceptibly		
Perpetually,		
	ind the adverb derived.	* Out black
	d. 3. Bright, Brightly.	5. Other, Otherwise.
Studious, ——	Home, —	Civil, "——
Fertile, —	Edge, —	Suitable, —— West, ——
Fearless, ———————————————————————————————————	Easy, —— Fierce, ——	Neat.
Hooven	Artful,	G 1
2. Awkward, —	4. Noble.	6. Notable,
Straight, —	Swift, —	After,
Affable, —	Meek, —	Humble, —
Playful, —	Pale. —	Cross, —
Servile, —	Back. —	Durable, —
Gloomy, —	Feeble. —	Side, —
, 1	ert the adverb required	· ·
		y, inconceivably, profitably,
seldom, there.	**	7
2. Later, narrowly, not,	often, particularly, rather hought, books cannot b	r, seasonably, very, well.
ere few who	accomplish as m	uch as they expected
	nd tender are the threa	
Science has -	penetrated beneath the	a surface of nature
We — look at t	hings —— from our ow	n point of view.
Some men engag	e in labors in which the	ey —— take no delight.
Such as are care	less of themselves, are	mindful of others.
	administered.	/
If you find that	you have a hasty tempe	r watch it ——.
A year is much i	n human life, —— to the	he young.
There is ———	 more happiness in th 	e hut than in the palace.
		- than the errors of
thy friend		
	— be the rich man's h	xury, but the poor man's
remedy.	wongog itgelf goonen on	ca states, as as
on private	men.	In sources, as — as
III. Add a second	i subject.—Prayer arre	ests the arm of divine jus-
tice (and good works	.—Diligent work alway	s bears happy fruits (and
good conduct) Tho	u art convinced of the	necessity of application in

III. Add a second subject.—Prayer arrests the arm of divine justice (and good works).—Diligent work always bears happy fruits (and good conduct).—Thou art convinced of the necessity of application in thy studies (and I).—The prosperity of the wicked vanishes quickly (and the glory).—He must be more careful in the choice of his readings (and you).—John has favored us with his company (and James).—Time waits for no man (and tide).—Patience, like faith, removes mountains (and diligence).—Thunder attests the omnipotence of God (and lightning).—He relies on his greater application, to make up for the time he may have lost (and I).

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Oral Conjugation.—Withdraw the expression, strive to excel, in the first person singular.

Analysis and Parsing.—Such as are careless of themselves, are seldom mindful of others.—Those who read in a proper spirit, can searcely read too much.

LESSON CXXXII.—Adverbs and Prepositions.

ved from the

Otherwise.

bly, profitably, very, well. expected. er. nature.

no delight. il of others.

in the palace. the errors of ne poor man's

tes, as —

of divine juspy fruits (and application in nishes quickly e of his ready (and James). with, removes otence of God make up for

cel, in the first

ves, are seldom arcely read too

trolled.

	nonymous adverb and a contrary adverb.
Promptly, — –	Artfully, —
Merrily, — — — — — — —	Gently, — — — — — — — — — — — — — — — — — — —
Diligently, ——	Surely,
	1
I. Adverbs.—Change the word manner, or to a noun	ne adverb to an adjective followed by the preceded by the preposition with.
1. Strangely, in a strange	manner. 2. Passionately, with passion.
Effectively —	Ironically
Loosely —	— Justly —
Loyally —	— Carefully ——
Definitely —	— Heroically ——
Brayely —	— Speedily —
Abusively —	Serenely
Austerely —	Briefly
Fertilely —	— Actively ——
II. Prepositions.—Supp	ply the preposition.
1. Do — others as you w	rould have them do unto you.
Bense shines — the gr	reatest luster, when it is set — humanity.
— great force — reason	oning, it is vain — contend.
— playing with a fool	— home, he'll play — you abroad.
All virtues are — agre	eement; all vices, — variance.
Hope, the balm — life	e, soothes us — every misfortune.
He who formed the h	eart certainly knows what passes — it.
2. A distinction must be	made — fame and true honor.
Care and toil came —	
	ld — obey, not — direct, his parents.
	prayer — friends — the grave.
Take unity — — the	world and it dissolves — chaos
The memory — the	world, and it dissolves — chaos. eyes that hung — a man in infancy and
childhood, will	haunt him — all his after years.
-	
III. Suppress the second	and subject.—Hemp and flax are used in
the manufacture of cordag	ge and canvas.—The owl and the whip-poor
will are heard only during	g the night.—Honors and pleasures seduce
the heart.—Temperance	and exercise preserve healthHonor and
happiness forsake the ir	ndolent.—In unity consist the security and
welfare of every society.	Poverty and obscurity oppress him only
who esteems them oppress	sive.—Hatred and animosity are inconsisten
with Christian charity; g	guard, therefore, against the slightest indul
gence of them.—Thou and	I should always desire the happiness of our
neighbor.—Thou and thy	friend should prepare yourselves valiantly
for the combats of this life	e.—John and I endeavor to learn the dutie
that will be required of us	3.
Aval Conjugation Pro-	neal his soutiments agingue the assertion in the
third person singular.	peak his sentiments, gainsay the assertion, in the

Analysis and Parsing.—The chief misfortunes that be all us in life, can be traced to some vices and follies that we have committed.—The greatest troubles that we meet with in the world, arise from a temper that is not cop

LESSON CXXXIII.—Adverbs and Conjunctions.

Oral Exercise.—Give the infinitive mood of the verbs write, read, study, laugh, in the progressive form; and call, hear, stop, draw, in the passive voice.

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ou he de m dhe	he d.— re p mu the	ar -Y pos ust uty mi	t ir t ir t ou stir t ne y.— tour tate	e tr	nne th thought	or oc the hie of th	de sh	thy nce that hal	he You	at Oi oi tr sar ise les	he of one of the one o	by the tip	a hold hold You	inecou	d ld at You he u	ting the second	hy en be m Si st	it. to us un y	nbo t da t	er Youne ne youne	th xi ver np	e l mu ou Yo le irt	er st swe we yo	honef sec sbe erv she our	its al; out e f	you to the road op	ur he in be
on	onl	ly	the	e tr	rut	th.		-Y	ou	m	111	st	pe	rf	í	07	orm	orm w	orm who	orm what	orm what yo	orm what you	orm what you pr	orm what you pron	orm what you promis	orm what you promise;	us by the virtuous.— \overline{Y} or m what you promise; by form.

Oral Conjugation.—Overflow its banks, outfly the swallow, with the pronoun it

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kind all the

Analysis and Parsing.—Straws swim upon the surface; but pearls lie at the bottom.—Song soothes our pains: and age has pains to soothe.

ctions.

te, read, study, e passive voice.

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y the sense.
the natural.
in old age.
reformer.
in autumn.
t. he heart.
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ut hesitation
th more —
n, —, — we
tify no other.
neighbor as
neighbor as —Thou shalt benefits you
benefits you
ust seal your us about the swerve from
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with.	,	
t pes	rls l	ie at

ou should be

LESSON CXXXIV.—Interjections.

Disagree, Calculate, Appoint, Separate,	wo synonyms of the verb. Pause, Stray, Detest, Perish,	
•	each term of the expre	
1. Reward the diligent. 2 Punish the negligent.	Ascend slowly.	. Deny with regret,
Shun the wicked.	Love virtue.	Show his learning.
Buy by wholesale.	Shelter the innocent.	Live in wealth.
Praise devotion.	Boast of the present.	Charge bravely.
Work during summer.	Arrive with pleasure.	Pardon always.
Sleep during the night.	Assemble their allies.	Despise meaness.
The heavens and the ea ——! nothing is furth ——! we must suffer;		ickly. Thy boundless power. ian to deceive you.

III. Change the italicized nouns into the plural and make the agreement accordingly.—A knight was incased in steel armor which protected him from the weapons of the enemy.—The tide is due to the action of the sun and the moon.—How happy is the exile when he returns to his native land! He is welcomed again beneath the roof under which he passed his happiest days. He meets the relatives and friends from whom he was torn by a cruel separation; and he can kneel once more before the altar at which he had the supreme happiness of receiving his Maker for the first time.—We can respect in abasement the man who respected himself in prosperity.—The fault that we despise in others, is often more firmly rooted in ourselves.—What is man if abandoned to himself?

Oral Conjugation.—Bereave of friends, beset by enemies, in the third person plural, passive voice.

Analysis and Parsing.—What! insult your friend who lent you money, for asking you for it!—Oh! may the turf lie gently on the breast of those who died to save their country

LESSON CXXXV.

Literary Selection for Explanation and Study.

GOD IN ALL.

Thou art, O God! the life and light
Of all this wondrous world we see,
Its glow by day, its smiles by night,
Are but reflections caught from Thee.
Where'er we turn Thy glories shine,
And all things fair and bright are Thine!

When day, with farewell beam, delays
Among the op'ning clouds of even,
And we can almost think we gaze
Through golden vistas into Heaven;
Those hues that mark the sun's decline,
So soft, so radiant, Lord! are Thine.

When night, with wings of starry gloom,
O'ershadows all the earth and skies,
Like some dark, beauteous bird, whose plume
Is sparkling with unnumber'd eyes—
That sacred gloom, those fires divine,
So grand, so countless, Lord! are thine.

When youthful Spring around us breathes,
Thy Spirit warms her fragrant sigh;
And every flower the summer wreathes,
Is born beneath that kindling eye.
Where'er we turn, Thy glories shine,
And all things fair and bright are Thine!

-Moore (1779-1852).

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Oral Statement-Sketch......

Literary Analysis.

1. Personages. Who are the personages in this sacred song?

Time and Place. When and where do good men admire the works of

Literary Analysis.

- WORDS AND ACTIONS.
- 1. For what is God recognized?
- 2. What does the second stanza portray?
- 3. What is described in the third stanza?
- What is referred to in the fourth stanza?
- 3. RESULT.

What conclusion is come to from the reflections suggested by these verses?

MORAL.

What is the moral of this hymn?

Questions.

- 1.*What figure is contained in the first half of the first verse?
- 2. What figure is contained in the remainder of the first line?
- 3. Tell what is meant by God being the "life and light" of the
- 4. What is the meaning of world as used in the second line?
- 5. Tell what is meant by (1) glow, (2) smiles (3rd l.).
 6. Explain what is meant by reflections as used in the fourth line.
 7. For what is where'er used (5th l.)?
- 8. Tell what is meant by "Thy glories shine."
- 9. Explain the last line of the first stanza.
- 10. Give the meaning of the 7th and 8th lines.
- 11. What is meant by "farewell beam?"
- 12. Express differently:

- delays Among the op'ning clouds of even."-

- 13. Is even commonly used for evening?
- 14. What is the meaning of vista?
- 15. Why this exaggeration "we....golden vistas into Heaven"?
- 16. What are hues?
- 17. By what are those hues caused?
- 18.*What do the first four lines of the third stanza constitute?
- 19.*Point out the metaphors in the same four lines.
- 20. For what is (1) o'ershadowed, (2) unnumber'd used?
- 21. Give the meaning of the 17th line.
- 22.*Point out a figure in the 19th line.
- 23. What is meant by "fragrant sigh"?
- 24. Explain the 21st and 22nd lines.
- 25. Of what are the last two verses a repetition?

26. Point out an interjection in this piece.

27. Point out the conjunctions in the first stanza.

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- 28. Point out the prepositions in the same stanza.
- 80. Point out the adverbs in the second stanza.
- 31. Point out the adjectives in the same stanza.
- 32. Point out the verbs in the third stanza.
- 83. Point out a participle in the 4th line.
- 34. Point out the articles in the selection.
- 35. Point out pronominal adjectives in the last stanza.

Exercise.—Paraphrase God in All.

Note.—The Teacher may here give review exercises on Etymology.

Phraseology and Composition.

- I.—Construct sentences which shall each contain one of the following adverbs: always, temperately, easily, seldom.
- II.—In each of the following sentences, introduce figuratical anguage without altering the sense; and name the figures.
 - 1. The mind should be kept uncontaminated.
 - 2. The young and beautiful shall be laid in the grave.
 - 3. Though he is still a young man yet his hair is gray
- III.—Draw a comparison between the butterfly and the giddy log

THE BUTTERFLY.

The butterfly passes from flower to flower without ever resting itself upon one. It flies about at hazard in its capricious course; and far from imitating the diligent bee, it neither gathers nor amasses anything in the calyxes of the flowers upon which it alights.

Exercise on Homophonous Words.

IV.—1, Nay.

Neigh.
Need.
Nice.
Kneed.

Where the dash occurs, insert a suitable word taken from the above list.

- 1. Nay, I was not startled by the neigh of the horse.

 There is no —— of a second person to —— the dough.
- 2. Glass-makers —— the glass.
 Do not —— to false gods.
 We have made a —— arrangement.
 —— is a stratified rock.
- 8. "The have it!" exclaimed the man with the crooked to the pleadings of the poor.
- 4. I how much I you for your generosity!
 An is a fur-bearing animal.
 is an oil extracted from certain flowers.

V.—Write a composition on Traveling.



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I.—ORTHOGRAPHY.

481. Orthography treats of letters, syllables, separate words, and spelling.

I.—Doubling of Consonants.

482. At the beginning of a word, the following consonants are doubled:—

I. C in the syllables ac and or pronounced hard and followed by a vowel sound; as, accident, account, occupy, occult: except in academy, acorn, acoustics, acumen, acute, ocular, ocher, and their derivatives.

2. **F** in the syllables af, buf, dif, ef, of, suf; as, affair, affront, buffet, buffalo, diffuse, difference, efface, effusion, office, offensive, suffix, suffer: except in afar, afteld, aftoat, afoot, afraid, afresh, Africa, after, often.

3. L or M in the syllable it or im; as, illegal, illusion, immortal immaculate: except in iliac, Iliad, image, imitate, and their derivatives.

4. M or N in the syllable com or con followed by a vowel sound; as, command, commerce, connect, connivance: except in coma, comedy, comet, comic, comity, conic, cony, and their derivatives.

5. P in the syllable ap; as, appeal, approve, appear: except in words beginning with apo; and in apace, apart, apartment, apathy, aperient, aperture, apex, apiary, apiece, apish.

6. R in the syllable ir; as, irregular, irreligion: except in ire, irascible, iris, Irish, irk, iridium, iridescent, iron, irony, and their compounds.

7. T in the syllable at followed by a vowel sound or by r; as, attack, attune, attrition, attract: except atom, atone, atop, atrocious, atrophy, and their derivatives and compounds.

483. The letter f, l, or s, at the end of monosyllables, and standing immediately after a single vowel, is doubled; as, skiff, puff, staff; fall, hill, thrill; grass, hiss, stress.

The exceptions are clef, if, of; pal, sol; as, gas, has, yes, is, his, this,

us, thus, pus.

484. Monosyllables ending in any other consonant than f, l, or s, do not double the final consonant; as, man, rib: except abb, ebb, add, odd, egg, inn, err, burr, purr, butt, buzz, fuzz.

485. Monosyllables, and words accented on the last syllable, when they end with a single consonant preceded by a single vowel, double their final consonant before an additional syllable that begins with a vowel; as, hot, hotter, hottest; begin, beginning, beginner.

486. Words of two syllables, accented on the first, usually double the middle consonant, when there is a short single vowel in the first syllable, and the last syllable ends in ar, er, el, eu, et, le, ock, ow, or y; as, grammar, bitter, quarrel, sudden, mallet, little, cassock, sorrow, carry.

The exceptions are scholar; choler, proper, primer; camel, chapel, model, panel; claret, comet, planet, tenet; treble, triple; shadow, widow; body, bury, city, copy, study, any, many, pity, very, and words in which v or x is the middle consonant; as, drivel, vixen.

487. Words beginning with ab, ad, el, em, en, or in, do not double the b, d, l, m, or n; as, abrupt, adulation, elapse, eminent, inattention.

The exceptions are abbot, abbey, abbreviate; add, addle, addict, addition, adduce; ellipse, ellipsis; emmet; ennoble, ennui; inn, inner, inning, innate, innocent, innovate, innoxious, innuendo, innumerable, innutritious, and their derivatives and compounds.

488. The syllables de, mis, pre, pro, re, at the beginning of words, are not usually followed by a double letter; as, deference, mispronounce,

predict, propagate, repetition.

The exceptions are dell, derrick, dessert; miss, missal, missile, mission, misspell, misspend, misshape, misstate; press, pretty, proffer; reddition, rennet, redden, and their derivatives.

II.—Omission of Letters.

489. Words ending in ant, end, or ent, reject d or t before the suffix ce, cy, or se; as, distant, distance; verdant, verdancy; expend, expense; dependent, dependence, dependency.

490. Words ending in ate reject the te before the suffix cy; as, pri-

mate, primacy; accurate, accuracy.

491. Words ending in le preceded by a consonant, reject these letters before the suffix ly; as, idle, idly; simple, simply.

492. Words ending in er or or often reject the e or o before a suffix beginning with a vowel; as, victor, victrix; actor, actress; barometer, barometric.

493. Final e silent of a primitive word is dropped on taking a suffix beginning with a vowel; as, guide, guidance; remove, removal; come,

coming; globe, globule; fleece, fleecy.

494. The exceptions are:—1. Words ending in ce or ge retain the e before a suffix beginning with a or o; as, trace, traceable; change, changeable; courage, courageous; mortgage, mortgageor. 2. The e is retained in dyeing, singeing, springeing, swingeing, and tingeing, so as not to be confounded with other words; as, dyeing, dying. Also, in hoeing, shoeing, and toeing.

495. Words ending with a vowel usually drop it before a suffix beginning with the same vowel; as, alkali, alkal/ize; idea, ide/al; Prus-

sia, Pruss/ian.

III.—Changing of Letters.

496. The Latin prefixes ad, con, dis, ex, in, ob, sub, trans, and the Greek prefixes en, syn, change the final letter to accord with the initial consonant of the root to which they are added. Thus, adjoin, amount, accede, affirm, aggregate, allot, annex, apportion, arrogate, assure, attest;—confuse, coheir, cognate, colleague, compress, correspond;—disjoin, diverge, diffuse;—expire, eject, eccentric, effuse;—inflame, implant, illegal, irregular, ignorant;—obtain, occur, offer, oppose;—subdivide, succor, suffuse, suggest, supplant, surrogate, sustain;—transplant, transcribe, tradition.—Energy, emphasis;—syntax, syllable, sympathy.

497. Words ending in f commonly change f into v before a suffix beginning with a vowel; as, mischief, mischievous; brief, brevity.

498. The letters c and c at the end of a word, are very frequently

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rds, and

wed by a academy, ves.

nt, buffet, x, **s**uffer : ften.

immortal, rivatives. el sound; , comedy,

in words aperient,

re, irascinpounds, y r; as, ptrocious,

standing f, staff;

his, this, or s, do add, odd,

le, when , double s with a

double
the first
v, or y;
carry.
chapel,
widow:

changed into t; as, substance, substantial; novice, novitial; conscience, conscientious; attend, attention; pretend, pretentious.

499. Final y, preceded by a consonant, is commonly changed into i before a suffix not beginning with i; as, city, citizen; merry, merriment; holy, holiness.

500. In a few derivatives, y is changed into e; as, pity, piteous; beauty, beauteous; plenty, plenteous.

501. A long diphthong of a primitive word is generally changed, in the derivative, to the corresponding short vowel; as, feast, festal; coul, collier; repair, reparation; profound, profundity; grain, granary; brief, brevity; school, scholar; people, popular; peace, pacify.

IV.-Addition of Letters.

502. Words ending in ble take i between b and l, before the suffix ity; as, able, abil/i/ty; probable, probabl/i/lity; divisible, divisib/i/lity.

503. Words ending in le generally take u before the l, when suffixing ar; as, circle, circ/u/lar; title, tit/u/lar; angle, ang/u/lar.

504. Suffixes frequently take a letter or letters to connect them with the radical; as. Toronto, Toronto/n/ian; drama, drama/t/ic, drama/t/ist; sign, sign/at/ure; compete, compet/it/or; mucilage, mucilag/in/ous.

These connecting letters are too numerous for special notice, and can be learned by careful observation only.

V.-Syllabication.

505. In dividing words into syllables, compounds are separated into the simple words that compose them; as, school-master, pen-knife, hand-writing, arch-angel, no-where, an-other.

506. Suffixes and grammatical terminations are generally separated from the words to which they have been added; as, print-ing, kingdom, harm less, command-ment, greed-y, post-age; box-es, fore-most, great-er, great-est, wis-er, wis-est, teach-es, load-ed.

507. Prefixes generally form separate syllables; as, mis-place, up-lift, trans-port, dis-continue. But when the meaning of the prefix is disregarded, or when pronunciation and derivation conflict, the division of the words must be made according to the pronunciation; as, re-create and rec-reate, re-collect and rec-ollect, ap-athy, pred-icate.

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508. Two vowels coming together, if they do not form a diphthong, are parted in dividing into syllables; as, pi-ety, tri-umph, po-et, li-on, co-operate, vacu-um, cru-elty. In the same manner, a diphthong or a triphthong followed by a vowel, is separated from it; as, loy-al, pow-er, buoy-ant, review-er.

The vowels in the terminations tion, sion, cean, cian, cial, ceous, cious, tious, geous, gious, are never parted.

509. A single consonant between two vowels is usually joined to the former syllable, when it shortens the preceding vowel; to the latter, when it does not shorten the vowel; as, mel-on, tal-ent, spir-it, ev-er, mor-al; but, le-ver, fa-tal, si-lence, e-ven, mo-tive, cu-bic.

510. Two or more consonants are separated into different syllables, when they shorten the preceding vowel, or when they cannot begin a word; as, gar-den, pam-phlet, sac-rifice, treb-le, mem-ber, det-rimen,

onscience,

ged into i y, merri-

piteous;

inged, in stal; coal, granary;

the suffix b/i/lity. en suffix-

nem with ma/t/ist; ous. tice, and

ated into en-kni/e,

eparated ig, kingpre-most,

, up-lift, x is disdivision s, re-cre-

hthong, et, li-on, ng or a pow-er,

s, cious,

d to the latter, t, ev-er,

llables, begin ? rimen., dis-tress, min-strel, hos-tage, moun-tain, bol-ster, bur-nish, mys-tery; but pa-tron, fa-ble, o-blige, lu-bricate.

511. As a double consonant shortens the preceding vowel, it is parted into different syllables; us, sup-per, mos-sy, wil-low, ves-sel, quar-rel, lit-tle, writ-ten, ber-ry.

The consonants ch, sh, th, ch, wh, are treated as single letters, and are never separated except in dividing compound words; as, ass-head, pot-herb,

soup-house.

512. A syllable consisting of only one or two letters should not end a line; nor should a syllable formed of only one or two letters be carried to the beginning of the next line. Such words as a-gain, a-bide, craft-y, saf-er, should be written wholly on the same line; and e-normous, ac-complice, inflamma-ble, advantag-es, should rather be divided enor-mous, accom-plice, inflam-mable, advan-tages.

VI.-Use of Capitals.

513. Capital letters are used:-

1. To begin the first word of every distinct sentence, and of every phrase or clause separately numbered; as, "A lion is bold."—"The reproach of barbarism may be incurred: 1. By the use of words entirely obsolete; 2. By the use of words entirely new, etc."

2. To begin every line in poetry; as,-

"Honor and shame from no condition rise;
Act well your part, there all the honor lies."—POPE.

3. To begin a direct quotation, a full example, or a distinct speech; as, "Virgil says, Labor conquers all things."—"Remember this maxim: 'Know thyself."

4. To begin all names of the Deity; as, God, Lord, the Creator, the Most High, the Supreme Being, the Comforter.

5. To begin proper names, and titles of office or honor; as, Paul, Jupiter, the Dominion of Canada, London, the Park, Chief Justice Yaddo, William the Conqueror, Your Grace, Her Majesty, dear Sir.

6. To begin nouns and adjectives derived from proper names; as, Grecian, Roman, Spanish, Haligonian, Canadian, Newtonian, Socratic.

7. To begin the name of an object personified, when it scaveys an idea strictly individual; as, "Upon this, Fancy began again to bestir herself."—Addison.

8. To begin the chief words in the titles of books, when they are merely mentioned; as, "Pope's Essay on Man."

9. To begin a word of particular importance, or the word that denotes the principal subject of discourse; as, "A Franoun is a word used instead of a noun."

10. The words I and O should always be capitals; as, "Out of credepths I have cried unto Thee, O Lord!"



II.-ACCENT.

514. The general tendency of the language is to place the accent on the first syllable of dissyllables; except verbs, with respect to which, the tendency is to accent the second syllable; as, appear', remove', withdraw', reject', amuse', offend'.

515. About eighty dissyllables when used as nouns or adjectives, have the accent on the first syllable; but when used as verbs, on the second; as, Nouns: Ac'cent, pre'fix, sub'ject, con'vert; Adjectives: Ab'stract, fre'quent, re'tail, ab'sent; Verbs: Accent', prefix', subject',

convert', abstract', frequent', retail', absent'.

516. Several trisyllables also change the position of the accent according as they are nouns or verbs; as, Nouns: At'tribute, coun'tersign, in'terdict, o'verflow, rep'rimand; Verbs: Attrib'ute, countersign', interdict', overflow', reprimand'.

517. The words august, compact, exile, instinct, minute, supine, arsenic, are, when nouns, accented on the first syllable; but, when adjectives, on the second; as, Nouns: Au'gust, com'pact, ex'ile, etc.; Adjectives:

august', compact', exile', etc.

518. A class of words ending in ate have the distinct sound of long a, when used as verbs; but the obscure sound of a, when used as nouns or adjectives; as, Verbs: Asso'ciāte, confed'erāte, rep'robāte, mod'erāte, sep'arāte; Nouns or adjectives: Asso'ciate, confed'erate, rep'robate, mod'erate, sep'arate.

519. Most words of three or more syllables have a primary, and one or more secondary accents; as, an'tece'dent, person'ifica'tion, in'divis'ibil'ity, incom'prehen'sibil'ity. It is sufficient to know where the primary accent should be placed; for then the others naturally fall into their

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own places.

520. Words having the sound of sh or zh immediately before their last vowel or diphthong, are accented on the second last syllable; as, convention, posses sion, complex ion, confusion, commer cial, capa cious, logician, ambro sia, enclos ure.

521. Words of three or more syllables, ending in sive, or tive preceded by a consonant, have the accent on the second last syllable; as, expres'sive, conclu'sive, attrac'tive, instruc'tive, presump'tive. The only exceptions are ad'jective and sub'stantive. But when tive is preceded by a vowel, the accent is on the third or fourth last syllable; as, rel'ative, spec'ulative, ex'pletive, prim'itive, lo'comotive, distrib'utive, con'stitutive: except crea'tive, colla'tive, dila'tive.

522. Words ending in ic or ics have the accent on the preceding

syllable; as, hero'ic, scientif'ic, phonet'ics, mathemat'ics.

The exceptions are Ar'abic, arith'metic, ar'senic (noun), bish'opric, cath'olic, chol'eric, her'etic, lu'uatic, pol'itic, pol'itics, rhet'oric, tur'meric.

523. Most words ending in eal, ean, or eum, take the accent on the third last syllable; as, lin'eal, corpo'real, Hercu'lean, Mediterra'nean, petro'leum.

The exceptions are adamante'an, Atlante'an, Europe'an; hymene'al;

ide'al; colosse'um. mausole'um. muse'um.

524. Words ending in tude, efy, ify, ety, ity, take the accent on the third last syllable; as, for titude, rar efy, diver sify, vari ety, liberal ity.

525. Words of three or more syllables, ending in ous not immediately preceded by the sound of sh, j, or the consonant y, generally take the accent on the third last syllable; as, magnan'imous, in'famous, adorif'erous, mis'chievous, tempes'tuous, impe'rious.

526. Words ending in cracy, fluent, gonal, gony, grapher, graphy, logy, loquy, meter, metry, pathy, phony, trophe, trophy, tomy—have the chief accent on the last syllable but two; as, democ'racy, af'fluent, diag'onal, cosmog'ony, stenog'rapher, photog'raphy, chronol'ogy, solil'oquy, barom'eter, trigonom'etry, sym'pathy, cacop'e'ony, catas'trophe, philan'trophy, anat'omy.

527. Polysy!!ables ending in ory, ary, are usually accented on the fourth syllable from the end; as, interrog'atory, pref'atory, inflam'matory, dig'nitary, cus'tomary, epis'tolary, plenipoten'tiary.

A few are accented as far back as the fifth syllable from the end; as, dis'ciplinary, expos'tulatory, lab'oratory, ob'ligatory.

III.—PARSING.

- 228. Parsing is explaining the nature of words, their modifications, and their relation to one another.
- 1. The nature, that is, to what part of speech the word belongs.
 2. The modifications, or the changes in form or sense to designate person, number, gender, case, mood, tense, or comparison.

3. The relation, or the office of the word with regard to some

other word in the sentence.

- 529. A noun is parsed by stating:—The class, whether it is proper or common; the person, the number, and the gender; the relation or the case, whether it is in the nominative, the possessive, or the objective; as subject, object, attribute, in apposition, or absolute.
- 530. An article is parsed by stating:—The class, whether it is definite or indefinite; the relation, that is to say, what word it limits.
- 531. An adjective is parsed by stating:—The class, whether it is common, proper, pronominal, numeral, or participial; the degree, if it admits of comparison; the relation, the noun or pronoun to which it relates.
- 532. A pronoun is parsed by stating:—The class, whether at is personal, relative, or interrogative, simple or compound:

accent on to which, , remove',

djectives, os, on the DJECTIVES: ', subject',

ccent ac-, coun'teruntersign',

e, arsenic, ectives, on DECTIVES:

of long a, as nouns mod'erāte, rep'robate,

, and one in'divis'ie primary into their

iore their lable; as, apa'cious,

tive preable; as, I'he only eceded by rel'ative, stitutive:

receding

ish'opric, ur'meric. t on the rra'nean,

mene'al;

the antecedent, that is, the word it represents; the person, the number, and the gender; the relation, whether it is in the nominative, the possessive, or the objective.

- 588. A verb is parsed by stating:—The class, whether regular, irregular, or defective, transitive or intransitive; its principal parts; the voice, the mood, the tense, the person, and the number; the relation, that is, if the verb is finite, the noun or pronoun with which it agree in person and number; if in the infinitive mood, the preposition by which it is governed, or the word on which it depends.
- 534. A participle is parsed by stating:—The class, whether it is imperfect, perfect, or preperfect; the relation, the noun or pronoun to which it relates, or the preposition by which it is governed.
- 535. An adverb is parsed by stating:—The class, whether it is an adverb of time, of place, of manner, of degree, etc; the relation, that is, the verb, the participle, the adjective, or the adverb to which it relates.
- 536. A preposition is parsed by stating the words between which it expresses relation.
- 587. A conjunction is parsed by stating:—The class whether copulative, disjunctive, or corresponsive; the relation that is, the words, phrases, or clauses it connects.
- 588. An interjection is parsed by stating the emotion it indicates.

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IV.—ANALYSIS.

589. Analysis, in grammar, is the separation of a sentence into the parts which compose it.

The Sentence.

540. A Sentence is such an assemblage of words as makes complete sense; as, "God is love."—"The wind blows."

The complete sense expresssed in a sentence is called a proposition.

^{523.} What is Parsing?—What is understood by the nature of a word?—.....by its modifications?—.....by its relation?—529. How is a noun parsed?—539.an article?—531.an adjective?—532.2 pronoun?—533. How is a verb parsed?—534.a participle?—535.an adverb?—536......a preposition?—537.a conjunction?—538.an interjection?

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I.-Classification of Sentences as to Meaning.

541. With regard to their meaning, sentences are divided into four classes; declarative, imperative, interrogative, and exclamatory.

542. A Declarative Sentence is a sentence by which an affirmation or a negation is expressed; as, "He writes his exercise."—"He does not write his exercise."

543. An Imperative Sentence is a sentence by which a command is expressed; as, "Write your exercise."

544. An Interrogative Sentence is a sentence by which a question is asked; as, "Does he write his exercise?"

545. An Exclamatory Sentence is a sentence by which an exclamation is made; as, "How he writes!"

II.—Principal Parts.

546. Every sentence contains two essential parts, the subject and the predicate.

547. The Subject of a sentence is that of which it treats; as, "God is love."—" The fire burns."

548. The grammatical subject of a sentence may be a noun, a pronoun, a verb in the infinitive, a phrase, or a clause; as, "Henry has arrived."—"He is in good health."—"To lie is base."—"To see the sun is pleasant."—"That truth must finally prevail over error, is a certainty."

549. In imperative sentences, the subject thou or you is usually understood; as, "Honor [thou] thy father and thy mother."—"Copy [you] the exercise."

550. The Predicate of a sentence is that which is said of the subject; as, "God is love."—"The fire burns."

551. The grammatical predicate of a sentence is always a finite verb.

552. Besides a subject and a predicate, a sentence usually contains an object or an attribute.

553. The Object of a sentence is the person or thing on which the action of a transitive verb terminates; as, "The ball struck Henry."—"The lightning struck an oak."—"I soudy history."

554. The object of a sentence may be a noun, a pronoun, a verb in the infinitive mood, a phrase, or a clause; as, "Perseverance conquers all obstacles."—"The people elected him."—"He is learning to read."—"He deserves to be rewarded for his conduct."—"I believe that God in good."

555. The Attribute of a sentence is that which completes the predicate, and relates to the subject; as, "The stars are brilliant."

556. Attributes are added to intransitive verbs or to the residence verbs in the ressive voice.

557. The attribute may be an adjective, a participle, a noun, a pronoun, a verb in the infinitive, a phrase, or a clause; as, "Gold is yellow."—"The sun is shining."—"Honesty is the best policy."—"It was I."—"To will is to do."—"Integrity is of the greatest importance."— "The most useful effect of action is, that it keeps the mind from evil."

558. The principal parts of a sentence are the subject, the predicate, and the object or the attribute, if there be either. These principal parts may be modified by words, phrases, or dependent clauses.

559. The logical subject of a sentence is the grammatical subject with all its adjuncts. Thus, "The first duty of a child is obedience": the grammatical subject is the word duty; the logical subject is, the

first duty of a child.

560. The logical predicate is the grammatical predicate with all its adjuncts. Thus, "Our soul is made to the image of God": the grammatical predicate is the verb, is made; the logical predicate is, is made to the image of God.

III.—Adjuncts.

- 561. Adjuncts are words added to the principal parts of a sentence to modify or limit them; as, "Good books always deserve a careful perusal."
- 562. Adjuncts are divided into three classes; adjective, adverbial, and explanatory.
- 563. An Adjective Adjunct is an adjunct used to modify or limit a noun or a pronoun; as, "Both those bad boys deserve severe punishment."

564. An adjective adjunct may be:-

I. An article or an adjective; as, "The diligent scholar improves."

2. A noun or a pronoun in the possessive case; as, "William's sister has lost her book."

- 565. An Adverbial Adjunct is an adjunct used like an adverb; as, "He fought bravely."
- 566. An Explanatory Adjunct is an adjunct used to explain a preceding noun or pronoun; as, "My friend Henry is sick."

A preposition and its object is often called an adjunct.

IV.—Classification of Sentences as to Form.—Clauses.

- 567. Sentences are divided, with respect to their form, into three classes; simple, complex, and compound.
- 568. A Simple Sentence is a sentence that contains only one proposition; as, "The wind blows."-"Let the wind blow." "Does the wind blow?"—"How the wind blows!"
- 569. A Clause is a sentence that forms part of another sentence.

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570. Clauses are either independent or dependent.

571. An Independent Clause is a clause that expresses complete sense when used alone; as, "They who desire little, meet with few disappointments."—"Straws swim upon the surface; but pearls lie at the bottom."

572. A Dependent Clause is a clause used as one of the principal parts of a sentence, or as an adjunct to one of those parts; as, "That God governs all events, is evident."—"They who desire little, meet with few disappointments."

578. A Complex Sentence is a sentence that consists of an independent clause, and one or more dependent clauses; as, "Children who disobey their parents, deserve punishment."— "When the birds have departed, and the beaver begins to build his dam, we can prepare for winter."

574. In complex sentences there is sometimes an omission of one or more of the parts; as, 1. Subject: [He] "Who never toils nor watches, never sleeps." 2. Subject and Predicate: "Though [he was] a patriot, he impoverished the country." 3. Object: "This is the letter [which] I received." These omissions are more usual after the conjunction than or as; as, "He is younger than I [am young]."—"He is not so tall as I thought [he was tall]."

575. A Compound Sentence is a sentence that consists of two or more independent clauses; as, "Prosperity gains friends, but adversity tries them."—"The night was dark, the storm raged furiously, and the shipwrecked mariners were in despair."

576. In general, a sentence contains as many clauses as there are finite verbs expressed or understood; as, "I He | 2 who does a good turn, | I should forget it; | 3 he | 4 who receives one, | 3 should remember it."

577. The same word may be the subject of several verbs; as, "Religion purifies, fortifies, and tranquilizes the mind." Also, the same predicate may have several subjects, objects, or attributes; as, "Industry, good sense, and virtue are essential to happiness."—"Cats and dogs catch rats and mice."—"True politeness is modest, unpretending, and generous." In these examples, the sentence should be considered simple with a compound predicate, subject, object, or attribute.

578. Dependent clauses are divided into four classes; substantive, adjective, adverbial, and explanatory.

579. A Substantive Clause is a clause used as a noul It may be the subject, the object, or the attribute of a sentence as, "When he set out, is uncertain."—"He asked how old I was."—"My belief is that idleness produces misery."

- 580. An Adjective Clause is a clause used to modify a noun or a pronoun; as, "This is the house in which I dwell."—"He who grasps after riches, is never satisfied."
- 581. Adjective clauses are often called restrictive clauses, because they limit or restrict the meaning of the noun or the pronoun to which they relate.
- 582. Adjective clauses are usually introduced by a relative pronoun either simple or compound; by the adverb where, when, why, or till used instead of a relative and a preposition; or by the conjunction that; as, "Look at the exercise which I have written."—"The strange comes from the land where (in which) the orange and the citron grow."—"Plain proof that he is guilty, was produced."
- 588. An Adverbial Clause is a clause used as an adverbas, "He did as he was told."—" When he speaks, every one listens."—"He studies that he may become learned."
- 584. Adverbial clauses usually express one of the following relations:—
- 1. Time, and usually answer to the question, When? as, "The mail arrived before he started."
- 2. Place, and usually answer to the question, Where? as, "He is still standing where I left him."
- 3. Manner, and answer to the question, How? as, "It happened as I expected."—"As the flowers spring and perish, so does man."
- 4. Degree, and are usually introduced by the conjunction than or as; as, "He is taller than I am."—" Your brother is as big as he (is)."
- 5. Cause or purpose, and answer to the question, Why? as, "He is happy because he is good."—"He studies that he may become learned."
- 6. Consequence, and are usually introduced by the conjunction that; as, "He ran so fast that he is out of breath."
- 7. Condition, and are usually introduced by one of the conjunctions, if, though, although, unless, except; as, "If he were present, I would speak to him."
- 585. An Explanatory Clause is a clause used to explain a preceding noun or pronoun; as, "It is certain that he respects you."—"I know the answer to the question, 'Where were you?"
- 586. Explanatory clauses are in reality substantive clauses used to explain a preceding word.
- 587. When compound or complex clauses form part of more extended sentences, they are called members; as, "I Those who pretend to love peace, should remember this maxim: | 'I is the second blow that makes the battle.'"
- 588. Clauses may be connected by conjunctions, relative pronouns, or conjunctive aaverbs.

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V.-Phrases.

589. A Phrase is a combination of two or more word expressing some relation of ideas, but no entire proposition; as, "By the appointed time."—"To conclude."—"Being a young man."

590. A phrase may be substantive, adjective, adverbial, explanatory, or independent. Thus,—

1. Substantive.—"To relieve the poor is our duty."—"John deserves to be rewarded."—"To be good is to be happy."

2. Adjective.—" The esteem of wise men is the greatest of temporal encouragements."—" The bounty displayed on the earth, equals the grandeur manifested in the heavens."—" The desire to do good is praiseworthy."—" A mind conscious of no guilt, reposes securely."

3. Adverbial,—"Learn to estimate all things by their real usefulness."—"Abstain from injuring others."—"He is anxious to ascertain the truth."—"They were seen walking arm in arm."

4. Explanatory.—" May, the month of flowers, has come at length."
—"It is our duty to be friendly to mankind."

591. Substantive phrases are generally introduced by a verb in the infinitive mood.

592. An Independent Phrase is a phrase that is not connected with any word in the sentence; as, "To be candid, I was in fault."—"Speaking in round numbers, there were five hundred persons present."

593. An independent phrase may contain:

I The name of a person addresses; as, "Morning is the best time to study, my dear friend."

2. A pleonasm; as, "A brave boy, he could not injure others."

3. A verb in the infinitive; as, "His conduct was, to say nothing worse, highly reprehensible."

4. A participle; as, "Speaking candidly, I do not understand the question."

594. When a dependent clause is abridged into a phrase having a nominative absolute, the phrase retains the adverbial signification of the clause; as, "Cæsar having crossed the Rubicon, his rival prepared for battle;" that is, "When Cæsar had crossed the Rubicon, his rival prepared for battle."

595. The Principal Part of a phrase is that upon which all the other parts depend; as, "Seeing the danger."—"Of an engaging disposition."—"Full of hope."—"Desirous to-live."

596. Phrases are divided as to form into simple, complex, and compound.

597. A Simple Phrase is one unconnected with any other phrase: as "Under every misfortune."

- 598. A Chriex Phrase is one that contains a phrase as an adjunct to its principal part; as, "Under every misfortune of life."
- 599. A Compound Phrase is one composed of two or more coordinate phrases; as, "Rising up and departing hastily."—"In property and under every misfortune."
- 600. A phrase the principal part of which is a verb in the infinitive mood, is often called an *infinitive* phrase; as, "To study history."—"To remodel his work."—"To pray with fervor."
- 601. A phrase introduced by a preposition is often called a prepositional phrase; as, "In the right way."—"By the exercise of our facuties."
- 602. A phrase the principal part of which is a participle, is often called a participial phrase; as, "Corrected of bad habits."—"Leaving he country."—"Wounded in the hand."

VI.-Modifications.

608. A noun may be modified:

1. By an article; as, "The rose is a flower."

2. By an adjective; as, "All men agree to call honey sweet."

3. By a noun or a pronoun in the possessive case; as, "A soldier's life has its perils.

4. By an explanatory noun or pronoun; as, "The poet Homer was blind."—"He himself did it."

5. By a participle; ac, "A farmer mowing was the only person seen."

6. By an adjective phrase; as, "Simplicity of life and manners produces tranquility of mind."

7. By an adjective or an explanatory clause; as, "Every good man must love the country in which he was born."—" The belief that the soul is immortal, has been universally entertained."

604. A pronoun may be modified in the same ways, except not by an article nor a possessive.

605. A verb may be modified:—

1. By an adverb; as, "The enemy retired slowly."

2. By an adverbial phrase; as, "Fishes glide rapidly through the water."

3. By an adverbial clause; as, "I came that I might assist you."

606. An infinitive may be modified in the same ways, and besides by an object, or by an attribute used abstractly; as, "I tried to study my lessons."—"To seem compelled is disagreeable."—"To be a poet requires genius."

607. A participle may be modified:—

1. By an object; as, "By observing truth you will be respected."

2. By an adverb; as, "The brave soldier was found severely wounded."

3. By an adverbial phrase; as, "The son bred in sloth, becomes a spendthrift and profligate."

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608. An adjective may be mcdified:—

1. By an abverb; as, "The weather is very changeable."

2. By an adverbial phrase; as, "Be quick to hear, but skw to speak."

3. By an advervial clause, as, "John is desirous that you should listen to him."

609. An adverb may be modified :-

1. By another adverb; as, " He studies most diligently."

2. By a phrase or a clause; as, "He came conformably to his promise."—"He runs faster than you can."

V.—PUNCTUATION.

610. Punctuation is the art of dividing written composition by certain marks, or points, for the purpose of showing more clearly the sense and relation of the words.

611. The principal marks of punctuation are: the period (.), the colon (:), the semicolon (;), the comma (,), the interrogation (?), the exclamation (!), the dash (—), the parentheses (), the brackets [], the quotation points ("").

I.-The Period.

612. The period is placed at the end of every complete and independent declarative or imperative sentence; as, "Truth is the basis of every virtue. It is the voice of reason. Let its precepts be religiously obeyed. Never transgress its limits."

613. The period is generally used after abbreviations; as, "A. D., for Anno Domini";—"pro tem., for pro tempore";—"ult., for ultimo";—"i. e., for id est, that is ";—"Dr., for doctor or debtor."

614. The period, in this case, merely indicating the abbreviation, does not take the place of other marks; as, "Toronto, Ont., Jan., 1885."—"I put the letter in the P.O.; there can be no mistake about it."

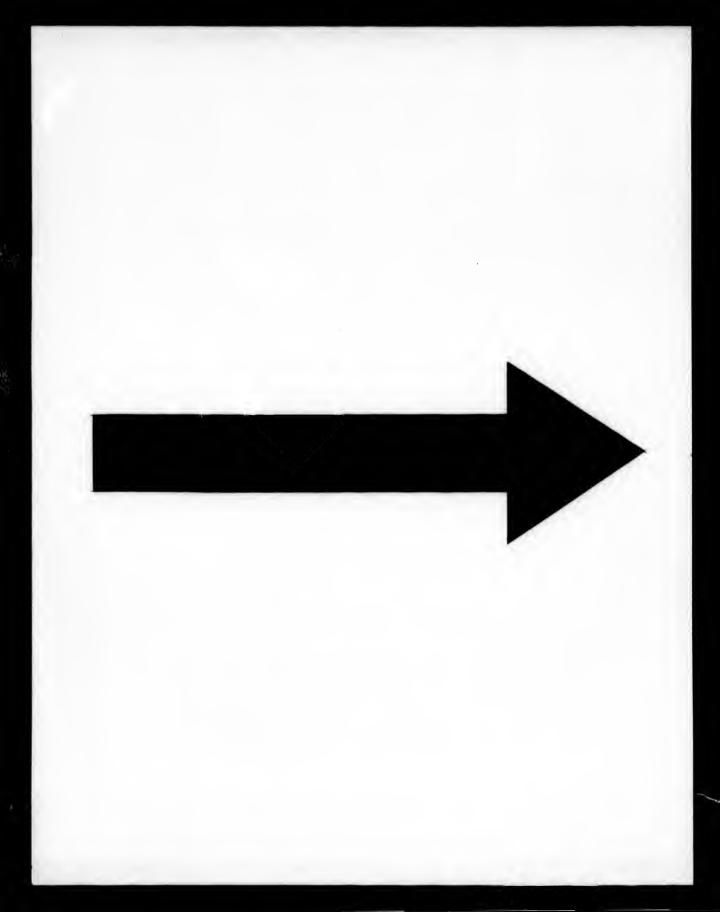
615. The **period** is usually placed after Roman numerals; as, "Ps. lxv. 2."—"Henry of Richmond, under the name of Henry VII., began the Tudor dynasty."

616. Names familiarly shortened do not require the period; as, "Will, Ned, and Jim are the names of his brothers."

617. The **period** is put after a heading, direction, address, indication, &c.; as, "Lesson in English."—"Composition."—"To Mr. Thos. Kelly."—"For Sale."

II.—The. Colon.

618. The colon is used to introduce a direct quotation when referred to by the words thus, following, as follows, this, these, &c.; as, "Those who pretend to love peace, should remember this maxim: It is the second blow that makes the battle."



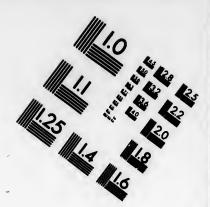


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619. The color is placed after a clause complete in itself, but which is followed by some additional remarks or illustrations, especially if no conjunction is used; as, "Avoid ort doers: in such society an honest man may become achamed of himself."—" See that moth fluttering incessantly around the candle: man of pleasure, behold thy image."—KAMES.

020. When yes and no are equivalent to a sontence answering a question previously asked, they are usually followed by the colon; as, "Yes: he has dared to make the assertion."

MI. The colon is placed between the greater divisions of a sentence, when 6th. The colon is placed between the greater divisions of a sentence, when minor subdivisions occur that are separated by semicolons; as, "We perceive the shadow to have moved along the idial, but we did not see it moving; we observe that the grass has grown, though it was impossible to see it grow "so the advances we make in knowledge, consisting of minute and gradual steps, are perceivable only after intervals of time."—"Grammar is divided into four parts: first, orthography; second, etymology; third, syntax; fourth, prosody."

III.—The Semicolon.

622. The semicolon is used to separate two or more independent clauses; as," Listen to the advice of your parents; treasure up their precepts; respect their riper judgment; and endeavor to merit the approbation of the wise and good.

623. The semicolon is used between the similar parts of a sentence, when those parts are already subdivided by the comma; as, "Mirth should be the embroidery of conversation, not the web; and wit the ornament of the mind, not the furniture."

624. The semicolon is employed between an enumeration and the proposition which indicates it; as, "There are four cardinal points; the north, the south, the east, and the west."

625. The semicolon is placed before the words, as, namely, viz., that is, when they introduce an example or a specification of particulars; as. "There are five races of men; namely, the Caucasian, the Mongolian, the Malayan, the American, and the Ethiopian"

IV.-The Comma.

626. The comma is used to separate the similiar parts of a proposition; subjects, predicates, objects, attributes, adjuncts, phrases; as,-

1. Subjects .- " Riches, honors, and pleasures are fleeting."

1. Subjects.— "Religion purifies, fortifies, and tranquilizes the mind."
2. Predicates.—" Religion purifies, fortifies, and tranquilizes the mind."
3. Objects.— "Learn pattence, calmuess, self-command, disinterestedness."
4. Attributes.—" Alfred the Great was brave, pious, and patriotic."
5. Adjuncts.— "The work was neither dexterously, quickly, nor well done."
6. Phrases.— "To be wise in our own eyes, to be wise in the opinion of the world, and to be wise in the sight of our Creator, are three things so very different, as rarely to coincide."

697. When the subject of a sentence consists of several terms, and the last two are not joined by a conjunction, a comma is placed before the verb in order that it may not seem to relate to the last subject only: as, "English, French, German, Italian, are the languages most extensively used in Europe."

628. When words are joined in pairs by conjunctions, they should be separated in pairs by the commat as," The rich and the poor, the weak and the strong, have one common Father."—"The dying man cares not for pomp or luxury, palace or estate, eilver or gold."

629. The comma is not inserted between two words of the same part of speech that are joined by a conjunction, as, " The heavens and the earth proclaim the glory of God."

630. The comman is used: 1 When the words are contrasted or emphatically distinguished; as, "Charity both gives, and forgives." 2. When there is merely an alternative of words; as, "The period, or full stop, denotes the end of a com-

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phatically is merely d of a complete sentence." 3. When each term has adjuncts, or when one has an adjunct that does not relate to both; as, "Gentleness is unassuming in opinion, and temperate in seal."—"Who is applied to persons, or to things personified."

631. The name of a person or thing addressed is separated from the rest of the sentence by the comma; as, "Young man, provide for the future."

632. The comma is usually inserted in place of a finite verb that has been suppressed; as, "Reading makes a full man; conversation, a ready man; writing, an exact man."

633. A clause, a phrase, or a word, that breaks the connection of the sentence, and that can be omitted without altering the meaning, must be separated from the rest of the sentence by the comma; as, "Industry, which is a law of nature, is a source of happiness."—"Man, created to the image of God, has an immortal soul."—"Napoleon, unquestionably, was a man of genius."—"The butterfly, child of the summer, flutters in the sun."

684. A restrictive clause, phrase, or word, when it immediately follows the word on which it depends, should not be preceded by the comma; as, "The things which are seen, are temporal; but the things which are not seen, are eternal."—"Years will not repair the injury caused by the war."

635. When part of a sentence is transposed, it is usually separated from the rest of the sentence by the comma; as, "To those who labor, sleep is doubly pleasant."—"Sustained by emulation, the scholar makes rapid progress."

636. A short quotation, or one introduced by the verb, say, reply, cry, is generally separated from the rest of the sentence by the comma; as, "There is much in the proverb, without pains, no gains."—"The book of nature," said he, "is open before thee."

637. The comma is generally used between the simple members of compound sentences, when they are very short; as, "He speaks eloquently, and he acts wisely also."—"Man proposes, but God disposes."

V.—The Interrogation and the Exclamation.

638. The interrogation is used after every interrogative sentence, clause, or word; as, "Who can look only at the muscles of the hand, and doubt that man was made to work?"—"They asked me, 'Will you return?"—"Adverbs of manner are those which answer to the question, How?"

639. The exclamation is placed after every exclamatory sentence, clause, or expression; as, "Oh! who can repay a mother's tenderness!"

—"Up, comrades, up!"

VI.-Dash, Parentheses, Brackets, Quotation Points.

640. The dash is used to mark a sudden interruption or transition;

"Here lies the great—false marble, where I Nothing but sorded dust lies here."—Young

"'My pretty boy,' said he, 'has your father a grindstone?'—'Yes, sir,' said I.—'You are a fine little fellow,' said he, 'will you let me grind an ax on it?'"—FRANKLIN.

641. The dack is also used: 1. To mark a more considerable pause than the structure of the sentence would seem to require; as, "Now they part—to meet no more." 2. To mark an omission or suspension; as, "K—g for king."—In the village of O——"—"He is active, but—." 3. Retween a title and the subjectmatter, and between the subject-matter and the authority; as,—"FIDELITY TO GOD.—'Whatever station or rank Thou shalt assign me, I will die ten thousand deaths sooner than abandon it."—Socrates."

642. The parentheses are used to enclose a remark, a quotation, or a date, that breaks the unity of a sentence too much to be incorporated in it; as, "I have seen charity (if charity it may be called) insult with an air of pity."-

"Know, then, this truth (enough for man to know);

Virtue alone is happiness below."-POPE.

648. The brackets are especially used to enclose what one person puts into the writings of another, as a correction, an explanation, or an omission; as, "Do you know if [whether] he is at home or not?"—
"He [the speaker] thought otherwise."—"The letter is dated May 12th, [1884]."

644. The quotation points are used to distinguish words that are taken textually from an other author; as, When Fenelon's library was on fire, "God be praised," said he, "that it is not the dwelling of a poor man."

645. Examples are usually placed between quotation points,

646. A quotation within a quotation or an example, is usually marked with single points; as, "Plutarch says, Lying is the vice of slaves."

610. What is Punctuation?—611. Which are the principal marks of punctuation?—612. When is the period used?—618. When is the colon used?—623. In what cases is the semicolon used?—626. When is the comma used?—638. When do we use the interrogation?—639.the exclamation?—640.the dash? 642.the parentheses?—643.the brackets?—644.the quotation points?



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TABLEAU OF THE PRINCIPAL PREFIXES.

L-Anglo-Saxon Prefixes.

on, in, at; as, aboard.
upon, over; as, bespatter.
against; as, counteract.
to make; as, ennoble.
not, contrary; as, forbid.
before; as, foretell.
wrong, ill; as, miscall:
excess, exterior; as, outdies die, em, For, For unter, shoot. not, to undo; as, untwist.
against; as, withstand.
motion upwards; as, up-Un, With, Up,

II.-Latin Prefixes.

Ad, a, ac,af,... Circum,

Under.

to, towards; as, affix. before; as, antedate.
around; as, circumnavigate.

inferior : as, underagent.

Con, co, Contra, contro

together; as, compress. against; as, contraband. from, down; as, dethrone. Die, di, dif,...

Ex,e,ec, ef, es. In, im, il, ir. Inter, Ob, oc, of, op

Pre, Pre, Re, sub, suc, suf, Super, sur, tra.

away, not; as, displease. out of, from; as, efface.

upon, not; as, imprint. between; as, intermix.

against, down; as, object. before; as, prejudge, for, forth; as, pronoun. back, again; as, reenter. under, after : as, suffix.

over, above; as, surmount. across, otherwise; as, trans-

III.-Greek Prefaces.

pose

A, am, without; as, anarchy.
Amphi, two; as, amphibious.
Amti, Amt, against; as, Antarctic.
Dia, through; as, diameter.
Em, em, in, upon; as, energy.
Hyper, over, beyond; as, hypercritical. Din, En, em, Hyper,

Sym, syl,) together; as syllable. sym,

TABLEAU OF THE PRINCIPAL SUFFIXES.

I.—Suffixes of the Noun.

ACTION. Root, Verb.

Ion, execution; — ation, temptation; — ition, proposition; — ment, payment; — al, removal;—ce, defence;—se, expanse—ance, repentance; — ancy, buoyanoy; — ence, occurrence; — ency, excellency; — ure, enclosure; — uge, carriage; — ing, reading;—th, growth;—t, weight; — ery, discovery;—y, flattery.

Ness, happiness;—ity, scarcity;—ity, cruelty;—ity, anxiety;—ith, dearth;—itude, promptitude;—ice, justice;—ce, silence; -cy, accuracy; -acy, fallacy; -y, honesty; -mony, harmony; -hood, child-hood; -ship, friendship; -dom, martyrdom; -ry, bravery; -y, beggary.

Ate, patriarchate; -dom, kingdom ; ...ship, professorship; - hood, priesthood; - cy, lieutenancy; -acy, curacy; -y, monarchy.

Ary, library ;—ery, fishery ;—ory, armory;
—ry, vestry;—y, treasury ;—ing, clothing; age, plumage.

Ery, cookery:-ry, heraldry;-y, carpentry;
-tem, criticism;-tee, mechanics; - te, arithmetic; -ing, surveying; -ure, soulpture.

OFFICE, JURISDICTION, R., Noun.

STATE. Root, Adjective, noun.

PLACE, COLLECTION. R., Noun.

ABT. PRACTICE. R., Noun.

Tableau of the Principal Suffixes. - Continued.

PERSON. R., Verb, noun.

Er, reader; -yer, sawyer; -eet, auctioneer; -ter, financier; -ar, beggar; -ard, coward; -er, Creator; -ant, claimant; -ent, student; -an, publican; -tan, musician; -ter, spinster; -te, artist; -tee, fugitive; -ary, missionary; -ate, delegate; -ee, trustee.

INHABITANT. R., Noun.

An, Mexican;—ian, Bostonian;—ese, Portuguese;—ine, Florentine;—ite, Moabite;—ard, Spaniard;—er, Montrealer.

DIMINUTION.

Let, ringlet;—et, baronet;—erel, pickerel;—el, runnel;—le, speckle;—ele, partiele;—cel, parcel;—ling, duckling;—cek, hillock;—elle, animalcule;—ule, globule;—kin, lambkin;—en, kitten;—ster, poetaster;—y, Johnny;—ie, Charlie.

Ion, medallion; —one, trombone; —oan, balloon;—eon, galleon.

AUGMENTATION.

II.-Suffixes of the Adjective.

QUALITY, B., Noun.

Ine, saline; -ous, glorious; -cous, piteous; -tous, malicious; -tous, tumultuous; -en, wooden; -ed, bigoted; -ory, declamatory; -ive, defective; -id, candid; -ate, compassionate.

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POWER. R., Verb.

Ive. productive;—ant. pleasant;—ent. consistent;—ory.compulsory;—ing. amusing;—fic. terrific;—iferous, floriferous;—ite, definite.

CAPACITY. R., Verb.

Able, tamable; - ible, resistible; - ile, docile.

RELATION. R., Noun.

Al, musical;—ial, provincial;—ar, polar;—ary, planetary;—an, suburban;—ian, collegian;—ile, infantile;—ie, romantic; ical, poetical.

ABUNDANCE. B., Noun.

Ful, fruitful; -ose, verbose; -ous, porous; -some, troublesome; -y, hilly; -ey, clayey. Ish, childish; -ly, fatherly.

LIKENESS. R., Noun. PROPER ADJECTIVES. R., Noun,

Ch, French;—ish, Spanish;—ic, Platonic;—ian, Newtonian;—n, Russian;—ean, Pyreneau;—csc, Chinese;—ine, Alpine;—ite, Moabite;—ote, Candiote.

DIMINUTION.

Ish, reddish ;-some, gladsome.

III.-Suffixes of the Verb.

To MAKE. R., Adjective, noun.

En darken;—ate, domesticate;—fy, rarefy;—ify, simplify;—ish, publish;—ite,
unite;—e, breathe;—se, cleanse;—le,
crumble;—ise, catechise—ize, solemnize. Le, waddle; -el, shovel; -er, linger; -k, talk; -ch, stitch.

FREQUENTATIVES.

IV .- Suffixes of the Adverb.

MANNEB. R., Adjective, noun.

Ly, fiercely:-ward, homeward; wards, downwards; -wise, crosswise; -ways,

PART SECOND.

PRELIMINARIES.

Syntax is that part of grammar which treats of the relation, agreement, government, and arrangement of words in sentences.

The Relation of words is their reference to other words or their dependence according to the sense.

The Agreement of words is their similarity in person, number, gender, case, mood, tense, or form.

The Government of words is the power which one word has over another, to cause it to assume some particular modification.

The Arrangement of words is their collocation, or relative position, in a sentence.

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; auctiones; ; ard, cowimant; out, musician;

el, pickerel; le, particle; ;;—ock, hills, globule;— —ster, poetlie.

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ble; - ile,

ar, polar; oan;— ian, , romantic;

s, porous ;— -cy, clayey.

Platonic;— —ean, Pyrlpine;—ite,

-fy, rarelish; — ite, anse; — le, solemnize. linger; —k,

; wards, ; ways,

SYNTAX OF THE NOUN.

CHAPTER I.—LESSON I.—Nominative Case.

- 1. A noun or a pronoun must be put in the nominative case:—
- 1. When it is the subject of a finite verb; as, "The boy reads well; he is very studious."
- 2. When it is in apposition with a preceding noun or pronoun in the nominative; as, "Milton the poet was for many years blind."—"I myself did it."
- 3. When it follows the finite tenses of an intransitive verb, or of a transitive verb in the passive voice; as, "The child was named John."

 —"It is I:"
- 4. When it is put absolute; as, "Your fathers, where are they?"—
 "He failing, who shall meet success?"

I. Plural of Lesson 26, 27	Nouns.	-Write t	he plural	of the	noun.	(Part	18
1. Charity,		2. Deputy	•	. R 1	Diploma,	.; '	
Bravado,		Musqui			Sphinx.		
Soliloquy,		Faculty	y,	``	Effigy,		_
Mulatto,	<u> </u>	Embar		• "	Cameo,		-
Alkali,	_ ′	Attorn			Quarto,		
Cruoifix,		Manife	* *		Alloy,		
11. Nomina 1. Frie 2. Art. 1. Misery is th The apostle ——being a Wherever w Idle time is Continue 1 The ——be 2. As we grow	and, result children, ne necessi bandone e are — the mos my dear comes gr	duty, life, and ary ———————————————————————————————————	ohn, thing, reward, sole f a deviati arly below come terrist t forgotter in the nake virtue contemp	virtue, vince, sou ion from yed by h fied wit in by a l e world ie your lation o	we. rce, vice, n rectitu nis divine h imagin tind Pro principa f great o	we. de. Maste ary ev vidence	ils.
Let us send Acquire m Ease indu As virtue is Rhetoric is It is our	light and y dear — ligence, luits own the ——	d joy if - the h xury an so - and orat	— can nabit of do d sloth are is its tory the —	to every oing every e the — own pu — of	y one arc ry thing — of mi nishmen speaking	well, sery. it. g well.	J.

III. Correct the case of the subject of the verb.—Happy is him alone who depends not on the pleasures of this world for enjoyment.

—Whom do you think did the mischief?—Are not you and him cousins?—A pupil older than me excited my emulation.—None are more rich than them who are content.—Them, and them only who are virtuous, can deserve respect.—Them that help themselves, deserve help.—Whom do you suppose arrived last night?

Latin Boots. Navis, a ship.

Analysis and Parsing.—Honor, wealth, and pleasure aduce the heart.—The heart, the mind, and the body require food.

LESSON II. -Position of the Subject.

2. The subject or nominative is generally placed before the verb; as, "John writes neatly."

3. In the following instances, the subject is placed after the

verb, or after the first auxiliary:

1. When a question is asked without an interrogative pronoun in the nominative case; as, "Did he go!"—" What are you doing!"

2. When a supposition is made without the conjunction if; as,

"Were it true," for, "If it were true."

3. When the subject of a verb in the imperative mood is expressed; as, "Go thou in peace."

4. When an earnest wish or other strong feeling is expressed; as,

"May your journey be happy."-" Great was my surprise."

5. When the verbs, say, answer, reply, etc., introduce the parts of a dialogue; as, "'Estcem and love,' said the sage, 'cannot be bought with gold.'"

6. When the verb is itself emphatical; as, "After the light infantry,

marched the Grenadiers, then followed the Horse."
7. When some emphatic word is placed before the verb; as, "Nar-

row is the way."—"Here am I."

8. When the adverb there precedes the verb; as, "There lived a man."

I. Plural of Foreign Nouns.—Find the plural of the noun. Us is changed to i; um or on, to a; is, to es; a, to æ; x or ex, to ces or ices.

1. Analysis,	Analyses.	2. Spectrum,	Spectra.	3. Radius,	Radii.
Phenomenon,		Genus,		Axis,	
Minutia,		Lamina,		Stratum,	
Parenthesis,		Erratum,		Magus,	
Emphasis,		Crisis,		Larva,	
Ellipsis,	.,	Datum,		Oasis,	

II. Position of the Subject.—Supply the subject, and punctuate.

Cowardice, fruit, it, life, patrons, people, silence, you.

If there were no —— | there would be little insolence.

"Better is a judicious —— | " says St. Francis of Sales | "than truth spoken without charity."

Such as the tree is | such will be the ---

Were - more disinterested | ingratitude would be more rare.

Happy are the — whose history is most wearisome to read.

The more industrious you are | the sooner will --- learn a trade.

As the flower blooms and fades | so does human ----

Is — sickness or selfishness that produces most misery in the world?

III. Place the subject after the verb.—If wisdom were to be had for the wishing, all would be wise.—Half the misery of human life is assuaged by good nature.—The original work of Copernicus is in the British Museum.—Socrates says, "Life is but a preparation for death."—The ship leaped from billow to billow.—The strength of a nation is founded on unity and discipline.—They whose pleasure is their duty are happy.—Our strength and happiness consist in peace of mind.

Latin Roots.—Gravis, heavy.

Analysis and Parsing.—The arts prolong, comfort, and cheer human life.—Prudence foresees and examines.

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LESSON III.—Apposition.

4. A noun or a personal pronoun is in apposition with another noun or pronoun, when it is added to designate the same person or thing; as, "St. Patrick, the apostle of Ireland."—"The prophet Daniel."—"I myself."—"We the pupils."

5. The noun or the pronoun in apposition with another noun or pronoun must be put in the same case; as—

Nominative.—" Cicero the orator was called the father of his country."
Possessive.— "Paradise Lost is the poet Milton's greatest work."

Objective .- "They elected him president."

6. A noun or a pronoun placed after an intransitive verb, or a transitive verb in the passive voice, must be put in the same case as the noun or the pronoun preceding it, when it refers to the same person or thing; as, "It is I."—"These are they."

7. The finite tenses of those verbs may be followed by a nominative; their infinitives and participles, by a nominative or an objective; as, "It cannot be he."—"I took it to be him."—"Nobody likes the idea of

being called a fop."

I. Plural of Foreign Nouns.—Grands, in common use.	ive the two plurals of the foreig
1. Criterion, Criterions or criteria. Automaton, or or Vertex, or Cherub, or Appendix, or	2. Focus, Focuses or foci. Medium, ————————————————————————————————————
II. The Nominative Case.—Inserposition; in No. 2, the nominative 1. Balm, Constantinople, fuging 2. Disgrace, key, life, lock, main and the control of the Sacred Heather of the Sacred Heather of the Sacred Heather of the Sacred Heather of Turkey —— is standard of Turkey —— is standard of Turkey —— is standard of St. Peter are 2. Be on thy guard against flattery He that loveth pleasure will soon It is an old —— that an open add It is a miserable —— to live in sur Prayer should be the —— of the miserable —— to the sacred of	after the verb; and punctuate. tive, month, successorn, poison, saying, thing. rt is the brightest of the year; sunder every misfortune. ituated on the Bosphorus. burned a merciless conqueror. e the vicars of Christ on earth. it is an insidious — become a poor — monition is an open — spense it is the — of a spider
III. Correct the errors of case	I went to see my cousin Charles

he who has been sick so long.—I did not know whom he was.—I would act the same part, if I were him.—Whom did he think you were?—It was not me that did it.—Who do you suppose it to be?—If it had been me, he would not have done it.—The visiter was not the man whom he seemed to be.

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Latin Reets.—Populus, the people; Publicus, public.

Analysis and Parsing.—The capital of Turkey, Constantinople, is situated on the Bosphoru —The butterfly, child of the summer, flutters in the sun.

LESSON IV.—Nominative Absolute.

length, John, reflect and be 2. When, by exclamat happy days of childhood.' 3. When, by pleonasm as, "The boy, oh! where 4. When, with a partic	dress, it is put in the second person; as, "A(e wise." ion, it is used without address; as, "Oh! the '" I do not like to see it suffer, poor beast!" a, it is introduced for the sake of emphasis; is he!" hiple, it is used to express a cause or an accom- ailing, who can hope to prosper!"
noun put absolute; as, That is, "The lessons being	is frequently omitted after a noun or a pro 'The lessons over, the pupils were dismissed.' ng over, the pupils were dismissed.' ads.—Write the plural of the noun.
1. Merchantman, Landlady. Clubfoot, Looker-on, Toothpick, 2. Mussulman, God-child, Hanger-on, Errand-boy, Saleswoman.	8. Forget-me-not, Penny-a-liner, Barrister-at-law, Solicitor-general, Maid-of-all-work.
required, and punctuate.	Absolute.—Supply the noun or the pronoun applain, disease, friend, I, utility, we.
The —— once discover Speak not my dear — The great —— of kno bent upon us to pe —— having died on appointed by Loui	s it of Heaven or of men? red the cure is half wrought. against the principles of truth. wledge being apparent it is highly incum y assiduous attention to it in our youth. Christmas day 1635, de Montmagny was s XIV to succeed him. passes away! and ah!—— how little con

III. Change the italicized noun to the plural.—The artery is a canal that leads the blood from the heart to the extremity of the body.—The crocus is among the earliest flowers of spring.—One of the misfortunes of war, is the desolation of the country traversed by the hostile army.—In the Middle Ages, there was a sanctuary attached to a monastery, to which the unfortunate fled for refuge.—A high chimney or flagstaff serves to attract the electric fluid during a thunder-storm.

Latin Roots.-Minor, minus, less; Minister, a servant.

Analysis and Parsing.—Peace of mind being lost, we tremble at the rustling of a leaf.—I being a child, they tried to deceive me.

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another
; as—
is country."
t work."

ve verb, or it in the g it, when —" These

nominative; jective; as, the idea of

the foreign

or foci.

r —— ninative in unctuate.

the year. ine. rus: « nqueror.

on earth.

of a spider. f the night.

in Charles, he was.—I think you to be?—If was not the

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LESSON V.

Literary Selection for Explanation and Study.

CANADA.

Canada has held, and always will retain, a foremost place in my remembrance. Few Englishmen are prepared to find it what it is. Advancing quietly; old differences settling down, and being fast forgotten; public feeling and private 5 enterprise alike in sound and wholesome state; nothing of flush or fever in its system, but health and vigor throbbing in its steady pulse; it is full of hope and promise. To me -who had been accustomed to think of it as something left behind in the strides of advancing society, as something 10 .neglected and forgotten, slumbering and wasting in its sleep -the demand for labor and the rates of wages; the busy quays of Montreal; the vessels taking in their cargoes. and discharging them; the amount of shipping in the different ports; the commerce, roads, and public works, all made to 15 last; the respectability and character of the public journals; and the amount of rational comfort and happiness which honest industry may earn: were very great surprises. The steamboats on the lakes, in their conveniences, cleanliness, and safety; in the gentlemanly character and bearing of their captains: and in the politeness and perfect comfort of their social regulations; are unsurpassed even by the famous Scotch vessels, deservedly so much esteemed at home. The inns are usually bad; because the custom of boarding at hotels is not so general here as in the States, 25 and the British officers, who form a large portion of the society of every town, live chiefly at the regimental messes: but in every other respect, the traveler in Canada will find as good provision for his comfort as in any place I know. —Dickens (1812—1870).

Oral Statement-Sketch.....

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Literary Analysis.1

Principal Ideas.

Accessary Ideas.

SUBJECT: A glorious future for

Canada.

1. STATEMENT OF / 1. Canada to hold a foremost place in the writer's remembrance. *

3.

1. Canada's demand for labor; the rates of wages.

2. PLAN: The business of Canada.

2.

3. OUTCOME: Comfort in Canada.

1. Old differences settling down.

1. In the analytical study of the literary selections given in Syntax, the pieces are usually decomposed into principal ideas and accessary ideas. The Teacher may multiply the questions at discretion. He should show the pupils that the division of the Analysis into (1) statement of subject, (2) plam, and (3) outcome, is really equivalent to the division heretofore given, i. e., (1) personages, time and place, (2) words and actions, (3) result, moral. He should accustom the pupils to designate an idea, as far as practicable, not by a sentence or a clause, but by a general term; as, "Comfort in Canada," instead of: "In Canada the industrious enjoy great comfort."

The Teacher should, in a special manner, make the pupils understand that the distinction of ideas, whether as principal or secondary, should be based not on their development, but solely on the importance of their relation with the subject. A principal idea may be contained in one sentence; a secondary idea, in the same plece, may be developed into several sentences; in the same way, an idea essential to the piece may be sometimes expressed in one word, and another less important may be extended to several lines.

Study.

emost place pared to find ces settling and private ; nothing of or throbbing ise. To me something s something g in its sleep s; the busy cargoes, and the different all made to lic journals; piness which

fect comfort even by the esteemed at he custom of n the States, brtion of the ntal messes:

prises. The cleanliness, bearing of

ada will find e I know. 2-1870).

Ouestions.

- 1. Where is Canada?—Point it out on the map, and show its boundaries.
- 2. Of what is the first sentence suggestive?
- 3. What is the meaning of the second sentence?
- 4.*What figure does the third sentence contain? 5. What is meant by "advancing quietly"?
- 6. Tell what is meant by "old differences settling down, and being forgotten."
- 7. Explain "public feeling state."
- 8. What is meant by "nothing of flush and fever in its system"?
- 9. What does "health and vigor throbbing in its steady pulse"
- 10. What is meant by "it is full of hope and promise"?
- 11. Has the time that elapsed since the visit of the celebrated novelist justified his prediction?
- 12.*What figures are exemplified in "sound and wholesome," "flush or fever," "health and vigor," "throbbing in its steady pulse," "hope and promise"?
- 13. Epitomize the fourth sentence.
- 14. Give in one word the idea suggested by "the strides of advancing
- 15. Tell what is meant by "neglected and forgotten."
- 16. What other comparison corresponds to "slumbering and wasting in its sleep "?
- 17. What is meant by "the demand for labor"?
- 18.*What figure is "the busy quays of Montreal"?
- 19. What is a cargo?
- 20. Tell what is meant by "all made to last"?
- 21. Name some of the most prominent of the public journals of
- 22. What is "honest industry"?
- 23. Name the principal lakes of Canada.—Point them out on the
- 24. What are the principal lines of steamboats that run on the lakes?....
- 25. What is meant by "bearing of their captains"?
- 26. What are the "social regulations" referred to? 27. To what vessels are the Canadian steamboats compared?
- 28. What does "at home" mean?
- 29. Is the word inn in common use in this country?
- 30. Is the account Dickens gives of the hotels of Canada applicable
- 31. Explain what is meant by "regimental messes."

[now?

- 32. Conjugate hold in the indicative past and perfect....
- 33. What are the subjects of were (17th 1.)?
- 34. Analyze and parse: Few Englishmen are prepared to find it what it is.

Exercise.—Write in your own words a sketch of Canada.

Note.—It must be remembered in reading this selection from Dickens's "An erican Notes," that it is now (1885) forty-four years since he visited Canada, which then comprised but two provinces—Canada Fast and Canada West. The brilliant imagination C. ne great novelist could not then conceive what Canada has since become. The do justice to the rapid strides made by Canada since, would require the pen of another Dickens.

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Phraseology and Composition.

- I.—Enlarge the following sentences by means of adjuncts to the principal parts:-
 - 1. Our horse ran.
 - 2. The boy caught a rabbit.
 - 3. The carpenter built a house.
- II. Make several statements in answer to each of the following questions :-
 - 1. How does the good scholar pass his day?
 - 2. What recompenses are given to the good scholar?
- III. Draw a comparison between the bee and the studious boy.

THE BEE.

The bee works from daybreak; she ceases not to go and come; she alights upon the flowers and sucks the nectar from which she makes her honey. She shuns the company of the lazy hornet, who wishes to feed on honey without working for it.

Exercise on Homophonous Words.

IV. ~1. Ought. 3. Pallet. 2. Paced. Aught. Paste. Palate. Owed. Painless. Pact.

Paul. Ode. Paneless. Packed. Pall.

Where the dash occurs, insert a suitable word taken from the above list.

4. Panel.

Pannel.

- 1. We ought not to do aught that is wrong. Gabelus —— a large sum to Tobias. The poet has written an ----.
- 2. The horse quietly along. —— is made of flour and water. - means without pain; ----, without panes.
- 3. The —— on which the Indian rests is hard. The hot tea scuided the boy's -He signed the --- and then --- up his baggage.
- 4. The thief broke the of the door, and stole the sheriff's horse. - was covered with a costly -The dead body of -
- V.—Write a composition on Early Rising.

LESSON VI.—Position and Form of the Possessive

10. A noun or a pronoun in the possessive case is governed by the name of the thing possessed; as, "A man's manners often decide his fortune."

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11. The possessive case usually comes immediately before the governing noun; as, "A mother's tenderness and a father's care are nature's gifts for man's advantage."

12. It is separated :-

1. When the governing noun has an adjective; as, "4 child's first effort."

2. When possession is affirmed or denied; as, "The book is mine, and not John's."

13. The appropriate form of the possessive case must be used, agreeably to the sense and declension of the word; as, "John's book."

"The boy's hat."—"Ladies' gloves."—"Children hoes."—"Their books."—"The answer is yours, not mine."

14. In compound nouns, the possessive sign is adde the last term only; as "His father in-law's wish."—"The Commander ir f's residence."

15. The relation of property may also be extended by the preposition of and the objective; as, "The victories applean," for "Napoleon's victories." Of the two forms, that should be adopted which will render the sentence more perspicuous and agreeable.

16. Those expressions in which the apostrophic s would give too much of the hissing sound to the phrase, should be avoided by using the preposition of and the objective; as, "The army of Xerxes;" "For the sake of conscience;" instead of, "Xerxes's army;"—"Conscience's sake."

I. Posse	ssive Case	eWrite	the possessive,	singular and	plural.
l. Page,			2. Berry,		
Echo,		1	Thrush	, 	

II. Possessive Case.—Insert a noun or a pronoun in the possessive singular, and punctuate.

Braddock, Diogenes, his, Indian, man, whose, wisdom.

There was as much pride in —— tub as in Plato's palace.

He —— life is righteous and pious preaches sublimely.

bullet sent by one of —— own soldiers.

—— precepts form the good —— interest and happiness.

General —— death was caused not by the —— tomahawk but by a

III. Correct the Errors—Two months notice has been given to those tenants of yours.—One mans loss is another mans gain.—This knife is your's, but I thought at first it was mitte.—The march of the interest is now as rapid as ever.—Hypocrites are wolves in sheeps clothing.—Their's is a personal pronoun in the possessive case.—The world's government is not left to chance.—The tree is known by it's fruits.—Moses rod was changed into a serpent.

Latin Roots.—Primus, first.

Analysis and Parsing.—He whose life is righteous and plous, preaches sublimely.—He who is truly a friend, will been his friend's infirmities.

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LESSON VII.—Form of the Possessive.

17. The sign of the possessive case should not be added to an adjective, even when used by cllipsis for a noun, as, "The poor man's destitution," not, "The poor's destitution."—" The reign of Henry the Eighth," not, " Henry the Lighth's reign."

18. Those words which are usually adjectives, but which sometimes assume the sign of the possessive case, are nouns; as, "One's self."—"For twenty's sake."—"Another's rights."

19. The sign of the possessive case should not be added to an adjunct that does not form part of a compound term. Thus, such phrases as, "The Mayor of Toronto's authority."-" The Bishop of Montreal's pastoral letter;" though sometimes used, are generally considered inelegant.

20. The use of several successive nouns in the possessive case should be avoided; as, "The king's son's favorite's horse won the race;" say rather, "The horse belonging to the

favorite of the king's son, won the race."

21. The possessive case should not be used before a participle that is not taken in other respects as a noun; as, "He mentioned John's walking a mile." Say, "He mentioned that John walked a mile."

I. Possessi	ves.—Give	the posse	essive, singular	and plu	ral, of th
noun.					
1. Footman,			2. Negro,		
Newsboy,			German,		
Nobleman,			Artery.		
Eyetooth,			Buffalo.		(
Landlady,			Cayman,		
II. Omissic possessive cas punctuate.	ons to be se, singula	supplied.— r or plura	Insert a noun l, as required	or a pron by the s	oun in the
1 Engle and	emy friend	man one s	tatasman thair		

2. Ancestor, beggar, fellow-creature, God, its, man, prince, you, yours.

1. From other —— experience do thou learn wisdom.

The glory of the nation is the — boast. nests are built among mountain crags.

Follow your — perfections rather than your — errors.

Nothing is lazier than to keep - eyes upon words without

heeding —— meaning.

2. Boast not of —— lineage your —— virtues are not —

- evil manners live in brass their virtues we write in water.

Use your talents for —— glory and for your —— benefit.

The human heart which throbs beneath the — rags may be as noble as that which stirs with —— beating the —— purple.

III. Express the idea of possession in a more appropriate form.— The admiral's vessel's masts were shot down.—Charles the Fifth's abdication filled all Europe with astonishment.—The Declaration of Independence's anniversary is enthusiastically observed throughout the United States.—Such was the economy of my uncle's agent's wife.—I rewarded the boy's studying so diligently.

Latin Roots.—Magnus, great; Major, greater; Magister, a master.
Analysis and Parsing.—Boast not of your lineage: your ancestors' virtues are not yours.—Harbor no malice in thy heart: it will be a viper in thy

LESSON VIII.—Repetition of the Possessive Sign.

22. The noun governing the possessive case is often omitted, when it cannot be mistaken; as, "At the druggist's (store)."—"St. Patrick's

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(church or school)."-" A book of my brother's (books)."

28. The possessive sign must be added to two or more nouns connected by conjunctions, when they refer to things individually different, though of the same name; as, "A father's or a mother's sister is an aunt." That is, "A father's sister or a mother's sister is an aunt."

24. The sign of the possessive case must not be added:-

1. When a noun is put in apposition with another possessive; as, "For David my servant's sake."—" As a poet, The Campaign is Addison's chief work."-" I left the parcel at Sadlier's, the bookseller."

possessive case singular of the cor	Write the plural number, and the npound noun.
1 Attorney-at-law, Sergeant-at-arms, Court-martial, Lord-lieutenant, Cousin-german.	2. Aid-de-camp,
II. Sentences to be completed ting the possessive sign, as require 1. Earth, emperor, poet, su 2. Cæsar, Cain, father, Fer	n. Wellington, William.
1. There is little difference betwee The Bank of England was estal The moon's disk often appears l Napoleon's army as well as	n the Earth's and Venus's diameter. clished in —— and Mary's reign. arger than the ——. was composed of veterans. eline " is considered his best work.
2. The sun is the poet's the —— a —— and Isabella's reign is the Which were the greater —— of The dutiful son does not disc mother's wishes.	nd the hypochondriac's friend. most glorious in history. r Napoleon's victories ?

was bought at Walsh's the bookseller's and stationer's.-A small stream separates my brother and sister's farm.—Adam was Cain's and Abel's father.—Cain and Abel's occupation were not the same.— Our office is opposite to Morrison's and Company's.

Latin Roots.-Locus, a place.

Analysis and Parsing.—There is but little difference between the Earth's and Venus's diameter.—The Bank of England was established in William and Mary's reign.

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LESSON IX.—Possessives.—Compourding.

25. The possessive case and its governing noun should be joined by the hyphen, and retain the apostrophic s:—

1. When used to form an adjective; as, "A camel's-hair brush."-

"A bird's-eye view."—" The states'-rights party."

2. When they form a figurative name; as, "Dragon's-blood is a resinous susbtance brought chiefly from India."—"Job's-tears, Jew's-ears, bear's-foot, are plants so called from a supposed resemblance to the objects named."

26. When a possessive and its governing noun are used to form a literal name, the words, if short, are usually joined without either

hyphen or apostrophe; as, Townsman, newspaper, beeswax.

27. In many compound literal names, the noun that would be in the possessive case is used adjectively, and joined to the governing noun, either without or with the hyphen, according as the compound has one or more accents; as, "At his bedside."—"My bosom-friend."—"The castle-wall."—"A sheepskin."

- I. Possessives.—Supply a noun in the possessive case.

 1. The pencil.
 2. The crook.
 3. zeal.

 The trowel.
 The scepter.
 purity.

 The chisel.
 The bow.
 cruelty.

 The staff.
 treason.

 The spade.
 The lance.
 incredulity.

 The adze.
 The crosier.
- II. Compounds.—Replace the dash by part of the compound, with or without the hyphen and apostrophe as suitable.
 - Bear, bird, doom, king. St. Vitus, sun.
 Camel, Jew, kite, sale, sheep, St. Anthony.

1. Scrofula is often called king's-evil.

Mount Royal affords a pleasant ——eye view of Montreal.

What marvels of life do we not owe to the action of tiny ——beams? Young children are often afflicted with ——dance.

William of Normandy ordered the compilation of the —— day book.
——foot is a poisonous evergreen shrub.

2. A ——harp is a tongued instrument the vibrations of which are modified by the breath into a soft melody.

St. John the Baptist wore a ——-hair girdle about his waist.

Erysipelas is vulgarly known as ——-fire.

A —man is a man employed to sell for another.

------foot is a species of the tobacco plant.

A ----skin when prepared for writing on is called parchment.

III. Correct the errors in the form of the compound.—Heart's ease 'e otherwise known as pansy.—The cat's head raised in the garden was killed by the frost.—Our divine Savior cured the blind man who sat on the highway side, near the city of Jericho.—Fool's parsley is a poisonous weed often mistaken for parsley.—Fool's cap is so called because of the water mark, a fool's cap and bells, stamped on it by the first paper makers.

Latin Roots.-Lex, legis, a law.

Analysis and Parsing.—St. John the Baptist wore a camel's-hair girdle about his waist.—Monk's-hood is a species of aconite.

LESSON X.

Literary Selection for Explanation and Study.

THOUGHTS ON THE SEASONS.

Flattered with promise of escape
From every hurtful blast,
Spring takes, O sprightly May! thy shape,
Her loveliest and her last.

Less fair is summer, riding high In fierce solstitial power, Less fair than when a lenient sky Brings on her parting hour.

When earth repays with golden sheaves
The labors of the plough,
And ripening fruits and forest leaves
All brighten on the bough.

What pensive beauty autumn shows, Before she hears the sound / Of winter rushing in, to close The emblematic round!

Such be our spring, our summer such;
So may our autumn blend
With hoary winter, and life touch,
Through Heaven-born hope, her end.

-Wordsworth (1770-185= 1

Oral Statement-Sketch ...

Literary Analysis.

Principal Ideas.

Study.

Accessary Ideas.

Questions.

1. Give the meaning of the first stanza.

2. Point out Squres in the third, fourth, and fifth verses.

3. Why use the (3rd l.)?
4. What is the maning of sprightly?

5. What is the mearing of the 5th and 6th lines?

6. What is the Solstice

7. Which solstice is referred to here?..

8. What is meant by partiag hour (8th 1.)? 9. Express in one word the maning of the 9th and 10th lines.
10. What is referred to in the 18th line?

11. What is the meaning of pensive? 12. What may be melancholy in the thrughts suggested by the close

of autumn? 13. What is meant by "Heaven-born hopo?"

14. Name the pronouns in the possessive case in the first stanza.

15. What kind of phrase is "O sprightly May!"

16. What case is May?

17. What kind of adjunct is "with golden sheaves"?

18. What is the subject of is (5th line) "

19. Analyze and parse the first stanza.

Exercise.—Paraphrase Thoughts on the Seasons.

Phraseology and Composition.

- I.—Construct sentences which shall each contain one of the following words used figuratively: - Worm, pit, darkness, light, mirror. executioner mantle.
- II. Vary the construction of the following sentences without destroying the meaning:-

1. Virtue is a cer ain mark of a noble heart.

- 2. Moderation is much praised, but little practised.
- III.—Begin each of the following sentences with a series which sha" be included in the pronominal adjective:-
 - 1. All tend to frighten us during a storm.

2. All charm us in gazing at the sea.

Exercise on Homophonous Words.

IV .- 1. Pause. 2. Peal. 3. Pendant. 4. Plage. Paws. Peel. Pendent. Plaice. Peak. Peer. Pilot. Plane. Pique. Pier. Pilate. Plain.

Where the dash occurs, insert a suitable word taken from the above list.

- The speaker made a short pause.
 The hunter cut the —— off the bear.
 The tourist showed ——, because he could not climb to the mountain peak.
- 2. Did you hear the thunder ——.

 the apples.

 I saw the —— inspecting the new pier.
- 3. The lady bought a gold for her right ear.
 A beautiful lamp was from the roof.
 The steered the vessel into the harbor.
 Pontius condemned Jesus Christ to death.
- 4. Though the stream is muddy, it is a good —— to fish for ——

 A —— is a carpenter's instrument.

 —— and —— are both used to mean a level country

V.—Write a composition about RAILRCADS.



LESSON XI.—The Noun.—Objectives.

28. A noun or a pronoun must be put in the objective case:—

1. When it is the object of a transitive verb or participle; as, "I found him assisting you."—'Having paid the debt he demanded a receipt."

2. When it is the object o a preposition; as, "The paper lies before

me on the desk."

ve list.

3. When it is in apposition with a preceding noun or pronoun in

the objective; as, "They appointed him umpire."

4. When, after an infinitive or a participle not transitive, it agrees in the objective case with a preceding noun or pronoun signifying the same thing; as, "He took you to be me."

I. Derivation.	-Form another n	oun by me	eans of a prefix	
1. Dress,	2. Patriot.		3. Solution.	
Face, —	Father,		Proof.	
Giver,	Creation,		Ability,	
Work,	Eminence,	n	Rage,	
Quiet, —	Pension,		Rector,	
Jury,	Consul,		Cavity,	
Room, —	Oration.		Source,	
Head,	Weight,		Loin,	
Ease,	Esteem,		Dose,	
Fume, —	Vantage,		Wood,	
Deed,	Search,		Line.	
 Defect, instinct, n Crime, meeting, r 	nediocrity, nature, r niuister, mistake, o	eason, subje bject, oppo	ect, species, sugg sition, secretary	estion,view. , sun,virtu6
Wisdom, virtue In the human assisted by	industry repair the and happiness december the influent the condition of the agencial condition of the condi	well with ce of —	the golden — - and habit is	 generally
A candid man avows his - A friend magn	ne — brightens n acknowledges h — to a bad — nifies a man's — ppointed him —	is — ar and is ap an enemy	nd is forgiven plauded. , exaggerates h	_
III. Errors to	be corrected.—	perceived	him protecti	ng thou.—

Latin Roots.-Pes, pedis, a foot.

unfair administrator.

Analysis and Parsing.—They appointed him umpire.—He took you to be me.

and him are tolerable grammarians.—John's and Mary's teacher is a learned man.—Xerxes's army made a disgraceful retreat.—The committee visited Bismark, he who is such an astute statesman and

LESSON XII.—The Noun.—Position of Objectives.

29. The objective case usually follows the governing word.

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80. It is otherwise placed:

1. When it is emphatic; as, "Me he restored to my office, but him he hanged,"—" John-I have beheaded."—" Silver and gold I have none."

2. In poetry it is often placed between the nominative and its

verb; as, "The broom its yellow leaf hath shed."

3. A relative or an interrogative pronoun is commonly placed at the head of its clause; as, "I am the person whom they seek."—"What did he find?"

81. The pronouns whom, which and what are sometimes inelegantly separated from the prepositions which govern them; as, "What did he speak of?"—"The man whom he called on was absent." Say rather: "Of what did he speak?"—"The man on whom he called was absent."

32. The relative that always precedes the verb or preposition by which it is governed; as, "He is the best man that I know."—"Buy all

those things that we have need of."

Elmo's fire.

38. The object of a verb should never be separated from it by an explanatory phrase or clause; as, "He undertook, as every one should, his task, with a determination to succeed," should be, "He undertook his task, as every one should, with a determination to succeed."

I. Opposites.	-Give two contr	aries of the noun.
l. Friend, Prodigality, Praise, Modesty,		2. Shallowness, — — — — — — — — — — — — — — — — — —
II. Omissions	to be supplied	-Supply the objectives, and panetuate
. Burden, it, life, i . Behavior, deman tion, resigna	morrow, noise, pas nd, gratification, h tion, understandin	ssion, pleasure. eart, inability, ourselves, passion, propor eg.
I. He needs not a Idleness bring Discomposed poison eve If we delay til	make such ——s forward and no thoughts agita ry —— of ——ll to-morrow who	ourishes many bad ——. ted passions and a ruffled temper at can be done to-day we overcharge
. Nothing more		h belongs not to ——. ates —— than the experience of our
The fumes wh	ich arise from a ken and trouble acreases our —	the — boiling with violent — never the — . — it increases in the same — our
		es avoid rough ——.
		om did I speak to?—He played, as art ably.—The Laplanders coffin con-

Latin Roots.—Ordo, ordinis, order.

Analysis and Parving.—John have I beheaded.—The man on whom he called was absent.

sists of the hollowed trunk of a tree.—During a thunder-storm the masts of the vessels are often tipped with a pale blue light called St.

ning word.

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LYLSON XIII. -- The Noun. -- Objectives.

84. When a transitive verb is followed by two objectives not connected by a conjunction nor referring to the same thing, one of them is governed by a preposition understood; as, "They offered me a seat." That is, "They offered to me a seat."

85. The object of the verb may generally be found by transposing the terms, for then the preposition has to be supplied; as, "I paid him the money." "I paid the money to him."—"He asked them

the question." "He asked the question of them."

36. T. a object of a transitive verb in the active voice must be made its subject in the passive voice; as, (Active) "I paid him the money," (Passive) "The money was paid [to] him," not "He was paid the money."

37. The same verb, participle, or preposition may have several objects connected by conjunctions, expressed or understood; as, " He was deserted by friends and relatives."-" God created the heavens, the

earth, and all they contain."

38. Objective nouns of place, degree, or manner, are often omitted after a preposition, when an adjective is used; as, "In [a] vain [manner]."-" In secret [places]."-" On high [places]."

I. Synonyms.—Give tw 1. R1dicule.	o words of about	the same meaning
1. Ridicule.		
Clandestine,		
Mutinous,		·
Poignancy,		
Poignancy, Obnoxious,	•	
2. Knavery.		
Mountebank,		
Choleric, ·		
Obloguy,		
Obloquy, Convenience,		

II. Omissions to be supplied.—Supply the objectives, and punctuate.

Britain, Briton, century, Germany, indolence, island, Germany, Pict. prince, Saxon, Scot, service, settlement, soil, state, Vortigern, Woden.

THE SAXON HEPTARCHY.

From the vast and gloomy forest of —— Hengist and his brother Horsa said to be descended from — the Saxon god of war were invited into — by — one of the petty — to aid him in repelling the attacks of the — and —. These warlike chieftains performed the -- for which they were paid but observing the -- of the and pleased with the fertility of the --- they invited more of their countrymen to endeavor to make —— in the ——. Successive hordes of --- poured in and for a --- waged war with the unhappy -They were finally successful in founding seven - known by the name of the Saxon Heptarchy.

III. Correct the errors.—He was paid his salary.—The dog's ears were made on that book by a careless pupil.—Buy all those things which we have need of.—What did he speak of?—The lady whom she called on, was absent.

Latin Roots.—Pæna, punishment.

Analysis and Parsing.—They offered me a seat.—He asked them the q vestion.

LESSON XIV.—The Noun.—Obje :tives.

89. Intransitive verbs, or transitive verbs in the passive voice, should not be made to govern the objective case; as, "The planters grew cotton," should be "The planters raise or cultivate cotton."—"His character has been found fault with as deceitful," should be, "His character was censured as deceitful."

40. The perfect participle of a verb should never be followed by an objective; as, "The means made use of were illegal," should be, "The

means used were illegal."

41. A noun or a pronoun should not be made the object of two prepositions (not in the same construction) nor of a transitive verb and a preposition; as, "He stood before and looked up at the house," should be, "He stood before the house and looked up at it."—"My companion fired at and wounded the hare," should be, "My companion fired at the hare and wounded it."

I. Synonyms. Give	two words	of about the	same	meaning.
1. Reparation,				
Profligacy, Vicissitude,				
Vicissitude,	.5		Do of	
Dereliction,	•			
Eulogium,				
2. Contumacy,				
Dissimulation	n, ·			
Inundation,				
Progenitor, Hilarity,	•			
Hilarity,				

II. Omissions to be supplied.—Supply the objectives, and punctuate, Century, conclusion, conqueror, descendants, dissension, Egbert, language, law, mountain, prince, spirit, states, submission, system, temper, valor, war.

KINGDOM OF ENGLAND.

The Saxons were as much if not more indebted to the — among the British — as to their own — for the fortunate — of their —. Such Britons as were timid submitted to the — imposed by their — while those who were of a more intractable and ferocious — retired to the inaccessible — of Wales and there enjoyed, and transmitted to their — their — manner and independent —. At the beginning of the ninth — a uniform — of government was established by — who reduced the Heptarchy either by war or by the — of the different — and formed the kingdom of England.

III. Correct the errors.—Sometimes it is made use of to give a small degree of emphasis.—We shall set down the characters made use of to represent all the elementary sounds.—The words made use of to denote spiritual or intellectual things are, in their origin, metaphors.—To illustrate the great truth in our times is often overlooked.

—Some characteristic circumstance was seized upon and invented.—James fired at and wounded the bird.

Latin Roots.—Pater, father.

Analysis and Parsing.—His character was censured as deceitful.—The means used were illegal.

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LESSON XV.

Literary Selection for Explanation and Study.

WOODEN RUINS.

A modern wooden ruin is of itself the least interesting, and at the same time the most depressing object imaginable. The massive structures of antiquity that are everywhere to be met with in Europe, exhibit the remains of great strength, and, though injured and defaced by the slow and almost imperceptible agency of time, promise to continue thus mutilated for ages to come. They awaken the images of departed generations, and are sanctified by legends and by tales. But a wooden ruin shows rank and rapid decay, concentrates its interest on one family or one man, and resembles a mangled corpse, rather than the monument that covers it.

It has no historical importance, no ancestral record. It awakens not the imagination. The poet finds no inspiration in it, and the antiquary no interest. It speaks only of death and decay, of recent calamity, and vegetable decomposition. The very air about is close, dank, and unwholesome. It has no grace, no strength, no beauty, but looks deformed, gross and repulsive. Even the faded color of a painted wooden house, the tarnished gilding of its decorations, the corroded iron of its fastenings, and its crumbling materials, all indicate recent use and temporary habitation.

-Haliburton (1802-1865.)

Oral Statement-Sketch......

Literary Analysis.

Principal Ideas.

Accessary Ideas.

Ouestions.

- 1. What is the opposite of modern?
- 2. What is the etymology of depressing?
- 3. Give a relative clause in place of imaginable.
- 4. What is the derivation of massive?
- 5. Change of antiquity to an adjective having the same meaning.6. Epitomize the second sentence.
- 7. Give the meaning of the third centence.
- 8. What is the meaning of (1) rank, (2) contracts?
- 9. Why has it "no historical importance—no ancestral record"?
- 10. In what else is the wooden ruin unlike the massive structure of antiquity?
- 11. What is meant by "vegetable decomposition"?
- 12. Give the meaning of dank.
- 13. What is meant by grace (16th l.)?
- 14. Name some of the fastenings used in a house.
- 15. What effect has the repetition of no in the 18th line?
- 16. Analyze and parse: A modern wooden ruin is of itself the least interesting, and at the same time the most depressing object imagin

Exercise.—Write a sketch of Wooden Ruins.

Phraseology and Composition.

I.—Add a second proposition which shall be a consequence of the first.

Science is a precious treasure:.....

Human respect is contemptible:.....

The poor are our brethren:.....

Appearances are often deceitful:

Commerce and industry are the fortune of a country:.....

Phraseology and Composition.

- II.—Make up a sentence about each of the following subjects, add adjuncts to the principal parts, and introduce a personification into each sentence: pestilence, waters, moon.
- III. Develop the following thought: Who speaks, sows; who listens, harvests.

Exercise on Homophonous Words.

IV. -1. Plate. 2. Plum. 3. Pour. 4. Praise. Plait. Plumb. Pore. Preys. Pleas. Pole. " Port. Pride. Please. Poll. Porte. Pried.

Whyte the dash occurs, insert a suitable word taken from the above list.

- 1. While at table a stupid fellow upset a plate and soiled a plait of a lady's dress.
 - accept my in behalf of this poor boy.
- 2. The little girl ate a —.

 The line does not hang —, because the is not heavy enough.

 The was struck c he with a hickory —.
- 3. the water out.

 See how those studiou _ oys over their books.

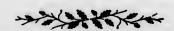
 Scarcely had the vest anchored in the at Constantinople when the America: tarted to visit the —.
- 4. the valiant.

 The hawk upon smaller birds.

 would not permit him to acknowledge his fault.

 The detective closely into the secrets of the domestic.

V.—Write a composition about Steamboats.



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SYNTAX OF THE ARTICLE.

CHAPTER II.—LESSON XVI.—Position.—Omission.

42. The article is placed before the noun which it limits; but when an adjective precedes the noun the article is placed before the adjective; as, "Beside the ruins of the cottage stands an aged elm." However, the article is placed immediately after the adjectives all, such, many, what, both, and those which are preceded by the adverbs too, so, as, or how; as, "Such a gift is too small a reward for so great a labor."

43. The article is not used:

I. Before the names of virtues, vices, passions, arts, sciences, &c.; as, "Vanity excites disgust."-" Geometry is a branch of mathematics."

2. Before titles merely mentioned as titles; as, "He is styled Marquis."

3. Before the names of things merely mentioned as words; as, Oak, elm, pine.

4. Before nouns implying a general state, condition, or habit; as, In terror, in haste.

1. Court,			2. Familiar,	
Extreme,	<u> </u>		Convulse,	
Attract.			Cultivate,	 4
Quick,		•	Civilize,	
Protect,	/		Employ,	
Execute.			Interpret.	

- II. Omissions to be supplied.—Supply the articles.
- 1. God has vocation for each one of us.

-- lilies of - field are under God's care.

He rendered services to — state.

I am sighing for — holidays, to rest.

2. I cannot write you - letter.

Your whole case lies in — nutshell. There lie — inexhaustible magazines.

- tree can draw on - whole air, - whole earth, on all - rolling. main.

III.—Correct the errors.—The pride is one of the capital sins.— The drunkenness degrades below the beasts.—The strength is & characteristic of Cardinal Newman's writings.—The geometry is a useful study.—He deserves the title of a gentleman.—The highest title in Canada is that of a Governor.—The maple, the beech, the birch, the oak, and the elm are names of Canadian trees.—Let us wait in the patience and the quietness.—The contemplative mind delights in the silence.

Latin Roots.-Planta, a plant.

Analysis and Parsing.—The memory of the just is blessed; but the same of the wicked shall rot.—Trath is a mightier weapon than the sword.

LESSON XVII.—The Article.—The Use of a or an.

- 44. The article a or an is used before nouns of the singular number only; as, a man, an eagle.
- 45. The article a is, however, sometimes used to give a collective meaning to an adjective of number; as, "A few men, a great many houses." Otherwise the indefinite article must never be used as even to seem to relate to a plural noun; as, "A house and gardens," should be, "A house and its gardens."
- 46. The indefinite article is usually required to convert the proper name of an individual so as to denote a class; as "Every poet is not a Milton or a Byron."

Oral Exercise.—What is an Article? (224).—How many Articles are there? (225).—Define the Definite—the Indefinite (226-227).—Where is a used?—Where is an used? (228-231).

I. Deliva	CIACO'CIL	e ino dell	vacives from eat	on word.	
1. Captive, Caution, Certain, Crime, Creed, Deity,			2. Accept, Cave, Circle, Corporate, Create, Dictate,		
II. Omis	sions to be	supplied	-Supply the art	icles.	
like - — stick p — ph — noble f lost i	— reality. out into wat enomenon raternity v n — snows	ter, general called refra vas founded of — Alps	d by St. Bernar	; but this is o	wing to
lt may al On a suc plain	so denote - lden, — ar s of — Car	— literary or my of nine matic.	of anything sepa for — artistic co ety thousand of struggle for life	mposition. came pouring	

Latin Roots.—Pars, a part.

rick Joseph is younger boy than his brother.

Analysis and Parsing.—A beautiful stream flows between the eld and the new mansion.—He is not so good a poet as historian.

III. Correct the errors.-My attendance was to make me hap-

pier man.—Argus is said to have hundred eyes, some of which were

always awake. - Excessive use of meats and drinks should be avoided.

-Foreigner and hired servant shall not eat thereof.-Worship is

homage due from man to his Creator.—The telephone is wonderful

invention.-We should always show strict adherence to duty.-Pat-

sion.

is placed ge stands rediately se which 'Such a

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LESSON XVIII.—Use of the Article.

47. The definite article is generally required:

1. When a noun in the singular number is regarded as the name of a whole class; as, "The lion is the king of beasts."

2. When a common noun becomes proper; as, The Pyramids, The

Terrace.

3. Before proper names of nations, societies, families; as, The Romans, The Dominicans, All the Howards. In direct address the article is not used; as, "Friends, Romans, Countrymen."

4. Before the names of ships and rivers; as, "I saw the Quebec sail

up the St. Lawrence."

5. When adjectives are used, by ellipsis, for nouns; as, "The

young are influenced by novelty; the old by custom."

Before the antecedent of the pronoun who or which in a restrictive clause; as, "The carriages which were formerly in use, were very

Norm.—Some other definitive may also be used; as, "These carriages which".......

7. Before a participial noun; as, " Great benefit is reaped from the

reading of history."

NOTE.—The indefinite article also may be used before a participial noun; as, "They shall be an abhorring unto all flesh."

L :	Formation of words	—Form derivati	ves from	the wor	ds given
	1. Grade,				
	Govern,				
***	Image,				
	Sublime,	<u></u>			
	Labor,	·			
	Elevatė,	· — .	•		
	2. Congregate,	, —			
	Human,				
	Subjugate,				
,	Conjure,				
	Legible,				
	Legible, Legislate,				

II. Omissions to be supplied.—Supply the articles.

- elephant is - most sagacious of all quadrupeds.

— oak reaches — great age.

ferry crosses every fifteen minutes to — Island.

- Jesuits have - honor of being intensely hated by - enemies of religion.

"Atlantic" was wrecked on — coast of Nova Scotia.

- good alone are great.

III. Correct the errors.—That name is not mentioned by historians who wrote at that time.—Substantives that end in ian, are such as signify profession.—Boasting is not only telling of lies, but also of many unseemly truths.—For revealing of a secret there is no remedy.

Latin Rects.—Persona, the mask worn by players.

Assiysts and Parsing.—At first the enemy gave way, but afterwards he repulsed the left of our line.—Fire is a better servant than master.

LESSON XIX.—The Article.—Repetition.

48. When nouns are joined construction without a close connection and common dependence, the article must be repeated; as, "I hate not the liar, but the lie."

49. The article is repeated before two or more adjectives connected by conjunctions when the qualities belong to different things; as, "A black and a white horse," that is, two horses, one black and the other white. But when the qualities belong to the same thing, the article should not be repeated; as, "A black and white horse," that is, one horse black and white.

50. A repetition of the article before several adjectives in the same construction implies a repetition of the noun; but when there is no repetition of the article the adjectives belong to the same noun.

51. In making a comparison, if we refer to one person or thing we must insert the article but once; but if we refer to two persons or things, we must use it twice; as, "He is a better speaker than writer." Here different qualifications of the same man are compared. But when we say "He is a better speaker than a writer," we refer to different men.

I. Formation of words.—Form derivatives from the words given.

1.	Sanguine,				
	Ascend,				
	Persecute,				
	Assess,				
	Consider,				
	Consign,	ar .	/ 		
2.	Satisfy,			,	
	Sense,				
	Secular,				
	Conserve,				
	Signify,	4.			
	Assist,			i	

II. Omissions to be supplied.—Supply the articles.

1. Never could man's gaze have rested on — scene more rich and bright.—All marveled at — strange shy grace of Mary's gentle son. —He sat by — way-side with weary hopeless mien.—Soft — evening shadows gather.

2. — lowing herd wind slowly o'er — lea.—— moon arose and shone brightly on the Niagara Falls.—— eyes of father and child met in a parting gaze of love.—Gay flowers embalm — air with a sweet subtle perfume.

III. Correct the errors.—The perfect participle and imperfect tense ought not to be confounded.—I despise not the doer but deed.
—For the sake of an easier pronunciation and more agreeable sound.
—The path of truth is a plain and safe a path.—He is a better speller than a reader.

Latin Roots.-Patior, to suffer; to endure.

Analysis and Parsing.—The original signification of knave was boy—Groves and meadows are delightful in spring

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LESSON XX.

Literary Selection for Explanation and Study.

LOSS IN DELAYS.

Shun delays, they breed remorse;
Take thy time while time is lent thee:
Creeping snails have weakest force—
Fly their fault lest thou repent thee:
Good is best, when soonest wrought,
Ling'ring labors come to naught.

Hoist up sail while gale doth last,
Tide and wind stay no man's pleasure,
Seek not time when time is past.
Sober speed is wisdom's leisure:
After-wits are dearly bought,
Let the fore-wit guide thy thought.

Time wears all his locks before,

Take, then, hold upon his forehead:
When he flies he turns no more;

And behind his scalp is naked:
Works adjourned have many stays,
Long demurs bring new delays.

Seek thy salve while sore is green,
Fester'd wounds ask deeper lancing;
After-cures are seldom seen,
Often sought, scarce ever chancing:
In the rising stifle ill,
Lest it grow against thy will.

Drops do pierce the stubborn flint,
Not by force, but often falling;
Custom kills with feeble dint,
More by use than strength prevailing:
Single sands have little weight,
Many make a drowning freight.

Tender twigs are bent with ease,
Aged trees do break with bending;
Young desires make little prease,
Growth doth make them past amending:
Happy man that soon doth knock
Babel's babes against the rock.

-R. Southwell (1560-1595)

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Literary Analysis.

Principal Ideas.

Accessary Ideas.

Questions.

1. Point out a figure in the first line.

2. Use an equivalent for breed.

- 3. Point out a figure in the second line.
- 4. Why say "time is lent thee"? 5. What are "creeping snails"?
- 6. Point out a figure in the 6th line.

7. Explain the 7th line.

8. Explain the 8th line.-

9. What is the meaning of the 9th line?

10. What then is to be done?

- 11. Tell what is meant by the 11th and 12th lines.
- 12. What figure is carried from the 13th line to the 16th?13. These four lines are a repetition of what idea?

- 14. Can you give a quotation from another author conveying about the same meaning as the 15th and 16th lines?
- 15. Epitomize the 17th and 18th lines.—One delay brings on another.

16. What is meant by green (19th l.)?

17. Express in different form the idea conveyed by the 20th and 22nd lines.

18. Where is the remedy given for this?

- 19. What may be learned from the 6th stanze?
- 20. What may be learned from the last stanza?

21. What is the meaning of prease (33rd l.)?

22. What are "Babel's babes"?

- 23. What do the last two lines of each stanza contain?
- 24. What form of the verb and the pronoun is used in this piece? 25. With what kind of clauses does this poem abound?

26. Parse thy (2nd l.), man's (8th l.).

27. Parse "thou repent thee" (4th l.).

28. Conjugate wrought (5th 1.) in the indicative mood.

29. What meaning is to be attached to little (29th 1.)?

30. Analyze and parse:

"Drops do pierce the s'ubborn flint, Not by force, but often falling; Custom kills with feeble dint, More by use than strength prevailing."

Exercise.—Paraphrase Loss in Delays.

Study.

Phraseology and Composition.

I.—Complete the proposition by a second which shall give a reason for what is said in the first.

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We must adore God..... It is just to love our parents,..... Avoid useless expenses,..... We must employ our time well,.....

- II .- Develop the following thought: Be silent when you give, speak when you receive.
- III.—State, in a connected form, some of the advantages to be derived from the thought of God.

Exercise on Homophonous Words.

IV .- 1. Prize. 2. Prior. 3. Populace. 4. Quire. Populous. Pries. Prier. Choir. President. Principal. Quarts. Radical. Precedent. Principle. Quartz. Radicle.

Where the dash occurs, insert a suitable word taken from the above list.

1. The boy who won the prize for gentlemanly deportment, pries too much into his neighbor's business. The - replied that no - justified them to pass such a

resolution.

- is the superior of a community of monks; and a —— is a person who pries. The — of the school is a man of —.
- 3. The —, in that city, was highly excited. The farmer gave three — of milk for a small piece of —.
- 4. The leader of the —— wants a —— of paper. It was from a noted — I learned that — means the germ of a root.

-Write a composition about the Guardian Angels.

SYNTAX OF THE ADJECTIVE.

CHAPTER III.—LESSON XXI.—Position.

52. The adjective is generally placed before the noun to which it relates; as, "A studious boy."

58. The adjective is placed after the noun in the following instances :-

1. When other words depend on it, or stand before it; as, "A man confident of his ability."-"An army ten thousand strong."

2. When the quality results from the action of the verb; as, "He:

dyes the cloth red."

3. When a verb comes between the adjective and its noun; as, "The door has been made wide."

54. The adjective may either precede or follow its noun in the following instances:—

I. When an adverb precedes the adjective; as, "A being infinitely

wise," or "An infinitely wise being."

2. When several adjectives belong to the same noun; as, "A man kind, brave, and generous," or "A kind, brave, and generous man."

3. In poetry; as, "Full many a gem of purest ray serene, the dark

unfathomed caves of ocean bear."

crown my earliest friend.

55. An adjective and its noun may both be qualified by other adjectives, and when such is the case the most distinguishing must be expressed next to the noun; as, "A venerable old man," not "An old venerable man."

56. The ordinal adjectives, first, second, third, and last, must be placed before the cardinal numbers, when used to specify a part of the same series; and after them to designate one of each of several different series; as, "The first three chapters of a book," means "The first, the second, and the third chapter."-" Three first prizes," means "Three prizes each of which is first."

I. Synonyms	-Give t	wo synony	ms of each ad	jective in this list.
1. Secular,			2. Irreligious,	
Irrational, Contemptible	=		Curious, Laughable,	
1. 7	Poolish, irr	ational, wo	-Supply suitable orldly, aughable, ridiculo	
1. —interests The schemes The conduct of	of freething	akers are	altogether ——.	of men.
2. Shame and re One step above The humorou	proach and the the sub	re general lime mak	ly the portion of es the ——.	the — and —
ful man will be	respected	I.—A mod	lest lady is resp	e clauses.—A truth

the germ

- is

give, speak

be derived

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adical.

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ove list. t, pries too ss such a

da-

Latin Roots.—Mirus, strange, wonderful.

Analysis and Parsing.—The noblest mind the best contentment has.—

Erocrastination is the thief of time.

cheek and curling lip, she stood in silent pride. - Let eternal blessings

LESSON XXII.—The Adjective. - Degrees.

57. In comparing but two objects or classes of objects the comparative degree is usually preferred; as, "John is taller than Henry, but Henry is the stouter of the two."

58. In a comparison between one object and others of the same class, when the comparative degree is employed, the latter term of comparison should never include the former; as, "Iron is more useful than all the other metals."

59. When the superlative degree is employed, the latter term of comparison must never exclude the former; as, "Iron is the most useful of all the metals."

1. Synonyi	us.—Ling s	ynonyms	or me adjective	es of this seci	tion.
1. Bad.			2. Unoffending		
Resentful,			Reproachful		
Angry,	V		Unjust.	·	
Guiltless,			Contageous,		
Adverse.			Blameless,	1	
Indolent,			Sleepy,		
Actual,			A.otive,		
II. Omissi	ons to be s	upplied	-Supply suital	ble adjectives.	
1. Angry (2), h 2. Evil, guiltl	asty, inoffensi ess, impertin	ive, repros ent, pestile	chful, spiritual, ential, unjust.	, temporal, vind	iictive.
1. Honor teac	hes a man n enough to re	ot to reve	onge a —— wo	rd.	
The 1	nan is very	soon off	ended; his —	- sentiment	spend
Ilseful and	anima	s have a	claim to our k	indness.	
			consists of lord		 ,
2. The Lord v	vill not hold	him	that taketh h	is name in va	in.
The owl sh	ricked at th	y birth-	an — sign.		
And the Lo	ord said: "H	lear wha	t the —— jud	e saith."	
	of infidelity		,	,	
			out things -		
V MIRG III	r re mon under	TRI A A STATE	oge minge -	-• '	

III. Correct the errors.—Brazil is larger than any country in South America.—Milton's Paradise Lost is more sublime than any poem in the English language.—John is the tallest of the two boys.

—My father loves me more than all his children.—Venus is the brightest of all the other planets.—Shakespeare is more faithful to the true language of nature than any writer.—Gold is the most precious of all the other metals.—Of all other beings, man has certainly the greatest reason for gratitule.—This boy is brighter than any other of his brothers.—The English tongue is the most susceptible of sublime imagery, of all other languages in the world.—Silver is whiter than any metal.—Asia is larger than any continent.—The Pacific is calmer than any ocean.

Latin Roots .- Mitto, to send.

Analysis and Parsing.—" He that followeth me walketh not in darkness," saith the Lord.—My little children, love one another.

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Lesson XXIII.—Adjectives.—Degrees.—Numbers.

- 60. When equality is denied, or inequality attrimed, weither term of comparison should include the other as, "No king of England was so able as Alfred the Great." It should be, "No other king of England was so able as Alfred the Great,"
- 61. Double comparatives and double superlatives are improper; as, Less nobler, most straitest. Say, less noble. straitest.
- 62. Those adjectives whose signification does not admit of different degrees should not generally be compared, nor preceded by adverbs of digreo; as, Supremest, So universal.
- 63. When the adjective is necessarily singular or necessarily plural. the noun must be made so too; as, Four feet long, twenty pounds.

nonyms.—Givė sy	nonyms of the adje	ectives of this section.
Abominable,	•	•
Invincible,		
Subject,		•
Humble.	0	
Modest.		
Obedient.		
Agreeable.		
Conformable.		
Competent.		
Fit.		-
		Invincible, Subject, Humble, Modest, Obedient, Agreeable, Conformable, Competent,

II. Omissions to be supplied.—Supply suitable adjectives.

Common, detestable, insuperable, modest, subject.
 Apt, competent, conformable, many, obedient, pleading, wise.

1. By reason of his cruelty he became —...Some persons have an - aversion to the study of metaphysics.—All human institutions are — to decay.—One — right the great and lowly claim.—A man truly —— is as much so when he is alone as when he is in company.

2. John George is very —— to his parents.—A —— countenance denotes tranquility and contentment.—The decisions of a judge must be strictly — to the letter of the law.—Man is not — to decide upon the good or the evil of —— events that befall him in this life. —If you hear a —— sentence or an —— phrase, commit it to memory.

III. Correct the Errors.—Noe and his family outlived all the people that lived before the flood.—No person feels so much the distresses of other as they who have experienced distresses themselves.— This was the most unkindest cut of all.—This, I say, is not the best and most principal evidence.—More universal terms are put for such as are more restricted.—That man is six foot high.—They carry three tier of guns at the head; and at the stern two tier.—The stalls must be ten foot broad.—You may see the train coming at a distance of three mile.—These verses consist of two sort of rhymes.

Latin Roots.-Modus, a manner.

Analysis and Parsing.—On some fond breast the panting soul relies.—He had only fifty men with him.

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LESSON XXIV.—Adjectives This, That, etc.

- 64. The pronominal adjectives this and that should relate to nouns of the singular number only; their plurals, these and those, to plurals; "This hand, these hands; that kind, those kinds."
- 65. When this and that, or these and those, are contrasted, this or these should represent the latter term, and that or those the former; as, "Both wealth and poverty are temptations; that tends to excite pride, this, discontent."

"Farewell my friends ! farewell my focs!
My peace with these, my love with those."—Burns.

- 66. Adjectives should not be used for adverbs; as, "He writes elegant."—"It is a remarkable good likeness." Say rather, "He writes elegantly."—"It is a remarkably good likeness."
- 67. In poetry, adjectives relating to the noun or pronoun, are often used elegantly instead of adverbs modifying the verb or participle; as, "Gradual sinks the breeze

Into a perfect calm."—THOMPSON.
"Firmer he roots him the ruder it blow."—Scott.

68. When a participial adjective is followed by the objective case, a preposition must be inserted to govern it; as, "He did not think it deserving his attention," should be "He did not think it deserving of his attention."

I	Synony	ymsFind	d synony	ms of the adjectives	of this	section
1. P	olite,			2. Ignorant,		' —
· F	lude,			Unruly,		
A	brupt,			Obstinate,		
E	Exact,			Violent,		
C	hief,			Peculiar,		

II. Omissions to be supplied.—Supply suitable adjectives.

Barren, exact, illiterate, particular, polite, punctual, rude, ruffian-like, rugged.

An ignorant man who sets up to teach others is said to be an —— preacher.—A pedant among men of learning and sense is like an ignorant servant giving an account of —— conversation.—Vane's bold answers, termed —— and ——, furthered his condemnation.—The evils of life appear like rocks and precipices, —— and —— at a distance.—A merchant should be —— in his accounts, —— in the details of business, and —— in keeping appointments.

III: Correct the syntactical errors.—Hope is as strong an incentive to action as fear: this is the anticipation of good, that of evil.—He speaks very fluent and writes rapid.—The work was done very good.—I cannot think so mean of him.—The following extracts are deserving the serious perusal of all.—The opinions of illustrious men are deserving great consideration.

Latin Roots.-Mordeo (morsum), to bite.

Analysis and Parsing.—She reads well and writes neatly.—He acted much more wisely than the others.

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LESSON XXV.

Literary Selection for Explanation and Study.

DEATH OF FATHER MARQUETTE.

A few days after Easter, he left the village¹, escorted by a crowd of Indians, who followed him as far as Lake Michigan. Here he embarked with his two companions. Their destination was Michillimackinac, and their course 5 lay along the eastern border of the lake. As, in the freshness of advancing spring, Pierre and Jacques urged their canoe along that lonely and savage shore, the priest lay with dimmed sight and prostrated strength, communing with the [Blessed] Virgin and the angels. On the nineteenth 10 of May, he felt that his hour was near; and, as they passed the mouth of a small river, he requested his companions to They complied, built a shed of bark on a rising ground near the bank, and carried thither the dying Jesuit. With perfect cheerfulness and composure, he gave directions 15 for his burial, asked their forgiveness for the trouble he had caused them, administered to them the sacrament of penance, and thanked God that he was permitted to die in the wilderness, a missionary of the faith, and a member of the Jesuit brotherhood. At night, seeing that they were 20 fatigued, he told them to take rest, saying that he would call them when he felt his time approaching. Two or three hours after, they heard a feeble voice, and, hastening to his side, found him at the point of death. He expired calmly, murmuring the names of Jesus and Mary, with 25 his eyes fixed on the crucifix which one of his followers held before him. They dug a grave2 beside the hut, and here they buried him according to the directions which he had given them; then re-embarking, they made their way to Michillimackinac to bear the tidings to the priests at the 30 mission of St. Ignace.

—Parkman.

Oral Statement-Sketch......

^{1.} Kaskaskia, about seven miles below the site of the present town of Ottawa, Illinois.

^{2.} In 1877 the Very Rev. Father Jacker discovered the remains of the heroic missionary Father Marquette, at the village of St. Ignace, on the site of the little church where they had been interred, June 9th, 1677, just two hundred years before.—Catholic World, Nov., 1883, p. 285.

Literary Analysis.

Principal Ideas.

Accessary Ideas.

Questions.

- 1. What is Easter?
- 2. What is a village?
- 3. What is meant by "crowd" (2nd 1.)?4. What is meant by "Indians" (2nd 1.)?
- 5. Where is Lake Michigan?
- 6. Explain (1) "embarked," (3rd 1.); (2) "destination," (4th 1.).
- 7. What was Michillimackinac?
- 8. What is meant by "border of the lake"?
- 9. What is meant by "their course"?
- 10. What is meant by "freshness of advancing spring"?
- 11. Give synonyms of "urged" (6th l.):
- 12. What is a canoe?
- 13. Point out the alliteration in 7th line.—... (What is alliteration?)
- 14. Explain "savage shore." —.... (Give other meanings of savage.)
- 15. What is meant by "dimmed sight"?-...(What caused the dimness of Father Marquette's eyes?)
- 16. What is meant by "prostrated strength"?-....(Is there an alliteration in "prostrated strength"?)
 17. What is meant by "communing"?
- 18. Who is the B. Virgin?—What are angels?
- 19. What is meant by "his hour was near" (10th 1.)?
- 20. What is meant by "the mouth" of a river?
- 21. Explain (1) "requested," (2) " to land"?—....(Give synonyms of requested.)
- 22. Give synonyms of "complied."
- 23. What is meant by a "shed" (12th l.)?—Name some words that could be used in place of shed.
- 24. What is meant by "Jesuit" (13th 1.)?
- 25. Give synonyms of "composure" (14th 1.)?
- 26. Explain "gave directions for his burial.
- 27. What is the "Sacrament of penance"?—When was this Sacrament instituted?....
- 28. Explain (1) "wilderness," (2) "missionary of the faith," (3) "brotherhood "(18-19th ll.).
- 29. Give synonyms of "fatigued."
- 30. Explain " rest " (20th 1.)
- 31. Explain "time approaching" (21st l.).
- 32. Explain "feeble voice" (22nd l.)..... (What caused this feebleness ?)
- 33. What figure in "point of death" (23rd 1.)?
- 34. What figure in "murmuring" (24th l.)?
- 35. Why do Catholics invoke Jesus and Mary at the hour of death?
- 36. Why do Catholics at the hour of death desire to gaze upon a crucifix?
- 37. Distinguish between "companion" and "follower"?—Is the word "companions" (3rd 1.) the most appropriate word?

Questions.

38. Explain "tidings" (29th 1.) 39. Where was the "Mission of St. Ignace"? 40. What is meant by the "Mission of St. Ignace"? 41. Of what mood and tense is left? - (Conjugate it in the third person singular of the Indicative Mood.) 42. Parse that (7th l.).—.....(Give the plural of that.)
43. Why is Blessed inclosed in brackets? 44. Of what tense is built (11th l.)?—(Conjugate it in the Potential Mood, third person plural.) 45. Analyze into their parts: freshness, cheerfulness, forgiveness, missionary, brotherhood. 46. Analyze and parse the first sentence. painting on the appending of Exercise.—Write a sketch of Father Marquette. man there are in a second to a second to the a specialist the afficiency of an --- and an --in a state of the section of the sec Phraseology and Composition. The engineers of the -- and area of the course or over I.—Add an inference to each of the following propositions:— 1. To satisfy for sin Jesus Christ suffered and died;..... 2. The M. B. Virgin'is the mother of Jesus Christ, who is God: 3. Christian signs and practices have often been found in infidel countries ; . . . 4. "He who loves danger shall perish in it";..... II.—Enlarge the following thoughts by a series of expressions forming a climax :--1. Nothing discourages the good soldier, 2. All things please us in the country

III.—Express some ideas that may be introduced into a composition

A MORNING IN SPRING.

A CONFLAGRATION.

entitled

of death?
pon a cruci'?—Is the
vord?

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Exercise on Homophonous Words.

IV	-1. Reck.	2. Rime.		3. Rite.	4. Rood.
-	Wreck.	Rhyme.		Right.	Rude.
• 5.	Reek.	Rigor.	t	Write.	Room.
	Wreak.	Rigger.		Wright.	Rheum.

Where the dash occurs, insert a suitable word taken from the above list.

- You seem to reck little whether we visit the wreck or not.
 The horses with heat.
 Do not your vengeance upon a helpless child.
- 9. is white frost.

 Blank verse is verse without —.

 The of that vessel treated his workmen with —.
- 8. It is not —— to ridicule a religious ——.

 for a —— to fix the wheel of my carriage.
- 4. The farmer acted in a ____ manner because the landlord would not sell him a ____ of land.

 The dampness of the ____ has given John a severe ____.

V.-Write a composition about THE RISING SUN.



Lesson XXVI.—Pronominal Adjectives.

69. The pronominal adjectives either and neither relate to two things only; when more than two are referred to, any and more, or not one, should be used; as, "Either of the two."-" Any of the three."-"None of the four," or "Not one of the four."

70. The adjective whole must not be used in a plural sense for all;

as, "All the inhabitants," not "The whole inhabitants."
71. The pronoun them should never be used instead of the pronouninal adjectives these or those; as, "Give me those books," not "Give me them books."-" I bought these gloves for a dollar," not " I bought them gloves'

72. The reciprocal expression, one another, should not be applied to two objects; nor each other or one the other to more than two; as, "David and Jonathan loved each other tenderly," not "David and Jona-

than loved one another."

	200 1 1 1 1 1 1	
I. Synonyms.—Find	synonyms of the adject	ives in this list.
1. Pressing,		
Avaricious,		
Economical,		
Beneficent,	" 	 -
Incidental,		• •
2. Contracted,		
Answerable,		*
Powerful,		
Royal,		
Fevorable		

- II. Omissions to be supplied.—Supply suitable adjectives,
 - Economical, last, narrow, parsimonious, urgent.
 Answerable, beneficent, contingent, human, regal.
- 1. Let a father seldom strike, but upon very necessity, and as the — remedy.—A prodigal king is more of a tyrant than a one.—A person who has but narrow means should be -

-Resentments are not easily dislodged from - minds.

- 2. The most of all beings is He who hath an absolute fulness of perfection in Himself.—We see how a —— event buffles mane' knowledge and evades his power. - The leader of the opposition would like to make the government — for the errors of — nature.—On the death of Charles, the —— power was abolished.
- III. Correct the false syntax.—Did either of the company stop to assist you?—There are twenty here, but neither of them will answer. -Either of the three may go with you.—Where are them books that I bought yesterday?—Go and tell them boys to be still.—Which of them three dictionaries is the most useful?—We should not use SMALL and will promiscuously for one another.—John Francis and James love one another.—The people of the northern districts live remote from each other.—Teachers like to see their pupils polite to each other.—In the classification of words, almost all writers differ from each othe .-The courier who arrived from the battle-field related the whole particulars.—Does not all proceed from the law which regulates the whole departments of the state.

Lutin Roots.—Moneo, to put in mind; to warn.

Analysis and Parsing.—The house is about twenty feet wide.—I have several copies; you are welcome to these two.

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Rood.

Rude.

Room. Rheum.

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AX OF THE PRONOUN.

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w .~				TRIC	Cilicia	V.		0.5	

7.8. A pronoun agrees with its antecedent, or the noun or pronoun which it represents in person, number, and gender; as This is the friend of whom I spoke; he has just arrived."

The following are exceptions to the above rule:

1. When the pronoun stands for a person or thing indefinite or unknown; as, "I do not care who knows it."—"Who spoke !"—"Tell me who it was."

2. The neuter pronoun it may be applied to a young child, or to other creatures masking or feminine by nature, when they are not obviously distinguished with regard to sex; as, "Which is the reat friend of the child, the person who indulges it, or the person who corrects it?"—"The nightingule sings must sweetly when it sings at night."

most sweetly when it sings at night."

3. The pronoun it is often used without a definite reference to any antecedent, and is sonietimes a mere exploitive as, "They seek to lord it over the neighboring nations."—It is time for you to go home."

4. A singular antecedent with the djective many may sometimes admit of a plural pronoun; but never in the same clause; as,

"In Howick twinkled many a light Behind him soon they set in night."

75. When the pronoun represents the name of an inanimate object personified, it agrees with the antecedent in the figurative, and not in the literal-sense; as, "Grim darkness furls his leaden shroud."

I. Synonyms.—Give synonyms of the words of the	is section.
1. Ability,	
Applatise,	J 332 1
Qualification (**	Transporter of State of
Account of the smallest the state is the same is a second	11.3 3 . 15 .
Los 2, Deed	- CHANGE A
4 man Acquaintance,	1
Acrimony, Acrimony,	
Sagacity, was a series of the	
า ยองแล้ว สุดให้เกิด หนึ่ง การ จักรเลย การสำนัก เลย ก็กุ้ง การ	· 0 ·
LL Omissions to be supplied - Supply the corre	ect word from

n the about list or a synonym.

Abilities, accomplishments, qualification.

2. Acciamation, applause, graphic, narrative, shrewdness.

1. Natural — are like natural plants, they need pruning by tudy.—That gentleman has many —, but has not the — for the office of president.

2. He was received with _____, and his speech met unbounded -The account of the battle was —; the of Vetromile's travels are interesting.—Hannibal showed great — in discerning the intentions of his enemies.

III. Correct the false syntax; The subject is to be joined with his predicate. No one knows what jeys or somews await them to morrow. His form had not lost all his original brightness.—I have lost my home. Here you seen at?—And hobody else would make that city their refuge any more.—Every soldier drew their sword.

Latin Reets.—Via, a way.

Atmitysic and Parsing.—What is it that vexes you?—Trust not him whose friendship is bought with gold.

LESSON XXVIII, -- Use of Pronouns.

76. A pronoun should not be introduced in connection with words that belong more properly to the antecedent; as "The sun he is setting." Omit he.

77. A change, of number in the second person, or even a promiscuous use of you, and ye in the same case and same style, is inelegant; as, "Ye sons of sloth, you offspring of darkness, awake from your sleep."

78. The relative who is used in referring to persons, and to animals personified; and which, to the inferior animals and things without life; as, "The generator bo icommanded."- "The wolf who spoke to the lamb."—"The book which was lost." >

79. Nouns of multitude, unless they express persons directly as such, should not be represented by the relative who; as, "The family whom I visited."—That would be better?

I. Synonyms.—Find two synonyms of each word of this section. 1. Action. Penetration. Axiom, - . Address, 2. Admiration. Access. - · Caution, Advantage, in a composer of the contraction II. Omissions to be supplied.—Supply a suitable pronoun. Love - neighbor, and he faithful in the union have with -.- I do not care knistes it. Let there be no quarrels or envy among --- that shall make --- as little as this child, shall be the greatest in the kingdom of Heaven.—Hard has been the fate of many a great genius; while — h conferred immortality on others, — have been forgotten that humbleth shall be exalted.—Let — thinks wis stands take heed lest - fall. Massillion is perhaps the most elegant witter

III. Correct the false syntax.—Patrick loves to work; but William, alas! he is very idle.-Many words they darken speech,-These praises be inclined to shun them. Neither art thou such a one as to be ignorant of what you like.—Thou art my brother, else I would reprove you.—This is the horse whom my father imported.— The ground was cleared of the corpses who covered it .-- He inst and fed the crowds who surrounded him. The wild tribes wild inhabited the country around Lake Huron were converted to Christianity.

Latin Roots. Verto (versum), to jurne and the state of th

Analysis and Parsing. Submit one to the other for fear of Jesus Christ. It is not true that he said you are want.

noun or gender; rived."

unknown : was." r to other iously dis-child, the igale sings :

y anteced-

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ed ____ travels e inten-

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not him

LESSON XXIX.—Use of Pronouns.

- 80. A proper name taken merely as a name must be represented by which, and not by who or that; as, "Nero, which is but another name for cruelty."
- 81. That is equally applicable to persons and animals. It is preferred to who or which :-
 - 1. When both persons and things are referred to.
 - 2. When who is the antecedent, to prevent repetition.
 - 3. After an adjective in the superlative degree. 4. After same, all, and the adjectives very and no.
 - 5. After it, used indefinitely.

Anger.

- 6. After an unlimited antecedent which the relative and its verb are to restrict.
 - 7. In general where the propriety of who or which is doubtful.
 - I. Synonyms.—Find synonyms to the words of this section.
 - 1. Defender. Attachment, Affinity, Affliction. Riches. 2. Affront, Agony. Agreement, Amusement,
 - II. Pronouns.—Supply suitable pronouns.
- 1. John; was at school, wrote a letter to --- father.
 - Bolomon was the wisest man the world ever saw.

 was the fittest person could be found.

 are the same persons we saw before.
 - All ____ beauty, all ___ wealth e'er gave.
- 2. It is the best scheme --- could be devised. He spoke of the men and things — he had seen.

This is the most useful art that men -

Massillion is perhaps the most eloquent writer of sermons modern times has produced.

Who can ever be easy, who is —— with his own ill conduct?

III. Correct the false syntax.—He was the first who came.—Nero (who is another name for cruelty) was a Roman emperor.—Nations who do not foster religion and education cannot prosper.—Men who are avaricious are never content.—It was he who did it.—It is the same picture which you saw before.—The infant whom you saw in the cradle is sick.

Latin Boots.-Nesce (nestium), to know. Nomen, a name.

Analysis and Farshig.—He was the fittest person that could be found.—You see very well that I never did to.

LESSON XXX.

Literary Selection for Explanation and Study.

THE DEATH OF THE FLOWERS.

The melancholy days are come, the saddest of the year, Of wailing winds, and naked woods, and meadows brown and sear.

Heaped in the hollows of the grove, the autumn leaves

lie dead ;

They rustle to the eddying gust, and to the rabbit's tread.

The robin and the wren are flown, and from the shrube the jay.

And from the wood-top calls the crow, through all the gloomy day.

Where are the flowers, the fair young flowers, that lately, sprang and stood

In brighter light and softer airs, a beauteous sisterhood?

Alas they are all in their graves—the gentle race of flowers

Are lying in their lowly beds, with the fair and good of ours.

The rain is falling where they lie; but the cold November, rain

Calls not from out the gloomy earth the lovely ones again.

The windflower and the violet, they perished long ago,

And the brier-rose and the orchis died amid the summer

But on the hill the golden-rod, and the aster in the wood, And the yellow sunflower by the brook in autumn beauty stood.

Till fell the frost from the clear cold heaven, as falls the plague on men,

And the brightness of their smile was gone from upland, glade, and glen.

And now, when comes the calm, mild day, as still such days will come,

To call the squirrel and the bee from out their winter home; When the sound of dropping nuts is heard, though all the trees are still.

And twinkle in the smoky light the waters of the rill;

35 The South-wind searches for the flowers whose fragrance late he bore,

And sighs to find them in the wood and by the stream no more.

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me.—Nero
r.—Nations
—Men who

—It is the asaw in the

be found.

And then I think of one who in her youthful beauty died, 40 The fair, meek blossom that grew up and faded by my side: In the cold, moist earth we laid her, when the forests cast the leaf.

And we wept that one so lovely should have a life so brief; Yet not unmeet it was that one, like that young friend 45 of ours

So gentle and so beautiful, should perish with the flowers.

-William Cullen Bryant (1794-1878).

Oral Statement-Sketch.

Literary Analysis.

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Principal Ideas. Accessary Ideas.

Questions.

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1. When do the flowers decay?

2. Why are the days on which the flowers fade called "melancholy days"?

8. What causes the "wailing of the winds"?

Why have the robin, the wren, and the jay flown away?

5. What do the 14th and 15th lines contain?

6. What is meant by "with the fair and good of ours"?

7. Peraphrase the 16th-18th lines.

8. What reference is made in the 16th—17th lines?

9. Describe the windflower, the violet, briar-rose, orchis.....

10. What flowers remain in bloom till the end of autumn?

12. Define upland, glade, glen...
13. What does the 4th stanza describe?

14. What reference is made by the poet in the last stanza?...

15. Point out a figure in the 40th line.

16. Express in one word, "When the forests cast the leaf." 17. What figure is contained in "So gentle and so beautiful "?

18. What kind of poetry is this? provide 1 kgs. Tribble of 12000

19. Make a list of the adjectives in the first stanza.... Classify each. 20. Parse jay (8th 1.). 21. Parse Alas / (14th 1.)

I bel free or most of the trail, man of militar build

Charles of it and with Dark

22. Parse ours (15th 1:)

28. Parse: November (16th 1). and in the second of the second

25. Analyze and parse the 9th—11th lines.

Exercise.—Paraphrase Death of the Flowers.

died. side: s cast

brief: friend

ers.

1878).

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V.—Write a composition on Sunser.

Phraseology and Composition.

I.—Vary the construction of the following sentence five times, without changing its meaning:-

Death has nothing frightful for him who has nothing to fear.

II.—Express some ideas suitable for a composition entitled A GRAND HOLIDAY.

III.—Make some connected statements about each of the following:

THE MODEST MAN.

THE PROUD MAN.

Exercise on Homophonous Words.

IV.—1. Root. 2. Rouse. Route.

Rows. Ruff.

3. Sane. Seine.

4. Senior. Seignior. Sheer,

Rote. Scull. Rough. Wrote. Skull. Shear.

Where the dash occurs, insert a suitable word taken from the above list.

1. The naturalist discovered a rare root, on his route through the woods.

The boy — the poem and recited it by

2. So many — around the tavern will — the anger of the people in the neighborhood.

A despicable — ran away with the young lady's -

3. Strive to have a — mind. Paris is built on the ----.

The boatman struck the rowdy on the — with a — belonging to the boat.

4. James is Henry's —— by three years.

The —— of this beautiful place will soon be here.

It was --- nonsense to --- the sheep that came from Ayr-

LESSON XXXI.—Relative Pronouns.

82. When two or more relative clauses connected by a conjunction have a similar dependence in respect to the antecedent, the same pronoun must be employed in each; as, "O Thou who art, and who wast, and who art to come."

83. The relative, and the preposition governing it, should not be omitted when they are necessary to a proper connection of the parts of the sentence; as, "He is still in the situation

in which you saw him."

84. An adverb should not be used where a preposition and a relative pronoun would better express the relation of the terms; as, "A cause where justice is so much concerned." Say, "A cause in which...."

1. Alarm.		2. Allow,		m those in this 3. Alchemy.	
Alienate,		Hat,		Aliment,	
Allay,		Alert.		Navigate,	
Sup,		Alkali,		Saturate,	
Russia,		Italy,		Sardinia,	
II. Prono	uns.—St	pply suitab	le pronou	ns.	
1. H · 2. I	le, him, h lis, them	im, which, which, they, which,	hich, who, which, wh	who, which, which ich, which	b
			exists,	or of — y	ve can have
	on, is a r to: obey		so much	above —, an	d — made
severi	ty.			led was remar	,
What else placed		urgoyne.do	in the ci	rcumstances in	he was
2. In the pos			h Al		1
In the ten	iper of n	nind in ——	ne was t	nen. Tom ot messen	.
Ma haine	mo	the condition	ho too	freely represent	10. '
To bring -					
To bring - He drew to merite		ation in —	— ne 100	ricory represent	ted — own

sesses a taste for reading, can find entertainment at home.—But what we saw last, and which pleased us most, was the character of the old miser.—The book where I read that story is lost.—A few remarks as to the manner how it should be done, must suffice.—There is no rule given how the truth may be found out.—He assigns the principles where their power flows.—The man who came with us, and that is dressed in black, is a clergyman.

Latin Roots.-Novus, new.

Analysis and Parsing.—Observe them in the order in which they stand.

—I am as good a man as ha

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LESSON XXXII.—Relative Pronouns.

85. To prevent ambiguity or obscurity, the relative should generally be placed as near as possible to the antecedent; as, "He is like a beast of prey, that is void of compassion." Say, "He that is void of compassion, is like a beast of prey."

86. The pronoun what should not be used instead of the conjunction that; as, "Think no man so perfect but what he

may err." What should be that.

87. A pronoun should never be used to represent an adjective; as, "Be attentive, without which you will learn nothing." Say, "Without attention."

I.	Synonyms.—Find syn Administration,	nonyms of the wo	ords in this section:
	Administration,		
	Avarice,	7	
	Allowance,		
	Spectator,		
	Spectator, Ambassador,		<u> </u>
	Bent,		
	Amusement,		

II. Omissions to be supplied.—Supply the omissions by inserting one of the above words or a synonym.

Allowance, amusement, bias, plenipotentiary (2), wages.
 Attack, breeze, collection, charm, coadjutor, heed, onset.

1. Historians say Gascoigne was impartial in the — of justice.— His — was so small that he could not pay a servant's — .—Lord Beaconsfield was an English — at the Berlin Conference.—Strong minds will be strongly —, and usually labor under a strong — .— Idle people like — .—The terms of peace were agreed to between the French and German — .—

2. Assigning to each his part: to one the —, to another the cry of — .—There is a valuable — of books in Laval University.—
The present Archbishop¹ of Philadelphia was formerly — to the Archbishop of St. Louis.—A land — is a wind blowing regularly from the land.—It is a way of calling a man a fool to give no — to what he says.—Setting the attraction of my good parts aside, I have no other —.

III.—Correct the errors.—It gives a meaning to words which they would not have.—A man has no right to judge another, who is a party concerned.—He would not believe but what I did it.—James said what he would come.—They accounted him him honest, which he certainly was not.—Some men are too ignorant to be humble; without which there can be no docility.—To be dexterous in danger, is a virtue; but to court danger to show it, is a weakness.—And others differed very much from the writer's words to whom they were ascribed.—Thou, who hast thus condemned the act, art thyself the man that committed it.

Analysis and Parsing.—Think no man so perfect but that he may err.—I would rather go to prison than commit so base an act.

^{1.} Archbishop Ryan.

LESSON XXXIII.—Agreement of Pronouns.

88. When a pronoun has two or more antecedents connected by and, expressed or understood, it must agree with them in the plural number; as, "James and John will favor us with their company."

89. The pronoun must be in the singular:—

1. When the antecedents are but different names for the same person or thing.

2. When the antecedents are limited by the adjective each, every,

3. When the antecedents are emphatically distinguished.

90. When the antecedents are of different persons the first person is preferred to the second, and the second to the third; as, "James, John, and I are attached to our country."

91. In expressing the gender of a pronoun which has antecedents of different genders, the masculine should be preferred to the feminine, and the feminine to the neuter.

I. Opposition of	meaningFind	words conveying	nearly	an	op.
posite meaning.					

l. Beginning,		2. Succession,	
Bearing,		Similarity,	
Gathering,	·	Agreement,	
Correlation,		Unison,	
Durable,		Earliness,	
Dependence,		Equality,	
Youth,		Greatness,	
Coalescence.		Continuous,	

II. Pronouns. - Supply suitable pronouns.

1. His, itself my, than, which.
2. His, its, its, our.

1. This great philosopher and statesman continued in public life till — eighty-second year.—Remember this, O Jacob and Israel! for — art — servant.—In that strength and cogency — renders eloquence powerful.—No flower, no shrub, no tree, shows — in that desert

2. Truth, and truth only, is worth seeking for —— own sake.—The good man and the sinner too, shall have —— works examined.—Every plant and every tree produces others after —— own kind.—Henry and you and I are attached to —— parents.

III. Correct the errors.—Faith, hope, charity, had left its mark on his character.—This great physician and surgeon could heal others; themselves they could not heal.—Brazil, and India also, is noted for their diamonds.—Each book, and each paper is in their place.—You and he will not disobey their mother.—Not only Wellington, but Nelson, greatly distinguished themselves in this war.—Discontent and sorrow manifested itself in his countenance.—The good man, and the sinner too, shall have their reward.

Intin Roots.—Opus (operis), a work.

Analysis and Parsing.—The butler, and not the baker, was restored to his office.—All but he had fied.

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LESSON XXXIV.—Pronouns and their Antecedents.

- 92. When a pronoun has two or more antecedents connected by or or nor, it must agree with them in the singular number; as, "John or James will favor us with his company."
- 93. When antecedents of different persons, numbers, or genders, are connected by or or nor, they cannot with strict propriety be represented by a pronoun that is not applicable to each of them.
- 94. When the antecedent is a collective noun conveying the idea of plurality, the pronoun must agree with it in the plural number; but when it conveys the idea of unity, the pronoun must be singular; as, "The council disagreed in their sentiments."—" The nation will enforce its laws."
 - I. Derivatives.—Find two words derived from each word in the list.

Physic,	1		
Fop,		, h	
Catholic,		•	
Camphor, Perpetrate,		. ,	
Perpetrate,	-		-11
Cheer,			
Province.	-		

- II. Pronouns.—Supply suitable pronouns.
 - 1. His, its, they, they. 2. Him, its, them, whom, what.
- 1. It is in vain for a people to expect to be free, unless —— are first willing to be virtuous.—See the herd as — wind slowly through the forest.—He that spareth the rod hateth — son.—The army, after - defeat, retreateth to the neighboring fortress.
- 2. He is a man —— there is no reason to suspect.—The army mutinied because the government refused to pay ----- Do you expect the lad ever to become — you would wish — to be?—It is a mistake for some to think that every religious congregation has a right to adopt --- own creed.
- III. Correct the errors.—The false refuge in which the atheist or the sceptic has intrenched themselves .-- If an ox gore a man or a woman, that they die, then the ox shall surely be stoned.—If you can find a trisyllable or a polysyllable point them out.—It is difficult to deceive a free people respecting its true interest.—The meeting went on with their business as a united body.—Neither Robert nor Eliza was perfect in their lessons.—No thought, no word, no action, however secret, can escape in the judgment, whether they be good or evil.—If any man or woman shall violate their pledge, they shall pay a fine.-The crew were next called on deck to receive its orders.

Latin Boots .- Po'no (positum), to put.

Analysis and Parsing.-Hatred and animosity are inconsistent with Christian charity.—Let that be done which is ordained by the will of God in

LESSON XXXV.

Literary Selection for Explanation and Study.

THE VALLEY OF MEXICO.

The Spaniards, turning an angle of the Sierra, suddenly came on a view which more than compensated the toils of the proceding day. It was that of the Valley of Mexico, which, with its picturesque assemblage of water, woodland, and cultivated plains, its shining cities and shadowy hills, was spread out like some gay and gorgeous panorama before them.

In the highly rarified atmosphere of these upper regions, even remote objects have a brilliancy of coloring and a distinctness of outline, which seem to annihilate distance. Stretching far away at their feet were seen noble forests of oak, sycamore, and cedar, and beyond, yellow fields of maize, intermingling with orchards and blooming gardens; for flowers, in such demand for their religious festivals, were even more abundant in this populous valley than in other parts of Anahuac.

In the center of the great basin were beheld the lakes, occupying then a much larger portion of its surface than at present; their borders thickly studded with towns and so hamlets, and in the midst, like some Indian empress with her coronal of pearls, the fair city of Moxico, with her white towers and pyramidal temples, reposing, as it were, on the bosom of the waters—the far-famed "Venice of the Aztecs." High over all rose the royal hill of Chapultepec, the resid-25 ence of the Mexican monarchs, crowned with the same grove of gigantic cypresses which at this day fling their broad shadows over the land. In the distance beyond, the blue waters of the lake, and nearly screened by intervening foliage, was seen a shining speck, the rival capital of Tezcuco, and still farther on, the dark belt of porphyry, girdling the valley around, like a rich setting which Nature had devised for the fairest of her jewels.

—Prescott (1796—1859.)

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17.

Literary Analysis.

Principal Ideas.

Accessary Ideas.

Questions.

1. From what is this description taken?

2. What is the Sierra?....Point out on the map....

3. Give synonyms of gorgeous.

4. Define panorama....

- 5. Why in regions high above the level of the sea are objects seen more distinctly, and at a longer distance?
- 6. Describe the oak, the sycamore, the cedar....

7. Where is Anahuac?...Point out on the map....

8. What is the meaning of basin as used here?

9. Point out a figure in the second paragraph.

10. What is the far-famed "Venice of the Aztecs"?....Why this name?

11. Point out Chapultepec on the map.

12. What is the cypress?....

13. Of what is the *cypress* an emblem?....(Give some Scriptural quotations.)

14. What lake is referred to (28th l.)?....(Point it out on the map.)

15. What is porphyry?

16. What is meant by "setting" as used the 31st line?

17. What is the subject of "was spread" in the second sentence?

18. Parse for (14th 1.)

Analyze and parse:—In the highly rarified atmosphere of these upper regions even remote objects have a brilliancy of coloring and a distinctness of outline which seems to annihilate distance.

Exercise. - Write a sketch of The Valley of Mexico.

Phraseology and Composition.

- I.—Make a number of statements about courage.
- II.—Express in a connected manner, several statements about emulation.
- III.—Vary the construction of the following sentences without changing the meaning.
 - J. The wisest is he who does not believe himself to be wise.
 - ? We expose ourselves to lose all in striving to gain all.
 - A Necessity is the mother of industry.

woodland, owy hills, ma before r regions,

suddenly

e toils of

f Mexico,

Study.

ng and a distance. forests of fields of gardens; ivals, were in other

the lakes, face than owns and oress with her white e, on the e Aztecs." the residthe same ling their yond, the tervening of Tezcuy, girdling ture had

6-1859.)

Exercise on Homophonous Words.

IV1.	Sign.	2. Side.	3. Scion.	4, Sloe.	
	Sine.	Sighed.	Sion.	Slow.	
1	Signet.	Sink.	Sleight.	Stationar	y
	Cygnet.	Cinque.	Slight.	Stationer	ÿ.

Where the dash occurs, insert a suitable word taken from the above list.

- To shake hands is a sign of friendship.
 The perpendicular drawn from one extremity of an arc to the diameter drawn through the other extremity is called a ——.
 The —— bore the impress of a —— head.
- 2. The wounded man when the physician pressed his or swim, said the boy to his dog.
 is the number five.
- 3. is the young shoot or twig; is a mountain in Judea.

 A boy of form showed great of hand.
- 4. The is the fruit of the blackthorn.

 The girl is very in her movements.

 Do not not remain in front of that store.

V .- Write an essay on MEMORY.



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LESSON XXXVI.—Verbs.—Agreement.

95. The adjuncts of the subject do not control its agreement with the verb; as, "The progress of the forces was impeded."

96. Any phrase, sentence, mere word, or other sign, taken as a whole and made the subject of an assertion, requires a verb in the third person singular; as, "To lie is base."—"Th

has two sounds."—" The 's is annexed to each."

97. When, by transposition, the subject is placed after an intransitive, or a transitive verb in the passive voice, care should be taken to make the verb agree with the subject and not with the attribute; as, "His pavilion were dark waters and thick clouds."—"Who art thou?"—"The wages of sin is death."

98. Intransitive, and transitive verbs in the passive voice, and their participles, take the same case after as before them, when both words refer to the same thing; as, "It is I."—
"The child was named John."

Oral Exercise.—In what must a finite verb agree with its subject? (390)—When a verb has two or more singular subjects connected by and, how must it agree with them? (391)—When the subjects are of different persons, how does the verb agree with them? (392)—How does the verb agree with singular subjects connected by or or nor? (393)—Give examples.

II. Verbs.—Where the dash occurs insert a suitable verb, or one of its synonyms, from the above list.

Allege,

Abet, absolve, confess, confuse, confound, revoke.

The modest and the diffident are often —, but the wicked are —.—The whole tribe —— the villany.—Jovian —— the laws Julian made against Christianity.—The apostles and their successors received the power to —— persons from sin.—The penitent —— sin and receives pardon.

III. Correct the syntactical errors.—The works of nature, in this respect, is extremely regular.—Six years' interest were due.—To obtain the praise of men were their only object.—The reproofs of instruction is the way of life.—Godliness are great riches.—We knew it to be they.—The comliness of youth are modesty and frankness; of age, condescension and dignity.—The United States is the great middle division of North America.—Are not twelve months' travel in Europe enough to tire any one?—These are them.—It could not be him.—It is us that they seek to please, or rather astonish.

Latin Roots. - Orbis, a circle, circular.

Absolve.

Analysis and Parsing.—To see the sun is pleasant.—That you have violated the law is evident.

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LESSON XXXVII.—Verbs.—Agreement.

99. Every finite verb not in the imperative mood should have a separate subject expressed; as, "I came, I saw, I conquered"; except when the verb is repeated for the sake of emphasis, or connected to another in the same construction, or put after but or than; as, "John has more fruit than [what] can be gathered in a week."—"They bud, blow, wither, fall, and die."—"How they tinkle, tinkle in the icy air of night."

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100. In selecting the proper tense, the order and fitness of time should be observed; thus, "I saw him yesterday," Not, "I have seen him yesterday."—"I have seen him to-day." Not, "I saw him to-day."

101. Propositions that are at all times equally true or false, should be expressed in the present tense; as, "Columbus knew that the earth is round," Not was.

102. That form of the verb should be used which is best suited to the style employed; as, "The clock has struck," instead of hath stricken.

		bs of nearly opp		
1. Precede,		2. Terminate,	 3. Include,	, —
Observe,		Fluctuate,	 Ferment.	
Co-operate,		Place,	 Locate,	
Dress,		Cover,	 Move,	
Advance.	-	Converge.	 Unite.	

- II. Omissions to be supplied.—Supply suitable verbs.
 - 1. Build, do, falls, intend, know, make, would be, write.
 2. Am, asserted, discover, is, is, produces, some, told, would.
- 1. There is not a sparrow which —— to the ground without His notice.—There is no man who —— —— more welcome here.—The boy —— very elegantly.—Your cousin —— not —— to visit you.—He seemed not to —— that fourteen pounds —— a stone.—The house —— yesterday.

2. In youth all things — pleasant.—A stranger to the poem — not easily — that this is verse.—Cicero maintained that whatsoever — useful — good.—The doctor affirmed that fever always — thirst.—I have already — you that I — a gentleman.—The ancients — that virtue is its own reward.

III. Correct the errors.—Who is here so base that would be a bondman?—I had finished my letter before my brother arrived.—It is this removes that impenetrable mist.—Two young gentlemen, who have made a discovery that there was no God.—He will tell you that whatever is, was right.—Between an antecedent and a consequent, or what goes before, and follows.—He dare not say a word.—He hath two new knives.—I had written before I received his letter.

Latin Roots.—Porto, to carry.

Analysis and Parsing.—Nothing but wailings was heard.—The brilliant scholar and teacher is dead.

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LESSON XXXVIII.—Agreement of Verbs with Nouns of Multitude.

103. When the subject is a collective noun conveying the idea of plurality, the verb must agree with it in the plural number; but when it conveys the idea of unity, the verb must be singular; as, "My people do not consider."—"The army was defeated."

Note.—A collective noun conveys the idea of plurality when it refers to the individuals separately; if, to the whole collectively, it conveys the idea of unity; thus, in the above examples, the people consider as individuals, not as a whole, to consider being an individual act; but in the second example, the army as a whole was defeated,

not the individuals composing it.

104. The pronominal adjectives, each, either, neither, and one are always in the third person singular; and, when they are the leading words in their clauses, they require verbs and pronouns to agree with them accordingly; as, "Each of you is entitled to his share."

1. Measure — and —.	jects to each verb in this list. 2. Coerce — and —.
Recompense — and —	Control — and —
Detest — and —.	Convey — end —
Respect and	Cross — and —.
Fuild — and —.	Break — and —.
II. Verbs.—Supply suitable	verbs.
1. Care, create, is, is, m	ake, prove, prove, set, shelter.

1. "It — idleness that — impossibilities; and where men — not to do a thing, they — themselves under the persuasion that it cannot be done. The shortest and surest way to — a work possible, — strenuously to — about it; and no wonder if that — it possible that for the most part — it so."—R. South (1633-1716).

2. I — not, Fortune, what you me —;
You cannot — me of free nature's grace;
You cannot — the windows of the sky,
Through which Aurora — her brightening face;
You cannot — my constant feet to —
The woods and lawns by living streams at eve.
—J. Beattie (1735-1803).

III. Correct the syntactical errors.—The council was not unanimous.—Are the senate considered as a separate body?—The people has no opinion of its own.—But neither of these circumstances are properly termed indefinite.—Mankind is appointed to live in a future state.—Every kind of convenience and comfort are provided.—Were either of these meetings acknowledged or recognized?—Let no one deceive themselves.

Latin Roots.-Video (visum), to see.

Analysis and Parsing.—The wages of sin is death.—Though he was rich yet for our sake he became poor.

LESSON XXXIX.—Agreement of Verbs.

105. When two or more subjects connected by and serve merely to describe one person or thing, they do not require a plural verb; as, "The statesman and orator is dead."

106. When two subjects or antecedents are connected, one of which is used affirmatively and the other negatively, they belong to different prepositions; and the verb or pronoun must agree with the affirmative subject and be understood to the other; as, "Not a loud voice but strong proofs bring conviction."

107. When two or more subjects or antecedents are preceded by the adjective each, every, or no, they are taken separately, and require a verb and pronoun in the singular number; as,

"Whose every look and gesture was a joke

To clapping theaters and shouting crowds."

When the verb separates its subjects, it agrees with that which precedes it, and is understood to the rest; as, "The earth is the

Lord's, and the fullness thereof."

108. The title of a book, even though it has the plural form, takes a verb in the singular; as, "The 'Hind and the Panther' was written by Dryden."—"The 'Pleasures of Memory' was published in the year 1792."

I. Synon	yms.—Fin	d two syno	nyms of each	word in the	list.
1. Bear,			2. Confute,		
Behave,			Unite,		
Bind,)	Subdue,		
Build,			Consent,		

II. Verbs to be supplied.—Supply suitable verbs.

Are, appear, been, hath, is, reveal, seem, was.

Great ability and great merit — not always found in the same person.—The vivacity and sensibility of the Greeks — to have — much greater than ours.—Blessed art thou, Simon Bar-Jona, because flesh and blood — not — it to thee, but My Father Who — in Heaven.—Pestilence and not war — the affliction chosen by David. —Every limb and feature — with its respective grace.

all Lorrect the false syntax.—Your friend and cousin, as you call him, have returned.—The French minister-plenipotentiary and envoy-extraordinary have gone to Rome.—Not his wealth, but his talents, attracts attention.—It is his talents, and not his wealth, that attracts attention.—Every word and every member have their due weight.—By ten o'clock every window and every door in the street were full of heads.—Each day and each hour brings its portion of duty.—Howitt's "Homes of the Poets" are a delightful volume.—Moore's "Paradise and Peri" are justly admired.—It is his wealth, and not his talents, that attract attention.

Latin Roots.—Vicit, change; succession.

Analysis, and Parsing.—Disdain forbids me and my dread of shame.—Aggression and injury can in no case justify rebellion.

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LESSON XL.

Literary Selection for Explanation and Study

THE RAINBOW.

Soft falls the mild reviving shower
From April's changeful skies,
And rain-drops bend each trembling flower
They tinge with richer dyes.

But, mark! what arch of varied hue From heaven to earth is bowed? Haste—ere it vanish—haste to view The rainbow in the cloud!

Yet not alone to charm thy sight
Was given the vision fair;—
Gaze on that arch of color'd light,
And read God's mercy there.

It tells us that the mighty deep,
Fast by th' Eternal chain'd,
No more o'er earth's domain shall sweep,
Awful and unrestrain'd.

It tells that seasons, heat, and cold, Fixed by His sov'reign will, Shall, in their course, bid man behold Seed-time and harvest still.

That still the flower shall deck the field, When vernal zephyrs blow; That still the vine its fruit shall yield, When autumn sunbeams glow.

Then, child of that fair earth! which yet
Smiles with each charm endowed,
Bless thou His name, Whose mercy set
The rainbow in the cloud!

-Hemans (1794-1835).

Oral Statement-Sketch......

Literary Analysis.

Principal Ideas.

Accessary Ideas,

II.-

Questions.

- 1. What does the first stanza contain?
- 2. What is the rainbow?
- 3. Is the construction of the first line of this selection in natural order?
- 4. What name is given to this form of construction?
- 5. Does inversion improve the style of a piece?
- 6. Express the second line without using the possessive case for April's.
- 7. Would this form improve the piece?
- 8. What is meant by "richer dies"?
- 9. Why is haste repeated in the 7th verse?
- 10. What figure do the 7th and 8th lines contain?
- 11. Put the words of the 9th and 10th lines in their natural order.
- 12. Supply the omission in the 11th line.
- 13. What name is given to such an omission?
- 15. What is meant by "mighty deep"?
- 14. Express briefly the meaning of the 4th stanza.
- 16. Point out figures in the 14th line.
- 17. What figures are in the 15th line?
- 18. Express the whole fourth stanza in prose.
- 19. What is suggested in the next stanza?
- 20. Use a simple word for seed-time.
- 21. Why is seed-time used instead of spring?
- 22. What may be observed of the 6th stanza?
- 23. Give synonyms for deck.—Adorn, embellish...
- 24. Give a synonymous expression for "vernal zephyrs."
- 25. Alter the inversion in this stanza....
- 26. Give a synonym for glow.
- 27. What does the last stanza contain?
- 28. What is apostrophe?....
- 29. Point out figures in the 26th line.
- 31. Parse soft, mild, (1st line), April (2nd line).
- 80. What figure is in the 27th line?
- 32. Parse that (11th 1.).
- 33. Why commence Eternal with a capital?
- 34. What does "awful and unrestrained" modify?
- 35. Why commence His (19th and 24th l.) with a capital?
- 36. Analyze into their elements: Changeful, rainbow, awful, unrestrained, behold, sunbeams.
- 37. Analyze and parse :-
 - "Yet not alone to charm thy sight Was given the vision fair."

Phraseology and Composition.

I.—Give some ideas fit to be introduced into a subject entitled:

A STORM AT SEA.

II .- Make application of the following proverbs:-

- 1. Hold with the hare, and run with the hounds.
- 2. Little by little the bird builds her nest.

III .- Express some thoughts about the word country.

Exercise on Homophonous Words.

IV.—1. Step.	2. Straiten.	3. Tax.	4. Tier.
Steppe.	Straighten.	Tacks.	Tear.
Stile.	Sweet.	Taper.	Teas.
Style.	Suite.	Tapir.	Tease.

Where the dash occurs, insert a suitable word taken from the above list.

- Step to one side that the old man may pass.
 is a name given to plains in Russia.
 I am sitting on the —, Mary," is written in a very attractive
- 2. It is wrong to —— the poor; but it is right to —— a crooked road.

Sugar is ——.

The Governor was attended by his ----.

- 3. A heavy was imposed upon carpet —.

 A is a wax candle, and a is an animal somewhat like a hog.
- Though the lad fell from the top of cotton and broke an arm, yet he did not shed a —.
 You should not the grocer about the bad qualities of his —.

V .- Write an essay on FRIENDSHIP.

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LESSON XLI.—Agreement of Verbs.

109. When words or terms are taken jointly as subjects or antecedents, the conjunction and must connect them; as, "The captain with the sailors were saved." With should be and; or were should be was.

110. Two or more subject phrases connected by and require a plural verb; as, "To profess and to practice are very

different things,"

111. When two subjects or antecedents are connected by as well as, but, or save they belong to different propositions; and, (unless one of them is preceded by the adverb not), the verb and pronoun must agree with the former and be understood to the latter; as, "Veracity, as well as justice is to be our rule of life."—" Nothing but wailings was heard."—" No mortal man save he, etc., had e'er survived to say he saw."

I. Derivation.—Find verbs from which the words in this section are derived. 1. Declination,

Definition, Denominationalism,

Foundation. Honorable.

2. Decomposition, Delineation,

Establishment, Granulation. Humiliation.

II. Omissions to be supplied.—Supply suitable verbs.

1. Allow, complain, crack, eat, is, lick, purr, tread, was. 2. Are (3), might, require, were.

1. "The sea — your feet, its huge flanks — very pleasantly for you; but it will — your bones and — you for all that."—Holmes. Veracity, as well as justice, —— to be our rule of life.—Their religion, as well as their custom, —— strangely misrepresented.—He that — himself to be a worm must not — if he is — Nothing but frivolous amusements — the indolent. - if he is --- on.--KANT.--

2. To sympathize with the sorrowing and relieve the distressed of us all.—Of all sad words of tongue or pen the saddest these: "It --- have been!"-WHITTIER.-Your friendly warning and the sight of a mother's tears — alike unheeded.—Kind hearts more than coronets, and simple faith than Norman blood.—

TENNYSON.

III. Correct the syntactical errors.—The side A, with the sides B and C, compose the triangle.—The bag, with the guineas and dollars in it, were stolen.—To be of any species, and to have a right to the name of that species is both one.—To do justly, to love mercy, and to walk humbly before God, is duties of universal obligation.—But their religion, as well as their customs and manners, were strangely misrepresented.—Sobriety, with great industry and talent, enable a man to perform great deeds.—All songsters, save the hooting owl, was mute.—Cæsar, as well as Cicero, were eloquent.

Latin Roots.—Vineo (vistum), to anger.

Analysis and Parsing.—As the tree falls so it will lie.—I am so weak that I am ready to fall

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LESSON XLII.—Agreement of Verb with Subject.

112. When a verb has two or more singular subjects connected by or or nor, it must agree with them in the singular number; as, "Fear or jealousy affects him."

Nore.—When the latter subject is parenthetical, the verb agrees with the former only; as, "One example, or ten, says nothing against

the universal opinion."

118. Two or more distinct subject phrases connected by or or nor, require a singular verb; as, "That a drunkard should be poor, or that a fop should be ignorant, is not strange."

114. When the subjects require different forms of the verb, it is in general more elegant to express the verb or the auxiliary in connection with each of them; as, "Neither were their

numbers, nor was their destination known."

115. The speaker should generally mention himself last; as, "You or I must go." But in confessing a fault he may assume the first place; as, "I and Denis did it."

I. Synonyms	Find two	o synony	ms of each word.	
1. Depute,		<u> </u>	2. Dispute,	
Consult,			Remain,	
Waste,			Deny,	
Contaminate,	*		Contrive,	
Muse,		·	Convict,	

- II. Omissions to be supplied.—Supply suitable verbs.
 - 1. Consult, depute, love (2), make, resolve, waste.
 2. Be, continue, deny (2), is, knock, miss, will.
- 1. They will a member to attend the convention.—Many things were for the future, but nothing positively was —.

 —He prayeth best who best all things both great and small; for the dear God Who us, He and loveth all.—Coleridge.— He his substance in riotous living.

2. The late battle had in effect — a contest between one usurper and another.—There is no getting along with Johnson; if his pistol — fire he — you down with the butt of it.—Goldsmith.—The multitude — with me now three days.—Whosoever shall — Me before men. I — also — him before My Father who — in Heaven.

III. Correct the syntactical errors.—Are either the subject or the predicate modified?—Wisdom or folly govern us.—Neither he nor she have spoken to him.—For want of a process of events, neither knowledge nor elegance preserve the reader from weariness.—To reveal secrets, or to betray one's friends, are contemptible perfidy—But declamation is idle, and murmurs fruitless.—The winters are long, and the cold intense.—I and John are going to town.—The premiums were given to me and George.—Information has been obtained, and some trials made.

Latin Roots.—Vindex (vindicis), a defender or avenger.

Analysis and Parsing.—How oft the sight of means to do ill deeds makes lideeds done.—I seek not My will but the will of My Father in Heaven.

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LESSON XLIII.—Verbs.—Agreement.—Form.

116. When verbs are connected by a conjunction, they must either agree in mood, tense, and form, or have separate subjects expressed; as, "He held the plow, sowed the seed, and attended the reapers."—"He was rich, but he is now poor."

117. Those parts which are common to several verbs, are generally expressed to the first, and understood to the rest; as, "Every sincere endeavor to amend shall be assisted, [shall be] accepted, and [shall be] rewarded."

Note.—Verbs differing in mood, tense, or form, may sometimes agree with the same subject, especially if the simplest verbs be placed first; as, "Some are, and must be, greater than the rest."

118. The preterit should not be employed to form the compound tenses, nor should the perfect participle be used for the preterit. Thus, say, "To have gone," not "To have went"; and, "I did it;" not "I done it."

119. Every verb should be given its appropriate form and signification. Thus, say, "He lay by the fire," not "He laid by the fire."—"He has become rich," not "He is become rich."

I. Objects of Verbs.—Find two objects to the	e verbs	given
--	---------	-------

. Circulate —, —.	2. Elevate —, —.
Extinguish —, —.	Embrace —, —.
Clear,	Enlarge —, ——.
Collect,	Espouse,

II. Omissions to be supplied.—Supply suitable verbs. Entitle, invade, join, love, penetrate, raise, regard, seem, take.

For a time fortune — adverse to the Queen of Hungary. Frederick — Moravia. The French and Bavarians — into Bohemia, and were there —— by the Saxons. Prague was ——. The elector of Bavaria was —— by the suffrage of his colleagues to the imperial throne, a throne which the practice of centuries had almost —— the House of Austria to —— as a hereditary possession.—Macaulay.— No scene is continually —— but one rich by joyful human labor; smooth in field, fair in garden, full in orchard.—Ruskin.

III. Correct the syntactical errors.—Doth he not leave the ninety and nine, and goeth into the mountains and seeketh that which is gone astray?—Somebody has tore my book.—I entered the room and set down.—I seen him when he done it.—I had rather stay.—The games have began.—He will fail, and therefore should not undertake it.—He has overcame every difficulty.—He was entered into the connection.—If I had saw him I would tell you.—We will be convinced by your reasoning.—This report was current yesterday, and agrees with what we heard before.—They have chose the part of honor and virtue.—The Nile had overflown its banks.--I seen him do it yesterday.—He clumb to the top of the mountain.

Latin Roots. Vinum, wine.

Analysis and Parsing.—I saw him when he did it.—He climbed to the top of the mountain.

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LESSON XLIV.—Verbs.—Subjunctive Mood.

120. Future contingency is best expressed by a verb in the subjunctive mood, present tense; as, "If he promise, he will perform."

121. When the statement is a mere supposition, with indefi nite time, the subjunctive past should be used; as, "If it

were not so, I would have told you."

122. A conditional circumstance assumed as a fact, requires the indicative mood; as, "Though he is poor, he is con-

	ynonyms of the verbs in this list.
1. Purpose, ————————————————————————————————————	2. Extricate, — — — — — — — — — — — — — — — — — — —
Disagree, —	Traduce.
Regulate,	
Dismiss, —	Vox,
II. Omissions to be su	pplied.—Supply suitable verbs.
1. Breed, differ, disc	charge, effect, intend, regulate, wander. carage, dispel, dispose, extricate, have.
1. Thou art sworn deeply	
	much in his discourses.
Others — with me a lations.	bout the truth and reality of these specu
Strange disorders are — are not —— by rea	— in the minds of those men whose passion son.
	- after the war was over.
2. The general —— himse	
The incursions of the Empire.	barbarians — the affairs of the Roman
	he character of Wallace.
Ignorance is — , but s	
Sin — a great many	tools, but a lie —— a handle which fits then
	actical errors.—He will not be pardoned
	is but discreet, he will succeed.—Unless thou
	the measure, we shall not desire thy support
	imes used as if it was an auxiliary.—I wish
was at nome.—U that th	ere was yet a day to redress thy wrongs!-
15 were they who acted	so ungratefully: they are doubly in fault.—

Human works are of no significancy till they be completed .-Although the efficient cause be obscure, the final cause of those sensations lies open.—Year after year steals something from us; till the decaying fabric totter of itself, and at length crumble into dust.—It is doubtful whether the object introduced by way of simile, relate to what goes before or to what follows.

Latin Roots.-Privus, single; one's own.

Analysis and Parsing.—Oh! that I were as in the days of the past.— Should I miss the early train, I will come in the evening.

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LESSON XLV.

Literary Selection for Explanation and Study.

QUEBEC.

The impression made upon the visitor by this Gibraltar of America; its giddy heights; its citadel suspended, as it were, in the air; its picturesque steep streets and frowning gateways; and the splendid views which burst upon the

5 eye at every turn: is at once unique and lasting.

It is a place not to be forgotten or mixed up in the mind with other places, or altered for a moment in the crowd of scenes a traveler can recall. Apart from the realities of this most picturesque city, there are associations clustering 10 about it, which would make a desert rich in interest. The dangerous precipice along whose rocky front, Wolfe and his brave companions climbed to glory; the plains of Abraham, where he received his mortal wound; the fortress so chivalrously defended by Montcalm; and his soldier's grave, 15 dug for him while yet alive, by the bursting of a shell; are not the least among them, or among the gallant incidents That is a noble Monument, too, and worthy of two great nations, which perpetuates the memory of both brave generals, and on which their names are jointly written.

The city is rich in public institutions, and in Catholic churches and charities, but it is mainly in the prospect from the site of the Old Government House, and from the Citadel, that its surpassing beauty lies. The exquisite expanse of country, rich in field and forest, mountain-height 25 and water, which lies stretched out before the view, with miles of Canadian villages, glancing in long white streaks, like veins along the landscape; the motley crowd of gables, roofs and chimney tops in the old hilly town immediately at hand; the beautiful St. Lawrence sparkling and flashing 30 in the sunlight; and the tiny ships below the rock from which you gaze, whose distant rigging looks like spiders' webs against the light, while casks and barrels on their decks dwindle into toys, and busy mariners become so many puppets; all this, framed by a sunken window in the 35 fortress, and looked at from the shadowed room within, forms one of the brightest and most enchanting pictures

that the eye can rest upon.

—Dickens (1812—1870.)

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12. 13. 14.

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17. 18. N 19. 1 20. V

21: 1 23. (

26. X 27. 0 28. (29. V 30. Y

31. \ 32. V 33. I

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al Statement-Sketch......

Literary Analysis.

Principal Ideas.

Accessary Ideas.

Questions.

1. What is Gibraltar?—How long have the English held Gibraltar? (Point it out on the map.)

2. Why is Quebec called the Gibraltar of America?

3. (1) Explain "giddy heights" (2nd 1.); (2) What figure?—(What is Metonymy?)

4. What is a citadel?

5. Give a synonym for "suspended."

- 6. Explain (1) "picturesque;" (2) "steep streets;" (3) "frowning gateways."
- 7. Point out the alliteration in the 3rd line. (What is alliteration.)
 8. What figure in "frowning gateways"? (What is ametaphor?)

9. Give synonyms (1) for "views," (2) for "bursts."
10. Explain "unique," (4th l.)

11. Why is Quebec "a place not to be forgotten or mixed up in the mind with other places "?

12. Explain "realities" (8th l.)
13. Explain "clustering" (9th l.)
14. What is a "desert"?—Name some deserts.

15. What is a "precipice"?

16. (1) When was it that Wolfe "climbed to glory"? (2) What was the effect of the battle fought? (3) What name has been given to the place where Wolfe landed

17. What figure in "climbed to glory"?

18. Why are the plains where the battle between Wolfe and Montcalm was fought called the "Plains of Abraham"?...

19. Explain "chivalrously defended."

20. Where are Montcalm's remains at present?

21: Explain "gallant incidents" (16th l.).

22. Why is "Monument" (17th 1.) written with a capital?

23. (1) Where is the monument alluded to erected? (2) By whom was the inscription on the front written? (3) Give translation of the inscription.

24. Point out the alliteration in the 18th line.—Other instances of alliteration.

25. What is meant by "public institutions" (20th 1.)? (Name some public institutions.)

26. What is meant by "charities"?

27. Give a synonym for prospect.

28. Give homonyms of "site." and show their difference in meaning. 29. What does the author mean by "Canadian villages" (26th 1.)?

30. What figure in "long white streaks, like veins"?

31. What is meant by "motly crowd"?

32. Why called "tiny ships"?

33. Point out the simile in 31st and 32nd lines. 34. Explain (1) "mariner"; (2) "puppets."

35. Why called "sunken window"?

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36. Give synonyms for "enchanting" (36th 1.).

37. Improve "that the eye can rest upon."

- 38 Give a short biographical notice of Charles Dickens.
- 39. Do you notice any peculiarity about the punctuation in the first paragraph?
- 40. What do the adjectives unique and lasting (5th 1.) modify?

41. What is the subject of are (9th 1.)?

42. What is the antecedent of which (10th 1.)?
43. What does rich modify (10th 1.)?

44. What is the subject of climbed (12th 1.)?

- 45. Analyze into their parts: Gateways, surpassing, landscape, beautiful, sunlight.
- 46. Analyze and parse the first sentence of the 3rd paragraph.

Exercise.—Write a sketch of Quebec.

Phraseology and Composition.

I.—Develop the following thoughts:—

We must not run after two hares at once.

Rome was not built in a day.

II.—In the following sentences place a series of expressions for which the word all shall serve as an equivalent.

All distract the giddy scholar.

All elevate the soul in the offices of the Church.

III.—Express a number of ideas to be introduced into a composition entitled

THE POOR ORPHAN BOY.

Exercise on Homophonous Words.

IV1.	Throw.		2. To.	3. Told.	. 4	. Vane
- 7	Throe.	, etc	Too.	Tolled.		Vain
P .	Tide.	- /	Toe.	Towed.	74	Vaie
7.	Tied.	,	Tow.	Toad.		Veil.

Where the dash occurs, insert a suitable word taken from the above list.

- 1. Though at every three the soldier seemed as if about to die, yet he had strength enough to threw a chair through the window.

 The sailor —— the boat to prevent it drifting away with the
- 2. Be careful not play much.

 The man with the ——-colored hair received a severe bruise on the ——.
- 3. The sexton the bell as he had been —.

 The boy the after his canoe, by means of a string.
- 4. The doctor made many attempts to stop the bleeding of of the —.

The wind is moving the ——.

As she entered her native ——, the old lady lifed her —— to gaze upon familiar scenes.

V.—Write an essay on Industry.



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LESSON XLVI.—Verbs.—The Infinitive Mood.

123. The infinitive mood is generally governed by the preposition to, which commonly connects it to a finitive verb; as, "I read to learn."

124. The preposition for must not be used immediately before the infinitive; as, "I read for to learn." Omit for.

125. The use of and for to is improper; as, "Try and succeed." It should be, "Try to succeed."—" Try and do as well as possible." It should be, "Try to do as well as possible."

126. The infinitive verb and its proposition to, should not be separated by an adverb; thus, "Be careful to not disturb him." Should be, "Be careful not

to disturb him.'

127. At the end of a sentence, to, the sign of the infinitive, should not be used for the infinitive itself; thus, "He has not gone, nor is he likely to." Should be, "nor is he likely to go."

128. The active voice of the verbs bid, dare, feel, hear, let, make, need, please, see, and their participles, usually take the infinitive after them without the preposition to; as, "Bid him come."—"He dares not speak."—"Let him go."—"Just hear it thunder."-"Please hand me the book."

Note I.—To is almost always employed after the passive voice of these verbs, and in some instances after the active; as, "He was heard to say."-

"I cannot see to do it."

NOTE II.—The auxiliary be of the passive infinitive is also suppressed after feel, hear, make, see; as, "I heard the letter read," not "be read."

I. Phrases of the same meaning.—Supply phrases which have nearly the same meaning as those given.

To throw dust into the eyes,

To be manifested,....

To determine once for all.....

To whisper in the ear, Take a thief in the night,.....

II. Omissions to be supplied.—Supply suitable verbs.

If there is any precept to --- felicity, it should be obeyed .-- He seemed desirous to ——, yet unwilling to ——.—Is it lawful for us to ——— tribute to Cæsar?—Then Peter began to ——— him.—He hath — his head.—I was about to not where to -

III. Correct the syntactical errors.—Never do alms for to be seen by men.—We all love for to see justice and virtue triumph. Try and do as well as possible.—It was impossible to clearly distinguish the object.—The man was ordered to not smoke in the car.— I wished to go, but I had no opportunity to .- Forbid them enter the room.—James, please hand me a pen.—Please divide it for them as it should be.—We sometimes see bad men to be honored.—The ball was felt enter.—Did he feel the ball to enter?—He can not see thread the needle.—He made them to leave the garden.—Let no rash promise to be made.—I felt a chilling sensation to creep over me.

Greek Roots .- Arche, the beginning; government .- Anthropos, man .-Pathos, suffering; affection; motion.

Analysis and Parsing.—I go to prepare a place for you.—John heard the letter read

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the prepoverb; as,

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LESSON XLVII.—Verbs.—Use of the Tenses.

129. The infinitive mood has two tenses, the Present and the Perfect.

180. The infinitive present can scarcely be said to express any particular time. It is usually dependent on another verb, and therefore relative in time. It may be connected with any tense of any mood; as, "I intend to do it; I intended to do it; I have intended to do it; I had intended to do it." It is often used to express futurity; as, "The world to come."—"Rupture yet to be."

181. The infinitive perfect expresses action or state completed at any time referred to; as, "He is said to have writ-

ten."-"Already, a week ago, a year ago."

182. Verbs of commanding, desiring, expecting, hoping, intending, permitting, in all their tenses, refer to actions or events, relatively present or future, and should be followed by verbs denoting future time; as, "I hoped you would come," not "would have come."

I. Derivatives.—Form several derivatives from the words of this section.—Distinguish the verbs.

Barbarian,.....
Auction,....
Audible.....

II. Omissions to be supplied.—Where the dash occurs, supply a verb that will complete the sense.

SORROW FOR THE DEAD. The sorrow for the dead is the only sorrow from which we refuse to — —. Every other wound we seek to —, every other affliction to ---; but this wound we consider it a duty to --- open: this affliction we — and brood over in solitude. Where is the mother that would willingly - the infant that perished like a blossom from her arms, though every recollection — a pang? Where is the child that would willingly — the most tender of parents, though to — be but to —? Who, even in the hour of agony, would --- the friend over whom he mourns?.... No, the love which - the tomb is one of the noblest attributes of the soul..... There - a remembrance of the dead to which we —— even from the charms of the living. Oh, the grave! the grave! It —— every error, —— every defect, —— every resentment. From its peaceful bosom - none but fond regrets and tender recollections. Who can down even on the grave of an enemy, and not --- a compunctious. throb, that he should ever have --- with the handful of earth that - mouldering before him !—Inving:

III. Correct the errors.—I hoped you would have come.—I hoped you would have entered the society.—Our brothers intended to have come.—He would not be permitted to have returned.—We expected that the boat would have arrived yesterday.—They hoped to have seen the rece

Greek Roots.—Aer, the air.—Ago, to load.—Phusts, nature.
Analysis and Parsing.—I have intended to do it.—He would not be alowed to enter.

LESSON ALVIII.—Verbs.—Use of the Tenses.

188. The present tense of the indicative mood expresses not only what is now actually going on, but general truths and customary actions; as, "Vice produces misery."—"People go to church on Sunday." It is also used when speaking of persons who are dead, but whose works remain; as, "Virgil mitates Homer."—"Milton is sublime."

184. In animated narratives the present tense is sometimes substituted, by the figure enallage, for the past; as, "Casar leaves Gaul, crosses the Rubicon, and enters Italy."

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185. The present tense of the subjunctive mood, and that of the indicative, when preceded by as soon as, after, before, till, or when, is generally used with reference to future time; as, "If it rain, our flowers will live."—"When he comes, he will be welcome."

186. The pluperfect tense is often used conditionally without a conjunction; as, "Had I seen you, I should have stopped."

I. Derivatives.—Form several derivatives from the words in this list.—Distinguish the verbs.

Cavalcade,..... Cadence,..... Concise,.....

III. Omissions to be supplied.—Supply suitable verbs.

1. Truth, indeed, — once into the world with her Divine Master, and — a perfect shape, most glorious to look on.—Militon.—The earth and all things therein — the general property of all mankind, exclusive of other beings, from the immediate gift of the Creator.—Blackstone.—It — a sour, malignant, and envious disposition, without taste for the reality, or for any image or representation of virtue, that — with joy the unmerited fall of what had long — in splendor and honor.—E. Burke.

2. Genius — many enemies, but it — sure friends; friends who — much, who — long, who — little, they — of the character of disciples as well as friends.—Lond Lytton.—The milk of human kindness, like other milk, — very apt to — sour when affected by moral thunder and lightning.—Shelley

III. Correct the errors.—When he returns he is welcome.—Cuvier thought it probable that whales sometimes lived a hundred years.—Virtue produced its own reward.—When the war end, prosperity will return.

Greek Roots.-Pan, every; all .- Autos, one's self .- Astron, a star.

Analysis and Parsing.—Napoleon at once crosses the river, engages the enemy, and gains a complete victory — W shall get our letters as soon as the mail arrives.

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LESSON XLIX.—Verbs.—Use of the Potential Mood.

187. The present tense of the potential mood expresses power, liberty, possibility, or necessity, with respect to what is either present or future.

PRESENT.
POWER.—You can see.
LIBERTY.—You may play now.
Possibility.—You may be wrong.
NECESSITY.—I must 40 at once.

You can see the moon to-night.
You may play to-morrow.
You may start next week.
I must go to-morrow.

188. The past potential is used in a dependent clause, connected with a leading verb in the past tense, to express power, liberty, possibility, necessity, or determination, with respect to what is either past, present, or future.

Power.—He said that he could not meet me yesterday, to-day, or

LIBERTY.—He said that I might play yesterday, to-day, and to-morrow. Possibility.—He said he might arrive yesterday, to-day, or to-morrow. Obligation.—He said that you should write yesterday, to-day, or to-morrow.

DETERMINATION .- I said that I would go yesterday, to-day, or to-morrow.

I. Derivatives.—Find several derivatives from the words in this list.—Distinguish the verbs.

Cause,..... Carnage,.....

II. Omissions to be supplied.—Supply suitable verbs.

Conclusion of a Colloquy in Westminster Abbey.

I — just about to — into eulogiums upon the poets of the day, when the sudden opening of the door — me to — my head. It was the verger who — to inform me that it — time to close the library. I — to have a parting word with the quarto, but the worthy little tome was silent, the clasps — closed; and it — perfectly unconscious of all that had —. I have been to [at] the library two or three times since, and have — to — it into further conversation, but in vain; and whether all this rambling colloquy actually — place, or whether it was another of those old daydreams to which I — subject, I have never to this moment been able to —.—Irvino.

III. Change the italicized verb to a form of the potential that will make sense.—Napoleon did not remain at rest,—Possibly he did so.—He will return.—Why do you not go?—He did not save his life.—Will he dine?—Tell him he ought to come.—He is able to go.—She has gone.—They have returned.—The boys played before the teachers arrived.—Children ought to respect their parents.—The girls had returned when the concert commenced.—The musicians had an excellent oratorio.—Henry loved his master.—The Jews did not live conformably to the law of God.

Greek Roots.—Ballo, to cast or throw.—Baptizo, to baptize.—Paideta, education.

Analysis and Parsing.—He said that he could not meet me to-day.—

You can see the moon to-night.

LESSON L.

Literary Selection for Explanation and Study.

A BALLAD OF ATHLONE.

Does any man dream that a Gael can fear, Of a thousand deeds let him learn but one! The Shannon swept onward, broad and clear, Between the leaguers and worn Athlone.

"Break down the bridge!" Six warriors rushed
Through the storm of shot and the storm of shell;
With late, but certain, victory flushed,
The grim Dutch gunners eyed them well.

They wrenched at the planks 'mid a hail of fire;
They fell in death, their work half done;
The bridge stood fast; and nigher and nigher
The foe swarmed darkly, densely on.

"Oh, who for Erin will strike a stroke?

Who hurl you planks where the waters roar?"

Six warriors forth from their comrades broke,

And flung them upon that bridge once more.

Again at the rocking planks they dashed;
And four dropped dead, and two remained;
The huge beams groaned, and the arch down-crashed—
Two stalwart swimmers the margin gained.

St. Ruth in his stirrups stood up and cried,
"I have seen no deed like that in France!"
With a toss of his head Sarsfield replied,
"They had luck, the dogs! 'twas a merry chance!"

Oh! many a year, upon Shannon's side,

They sang upon moor, and they sang upon heath,

Of the twain that breasted the raging tide,

And the ten that shook bloody hands with death.

-Aubrey de Vere (1814-).

Oral Statement-Sketch.....

Literary Analysis.

Principal Ideas.

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Accessary Ideas.

Ouestions.

1. Why not put an interrogation after the word fcar (1st 1.)?

2. Explain "Gael" (1st l.).

3. What is contained in the 1st line?

4. What figure of syntax in the 2nd line?.... (Alter the inversion.)

5. What is the Shannon?

6. What is "Athlone"?

7. Who were the "leaguers"? 8. What figure in "worn Athlone"?

9. Point out the figures of exclamation in the selection...

10. Do all authors agree with the poet in putting the number at six?

11. Give a synonym for "warriors.

12. (1) What figure of etymology in the 5th line? (2) Point it out.

13. Point out the metaphors in 5th line.

14. Point out examples of alliteration in the selection.

15. What was the late victory with which they were flushed?16. What is meant by "flushed" (7th l.)?17. What figure in "victory flushed"?

18. Give synonyms for "grim,"

19. What is meant by "Dutch gunners"?.... (Of what country are Dutchmen natives?)

20. Explain "eyed them well."

21. What figure of syntax in 7th and 8th lines?.... (Point out otherexamples of hyperbaton.)

22. Explain (1) "wrenched at the flanks"; (2) "hail of fire"

23. Point out (1) the Aphæresis, (2) the Metaphor in the 9th line.

24. Explain "stood fast."

25. Replace "nigh and nigher" by equivalents.

26. Explain "swarmed darkly, densely on." 27. What figure in "swarmed darkly"?

(Give other names for Ireland.)

28. What is meant by "Erin"?.... (G-29. Explain "hurl," "stroke" (13th l.)

30. Point out the apocope in 14th line. 31. Is the word "them" (16th l.) an example of apocope or of enallage?

32. Why use you and them instead of "yonder" and "themselves"?

33. What is meant by "rocking planks" (17th l.)?

34. Explain (1) "huge beams groaned"; (2) "Arch down-crashed."

35. What figure in "beams groaned"?

36. Give synonyms for "stalwart." 37. What is meant by "margin gained"?

38. (1) Who was St. Ruth? (2) Sarsfield?

39. What did Sarsfield mean by the toss of his head, and by his words (6th stanza)?

40. Explain (1) moor; (2) heath; (3) twain (7th stanza).
41. Explain "breasted that raging tide."

42. What figure in "raging tide"?

43. Explain "shook bloody hands with death."

44. What figure in "shook bloody hands"?-What word is personi-45. Give a short biographical notice of Aubrey de Vere.

Questions.

- 46. What part of speech is but (2nd 1.)?
- 47. Analyze and parse:-
 - "The huge beams groaned, and the arch down-crashed, Two stalwart swimmers the margin gained."

Exercise. - Write a sketch of The Valley of Mexico.

Phraseology and Composition.

- I.—Construct six sentences, each of which shall contain the word play.
- II.—Make some connected statements showing the difference between the state of the DAMNED and that of the BLESSED.
- III .- Make some connected statements about books.

Exercise on Homophonous Words.

IV1. Vial.	2. Wane.	3. Waive.	4. Tract.
Viol.	Wain.	Wave.	Tracked.
Wale.	Waste.	Ware.	Trey.
Wail.	Waist.	Wear.	Tray.

Where the dash occurs, insert a suitable word taken from the above list.

The drunken musician emptied a vial of medicine upon his viol.
 The lash of the whip left a heavy — upon the boy's back and caused him to — loudly.

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- 2. The moon was on its ——, when the farmer set forward with his You —— your time in trying to compress your ——.
- 3. "I will my trip for a time," said the boatman, as a heavy
 —— upset his boat.
 —— means merchandise.
 Were you not told that you should —— a fur cap.
- 4. The distributor was in the snow.

 The gambler threw the of hearts upon a —, and said he would gamble no more.

LESSON LI.—Verbs.—Use of the Subjunctive and Imperative Moods.

189. The subjunctive mood has two tenses, the Present and the Past; as, "If he be at home I shall go to see him."—"If he

were to come I would go."

140. The Subjunctive Mood is so called because it is always subjoined to another verb. The manner of its dependence is commonly denoted by one of the following conjunctions: if, that, though, lest, unless.

141. Sometimes the conjunction is omitted; as, "See [that] thou

do it.'

142. Even when a conjunction is used, it is not always a sign of the subjunctive mood. The indicative and potential moods, in all their tenses, may be used in the same dependent manner to express any positive or potential condition; as, "If he knows the way he does not

need a guide."

143. The imperative is so called because it is chiefly used in commanding. It is a brief form of the verb by which we urge upon others our claims and wishes. But the nature of this urging varies according to the relation of the parties. We command inferiors, exhort equals; and permit whom we will. In answer to a request the imperative implies nothing more than permission. The will of a superior may also be urged imperatively by the indicative future; as, "Thou shalt not kill."

I. Derivatives.—Give several derivatives from the words in this list.—Distinguish the verbs.

Divide,....

Day,..... Cross,.....

Create.

II. Omissions to be supplied.—Where the dash occurs supply a suitable verb.

— that course of life which is the most excellent; and habit
— it the most delightful.—We — — a prudent care for the
future.—It is no part of wisdom — — miserable to-day, because
we — happen to be so to-morrow.—Some — be thought to —
great things, who are but tools and instruments; like the fool who
— he played upon the organ when he only — the bellows.

III.—Correct the errors.—If he is mad, I will eschew his company.—Though he falls into sin, if he repents, God will forgive him.—Take care lest thy temper betrays thee.—Whether thou art guilty or not, I will not leave thee.—If I was a beggar, I would still be an honest one.—What right had he to insult her, if she were a beggar?—If I was asked where nature assumes the strongest forms, I should say in Australia.—If Cæsar was ambitious, he was at the same time magnanimous.

Greek Roots.—Biblos, a book.—Bios, life.—Optomai, to see.

Analysis and Parsing.—Honor thy father and thy mother.—Thou shalt not take the name of the Lord t'y God in Yann.

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SYNTAX OF THE PARTICIPLE.

CHAPTER VI.—LESSON LII.—Participles.—Relation and Government.

144. Participles relate to nouns or pronouns, or else are governed by prepositions; as, "Edward's tutor, at one time paying him a visit, found him employed in reading Tasso."

Note I.—A participle sometimes relates to a preceding phrase or sentence of which it forms no part; as, "I have quit the society; to withdraw and leave them to themselves, appearing to me a duty."

Note II.—With an infinitive denoting being or action in the abstract, a participle is sometimes taken abstractly; as, "To keep always praying aloud is plainly impossible."

145. Transitive participles have the same government as the verbs from which they are derived; the preposition of, therefore, should never be used after the participle when the verb does not require it. Thus, in phrases like the following, of is improper: "Keeping of one day in seven."-"By preaching of repentance,"

Oral Exercise.—What is a Participle? (420)—How do participles partake of the properties of a verb? (421)—How many kinds of participles are there? (422)—Define each (423-430).

I. Derivatives. - Give nouns derived from the verbs in this section. Give also the participles-Imperfect, Perfect, and Preperfect (Simple, Progressive, and Passive).

1. Beg. 2. Believe. 3. Slander, Protest. Follow. Survive. Coincide, Consult. Oppose,

II. Participles.—Supply suitable participles or participial adjectives.

1. When I see a man —, a tree —, or cattle —, I cannot doubt that these objects are really what they appear to be; nature dermines us to rely on the veracity of our senses; for otherwise they could not in any degree answer their end, that of - open things - and - around us. - Lord Kames.

2. All the rides in the vicinity of Montreal were made doubly by the — out of spring, which is here so rapid, that it is but a day's leap from barren winter to the —— 1 youth of summer.—Dickens.

III. Correct the syntactical errors.—There is no charity in giving of money to the intemperate.—By helping of others, we often help ourselves.—A public library was founded for promoting of the general intelligence.—True happiness generally results from doing of one's duty.—By observing of truth, you will command respect.

Greek Rosts.—Botane, an herb or plant.—Kentron, a central point. Moma, a name.

Analysis and Parsing.—Edward's tutor, at one time paying him a visit, found him engaged in reading Plato.—By preaching repentence Jonas saved Ninive.

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^{1.} Participial adjective

LESSON LIII.—Participles.—Government.—Use.

146. When a transitive porticiple is converted into a noun, of must be inserted to govern the object following; as, "In the worshipping of idols, there is sin."

147. A participle should not be used when the infinitive mood, the verbal noun, a common noun, or a phrase equivalent, will better express the meaning. Example: "But, placing an accent on the second syllable of these words, would entirely change the meaning." Better, "But, to place an accent—But, the placing of an accent—or, But, an accent placed on the second syllable of these words, would entirely change the meaning."

148. The putting of a noun in an unknown case after a participle or a participlal noun; produces an anomaly which it is better to avoid; thus, "Manhood, the state of being a man." It should be, "Manhood, the state of a man."

Oral Exercise.—What do participles in *ing* often become? How are participlal nonus distinguished from participles? (431)—How are participles distinsuished from participlal adjectives? (432).

I. Derivatives.—Find nouns derived from the verbs in this section. Give also the participles of each in all the forms.

1. Adliere,	-	2. Fabricate,	
Equal,		Suffocate,	,
Excel,	-	Expire,	
Expedite,	•	Precipitate,	

II. Participles.—Supply suitable participles or participial adjectives.

THE DECLINE OF DAY.

The decline of day here was very gorgeous; — the firmament deeply with red and gold, up to the very keystone of the arch above us. As the sun went down behind the bank, the slightest blades of grass upon it seemed to become as distinctly visible as the arteries in the skeleton of a leaf; and when, as it slowly sank, the red and golden bars on the water grew dimmer, and dimmer yet, as if they were — too; and all the — 2 colors of —— 2 day paled, inch by inch, before the somber night; the scene became a thousand times more lonesome and more dreary than before, and all its influences darkened with the sky.—Dickens.

III. Correct the syntactical errors.—It is an over-valuing ourselves, to decide upon everything.—This mere reading books cannot educate a man truly.—It is dangerous playing with edged tools.—Teaching little children is a pleasant employment.—His business is shoeing horses.—He intends returning in a few days.—Exciting such disturbances, is unlawful.—I had some suspicion of the fellow's being a swindler.

Greek Roots. -Kanon, a rule. - Chole, bile; anger. - Odos, an ode; a song.

Analysis and Parsing.—To keep always praying aloud is impossible.— He was not sure of it as being me

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LESSON LIV.—Participles.—Use.

149. In the use of participles and verbal nouns, the leading word in sense should always be made the leading word in construction; as, "They did not give notice of the pupil's leav-

ing;" not, "the pupil leaving."

150. Participles in general, however construed, should have a clear reference to the words to which they relate. The following is therefore faulty: "Sailing up the river the whole town may be seen." This suggests that the town sails up the river. It should be, "Sailing up the river, we may see the whole town."

151. The preterit of irregular verbs should not be used for the perfect participle; as, "A certificate wrote on parchment," for, "a certificate written on parchment."

I. Participles.—Complete each phrase by adding a participle, a participial noun, or a participial adjective.—Point out the participial nouns and the participial adjectives.

2. — truth.

- 1. Advantageously -The — of wisdom.
 - at the news. — advantage. — the undertaking. - our wants. - of good principles.
- II. Participles.—Supply suitable participles or participial adjec-

THE MISSISSIPPI. But what words shall describe the Mississippi; great father of rivers, who (praise be to Heaven) has no young children like him! An enormous ditch, sometimes two or three miles wide, —— liquid mud, six miles an hour; its strong and frothy current —— and —— every where by huge logs and whole forest trees: now — themselves together in great rafts, from the interstices of which a sedgy, lazy foam works up, to float upon the water's top; now ---past like monstrous bodies, their —— roots showing like —— hair; now — singly by like giant leeches; and now — round and round in the vortex of some small whirlpool, like ——' snakes. The banks low, the trees dwarfish, the marshes — with frogs, the — cabins few and far apart, their inmates hollow-cheeked and pale, the weather very hot, mosquitoes - into every crack and crevice of the boat, mud and slime on everything: nothing pleasant in its aspect, but the harmless lightning, which flickers every night upon the dark horizon. -DICKENS.

III. Correct the syntactical errors.—The sun's darting his beams through my window, awoke me.-The maturity of the sago tree is known by the leaves being covered with a delicate white powder.

Greek Roots. - Christos, the Anointed .- Chronos, time .- Odos, a road or way.

Analysis and Parsing.—Sailing up the river, we may see the whole town.

—Being forsaken by my friends, I had no other resource.

^{1.} Participial adjectives.

LESSON LV.

Liferary Selection for Explanation and Study.

SPRING.

In all climates Spring is beautiful. In the south it is intoxicating, and sets a poet beside himself. The birds begin to sing; they utter a few rapturous notes, and then wait for an answer in the silent woods. Those green-coated 5 musicians, the frogs, make holiday in the neighboring They, too, belong to the orchestra of nature whose vast theater is again open, though the doors have been so long bolted with icicles, and the scenery hung with snow and frost, like cobwebs. This is the prelude which to announces the opening of the scene. Already the grass shoots forth. The waters leap with thrilling pulse through the veins of the earth; the sap through the veins of the plants and trees; and the blood through the veins of man. What a thrill of delight in Spring-time! What a joy in being and moving! Men are at work in gardens, and in the air there is an odor of the fresh earth. The leaf-buds begin to swell and blush. The white blossoms of the cherry hang upon the boughs like snow-flakes; and ere long our next-door neighbors will be completely hidden from us by the dense green foliage. The May-flowers open their soft blue eyes. Children are let loose in the fields and gardens. They hold buttercups under each others' chins, to see if they love butter. And the little girls adorn themselves with chains and curls of dandelions; pull out the yellow leaves, to see if their school-mates love them; and blow down from the leafless stalk to find out if their mothers want them at home.

And at night so cloudless and so still! Not a voice of living thing—not a whisper of leaf or waving bough—not a breath of wind—not a sound upon the earth nor in the air! And overhead bends the blue sky, dewy and soft, and radiant with innumerable stars, like the inverted bell of some blue-flower, sprinkled with golden dust and breathing fragrance. Or if the heavens are overcast, it is no wild storm of wind and rain; but clouds that melt and fall in showers. One does not wish to sleep, but lie awake to hear the pleasant sound of the dropping rain.

- Longfellow.

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Literary Analysis.

Principal Ideas.

Accessary Ideas.

II.

Questions.

1. Why does Spring commence with a capital whenever it occurs in the selection ?

2. When does Spring begin?

3. What is the meaning of intoxicating in the second sentence? 4. Tell what is meant by "sets a poet beside himself."

5. Give synonyms for rapturous.

6. What is the "answer of the silene woods"?

7. What is meant by woods?

8. Point out a figure in the 4th-5th lines.

9. Faraphase " make holiday in the neighboring marshes."

10. Point out figures in the 6th-7th lines.

11. What is the "orchestra of Nature"?12. What is the "vast theater" of "Nature's orchestra"?

13. What other figures are there in the same sentence?

14. What is "the prelude which announces the opening of the scene''?

15. What is a prelude?.... A scene?....

16. Give synonyms for shoots as used in 11th line.

17. Point out a figure in the 11th-12th lines.

18. The next two sentences are of what figure?.... Why not apostrophe?

19. Why is there "in the air an odor of fresh earth"?

20. Point out the next figures.

21. Of what words do swell and blush take the place?

22. Indicate a figure in the next sentence.

23. What figure is there in the following sentence: - " The May flowers open their soft blue eyes."?

24. From what is the word dandelion derived?

25. What other names are given to the butter-cup? 26. What do you remark of the first two sentences of the second paragraph?

27. What figure is contained in the sentence on the 31st-34th lines?

28. By what is himself (2nd 1.) governed?

29. Parse frogs (5th 1.)

30. By what is cobwebs (9th 1.) governed?

21. Parse next-door (8th l.).

32 Analyze and parse: This is the prelude which announces to opening of the scene.

Exercise.—Write a sketch of Spring.

Phraseology and Composition.

1.—Make six applications of the proverb: No herbs grow on a beaten road.

II.—Name some of the effects produced by the following: Study, ignorance, rapid reading.

III.—Express some ideas to be introduced into a composition entitled

A BATTLE.

Exercise on Homophonous Words.

3 With, 4. Sutler. IV.—1. Wade. 2. Lo! Weighed. Low. Withe Subtler. Wretch. Weald. Venus. Taut. Wield. Retch. Venous, Taught.

Construct sentences which shall each contain a pair of homonyms taken from the above list.

V.—Write an essay on Rural Happiness.



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SYNTAX OF THE ADVERB.

CHAPTER VII.—LESSON LVI.—Adverbs.—Relation.—Position.

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- 152. Adverbs relate to verbs, participles, adjectives, or other adverbs; as, "Any person that habitually discomposes our temper, or unfits us for properly discharging the duties of life, has most certainly gained a very dangerous ascendency."
- 158. Adverbs must be placed in that position which will render the sentence correct, clear, and elegant. Thus, "All that is favored by good use, is not proper to be retained," should be, "Not all that is favored by good use, is proper to be retained."
- 154. For the placing of adverbs no definite rule can be given. Those which relate to adjectives, or other adverbs, immediately precede them; and those which belong to the compound verbs are commonly placed after the first auxiliary.
- 155. The adverbs yes and yea, expressing a simple affirmation, and no and nay, expressing a simple negation, are always independent, and are equivalent to an entire proposition.

I. Derivation of Adverbs.—F	rom the words given in this list, de-
1. Confused, Blind, Convenient,	2. Complete, ———————————————————————————————————
II. Adverbs.—Supply suitab	le adverbs.—Distinguish the class of
	mpatiently, more, most, never (3), often, soon, too, yet.
— you profess yourself a have any true friends, that tude is a crime — shameful, would acknowledge himself guil ies than those that are — f	rel —, than to revenge it —,— a friend, endeavor to be such.—He can will be —— changing them.—Ingrati- that the man was —— found who ty of it.—None ———— suffer injur- orward in doing them.—Some people use they understand everything ——

III. Correct the syntactical errors.—The heavenly bodies are in motion perpetually.—The work will be completed never.—The words must be separated generally from the context.—The learned languages, with regard to voices, moods, and tenses, are, in general, differently constructed from the English tongue.—He not only found her busy, but pleased and happy even.—We look with strong emotion naturally to the spot where the ashes of those we have loved repose.—He determined thoroughly to understand it.

Greek Roots.—Kosmos, the world.—Krites, a judge.—Monos, sole; only.

Analysis and Parsing.—He found her not only busy, but even pleased and happy.—A man used to vicissitudes is not easily dejected.

LESSON LVII.—Adverbs.—Use.

156. Adverbs should not be used as adjectives; nor should they be employed when quality is to be expressed, and not manner; as, "It seems strangely."—"Thine often infirmities." Strangely should be strange; often, frequent.

157. The adverb how should not be used before the conjunction that, nor instead of it; as, "He said how that he

would come." Expunge how.

158. The preposition from should not be prefixed to the adverbs hence, thence, and whence; as, "From whence do you come?" Omit from.

159. The adverb no should not be used with reference to a verb or a participle; as, "Will you go, or no?" No should

be not.

	dverbs.—Deri	bs from the word	ls in thi
	 2. Ardent,	 3. Active,	
Gentle,	 Evident,	 Formal,	
Due,	 Noisy,	 Joyful,	

II. Adverbs.—Supply suitable adverbs.—Tell to what class each adverb belongs.

Always, as (2), but, commonly, comprehensively, frequently, generally (2), greatly, intensely, more, no, only, seldom, so, when (2).

Softly blows the breeze.—His hammock swings loosely at the sport of the wind.—He remarked how time was valuable.—He said how he had lost his leg during the last campaign.—How pleasantly the breeze feels!—The soones moment.—These opportunities are of seldom occurrence.—From thence arose the misunderstanding.—Do you know from whence they proceed?—Whether he is in fault or no, I cannot tell.—I will ascertain whether it is so or on.—They return to the city from whence they came.—The waves dashed highly.—The clay burns whitely.—I feel coldly.—He feels sadly, because he feels his loss keen.

Greek Roots.-Kuklos, a circle.-Domos, the people.-Metron, a measure.

Analysis and Parsing.—Virtue is never bold, and goodness never fearful'
-Once more I write to you. as I promised.

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LISSON LVIII.-Negative Adverba.

- 160. When two negatives contradict each other, they cannot express a negation. Thus, "I could not wait no longer," should be, "I could not wait any longer."
- 161. The adverbs ever and never are directly opposite in ense, and should not be confounded with each other. Thus, "Seldom or ever," should be, "Seldom or never," or "Seldom if ever."

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162. No is sometimes are adverb of degree, and as such it can relate only to comparatives; as, "No more."—"No sooner."—"No higher." When no relates to a noun, it is an adjective; as, "No elouds."—"No moon."

I. Adverbial Phrases.—Extend the adverbs in this list to ad-

verbial phrases	5. ₁		× .
1. Dryly,	In a dry manner.	2. Fervently,	With fervor.
Falsely,		Candidly,	
Briefly,	1	Heroically,	<u> </u>
Truly,	-	Carefully,	
Discreetly,		Justly,	**************
Ironically,	11	Effectively,	-
Bravely,		Loyally,	
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II. Adverbs.—Supply suitable adverbs.—Extend the adverbs to adverbial phrases.

— a great man who has engrossed our thoughts, our conjectures, our homage, dies, a gap seems — left in the world; a wheel in the mechanism of our own being appears — stilled; a portion of ourselves, and — our worst portion....dies with him.—Lord Lytton.—Some — wise and — unreasonable opinions are — the shadows of unrecognized truths.

contemptible than hypocrisy.—The scene was truly terrific; nothing never affected me so much.—We did not find nobody at home.—He wondered that none of the members had never thought of it.—Neither he nor nobody else said so.—Every man cannot afford to keep a coach.—All their neighbors were not invited.—He is thought to be honest generally.—I recited one lesson during the whole day only.—I washed my hands never so clean.

Greek Roots. - Despotes, a master or lord. - Didasho, to teach. - Logos, a speech, account, or description.

Analysis and Parsing.—The scene was truly terrific; nothing before ever affected me so much.—I do not know enothing about their affairs.

SYNTAX OF THE PREPOSITION.

CHAPTER VIII.—LESSON LIX.—Prepositions.

168. Prepositions show the relation of things; as, "Pursue your way with a bold heart, trusting to Him who is ever a sure help in time of need."

164. The preposition to before an abstract infinitive, and at the nead of a phrase which is made the subject of a verb, has no proper antecedent term of relation; as, "To be contents his natural desire."

165. The preposition for, when it introduces its object before an infinitive, and the whole phrase is made the subject of a verb, has properly no antecedent term of relation; as, "For us to learn to die, is the great business of life."

166. The preposition and its object should have that position in respect to other words, which will render the sentence the most perspicuous and agreeable. Thus, instead of saying, "Habits must be acquired of temperance and self-denial," say, "Habits of temperance and self-denial must be acquired."

167. Prepositions should not be omitted when required by the sense.

I. Prepositions.—Find a snitable preposition to follow each word of this list.—When more than one can be used, explain the use of each.

1. Abandoned to. 2. Deal in. 3. Initiate into. 4. Yearn for. Abhorrence —. Decide —. Preside —. Yield -. Founded -. Accuse ---Profit ---Saturate -Affection -. Frightened —. Rise ---. Restrain -Contrast -. Guard -. Sink -. Obedient --.

II. Prepositions.—Supply suitable prepositions.

Autumn.

— that season — the year when the serenity — the sky, the various fruits which cover the ground, the discolored foliage — the trees, and all the sweet but fading graces — antumn, open the mind — benevolence and dispose it — contemplation. I was wandering — a beautiful and romantic country, till curiosity gave way — weariness; and I sat lown — the fragment — a rock overgrown — moss, where the rustling — the leaves, the dashing — waters, and the hum — the distant city, soothed my mind — the most perfect tranquillity, and sleep instantly stole — me, as I was indulging the agreeable reveries which the objects — me naturally inspired.—Aikin.

III. Correct the false syntax.—A lecture on the best method of drawing at three o'clock.—He went to see his friends on horseback.—The customs and laws are very different in some countries from ours.—A dinner was given to the soldiers of reast beef and plum pudding.—The man was digging a well with a Roman nose.

Greek Roots. - Doxo, an opinion. - Drama, an action; drama. - Hudor, water.

Analysis and Parsing.—To be contents his natural desire.—For us to learn to die in the great business of life.

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LESSON LX.

Literary Selection for Explanation and Study.

THE BELLS OF SHANDON.

With deep affection and recollection,

I often think of those Shandon bells,

Whose sounds so wild would, in days of childhood,

Fling round my cradle their magic spells.

On this I ponder where'er I wander,
And thus grow fonder, sweet Cork, of thee—
With thy bells of Shandon, that sound so grand on
The pleasant waters of the River Lee.

I've heard bells chiming full many a clime in, Tolling sublime in cathedral shrine, While at glib rate brass tongues would vibrate: But all their music spoke naught like thine;

For memory, dwelling on each proud swelling
Of thy belfry, knelling its bold notes free,
Makes the bells of Shandon sound far more grand in
The pleasant waters of the River Lee.

I've/heard bells tolling old Adrian's Mole in, Their thunder rolling from the Vatican; And cymbals glorious swinging uproarious In the gorgeous turrets of Notre Dame.

But thy sounds were sweeter than the dome of Peter Flings o'er the Tiber, pealing solemnly.

O, the bells of Shandon sound far more grand on The pleasant waters of the River Lee.

There's a bell in Moscow, while on tower and kiosk, O!
In St. Sophia the Turkman gets,
And loud in air calls me to prayer,
From the tapering summits of tall minarets.

Such empty phantom I freely grant them,
But there's an anthem more dear to me:
'Tis the bells of Shandon, that sound so grand on
The pleasant waters of the River Lee.

-Francis Mahony (1804-1866)

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Literary Analysis.

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Principal Ideas.

Accessary Ideas.

Questions.

1. What is "deep affection" (1st l.)?

2. Give synonyms of "recollection" (1st 1.)
3. What is meant by "Shandon bells" (2nd 1.)?

4. Express "Shandon bells" differently.

5. Name the figure of syntax in the 4th line. 6. Point out the alliteration in the stanza.... What is a stanza?

7. Give synonyms of "spells."

8. Explain "magic spell." 9. Give synonyms of "ponder."

10. What figures of etymology in "where'er" (5th l.)?.... Point out other etymological figures in the selection,

11. Give synonyms of "wander" (5th l.).

12. What figures in "grow fonder," "sweet Cork"?

13. Where is Cork?"14. What is meant by "pleasant waters" (8th 1.).

15. Describe the River Lee.... Point it out on the map....

16. Point out the alliterations in the 2nd stanza....

17. Explain "chiming" (9th l.).
18. What is meant by "clime" (9th l.)?
19. What figure in "clime"?

20. Explain "tolling" (10th l.).

21. Give synonyms if "sublime" (10th l.).

22. What figure of syntax in "sublime" (10th 1.)?.... Why not use sublimely?)

23. Explain "cathedral shrine" (10th l.).... (Give other meanings for shrine.)

24. Give synonyms of "glib" (11th l.).

25. What is meant by "brass tongues" (11th 1.)?

26. Explain "vibrate" (11th l.).

27. What is meant by "naught" (12th l.).

28. Explain 12th line.

29. Give synonyms of "memory" (13th l.).

30. Explain "memory dwelling."

31. What figures in "memory dwelling;" "proud swelling of thy belfy" (13th and 14th ll.)?

32. Explain (1) "belfry;" (2) "knelling" (14th l.).... (Is "knelling" the best word that could be used in conjunction with "bold notes free "? Give reasons for your answer.)

33. What figure in "bold notes free"?. 34. Explain "Adrian's Mole" (17th l.).

35. What figure in "their thunder rolling"?

36. Explain "Vatican."

37. What are (1) "cymbals"? Explain (2) "swinging uproarious" (20th 1.).

38. What figure of syntax in 19th 1.?

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-1866]

Questions.

- 89. Explain "turrets" (20th l.).40. "gorgeons" (20th l.).
- 41. "Notre Dame" (20th 1.)
- 42. Explain (1) "dome;" (2) "Peter" (21st l.).
 43. What figure in "the dome of Peter flings" (21st and 22nd ll.)?
 44. Point out the Hyperbaton in 22nd line.... After the inversion.
- 45. What is the Tiber (22nd 1.)?
- 46. Point out the alliterations in the 6th stanza.
- 47. What is Moscow?
- 48. What is meant by "Kiosk" (25th 1.)?
- 49. Explain "St. Sophia" (26th 1.).
- 50. What is meant by "Turkman" (26th l.)?.... (Why use "Turk. man "?)
- 51. Explain (i) "tapering summits;" (2) "tall minarets" (28th 1.)... (Is the word tall necessary?)
- 52. Explain "empty phantom.".... (Is there an alliteration in "empty phantoni"?)
- 53. Explain "anthem."
- 54. What is it that renders this poem so musical?
- 55. Give a short biographical notice of Francis Mahony.
- 56. Parse sounds (3rd 1.).
- 57. By what is spells (4th 1.) governed?
- 58. Parse Cork (6th 1.).
- 59. Parse River Lee (8th 1.).
- 60. Parse (1) chiming, (2) chime (9th 1).
- 61. Parse sublime (10th 1.).
- 62. Analyze and parse:
 - ".;...Thy sounds were sweeter than the dome of Peter Flings o'er the Tiber, pealing solemnly."

Exercise.—Paraphrase The Bells of Shandon.

Phraseology and Composition.

- I.—Name some of the effects of the following:—Good education, literary exercise, traveling.
- II .-- Make five statements about a sapling and five about a child, show ing points of resemblance between the two.
- III.—Give some ideas to be introduced into a short composition ou WINTER.

Exercise on Homophonous Words.

1V.—1. Eyry.
Airy.
Beet.
Beet.
Beal.
Barque.
Ceil.
B. Culler.
Color.
Fellow.
Fellow.
Grocer.
Grosser.

Construct sentences which shall each contain a pair of homonyms taken from the above list.

V .- Write a description of A Sail Down the St. LAWRENCE.

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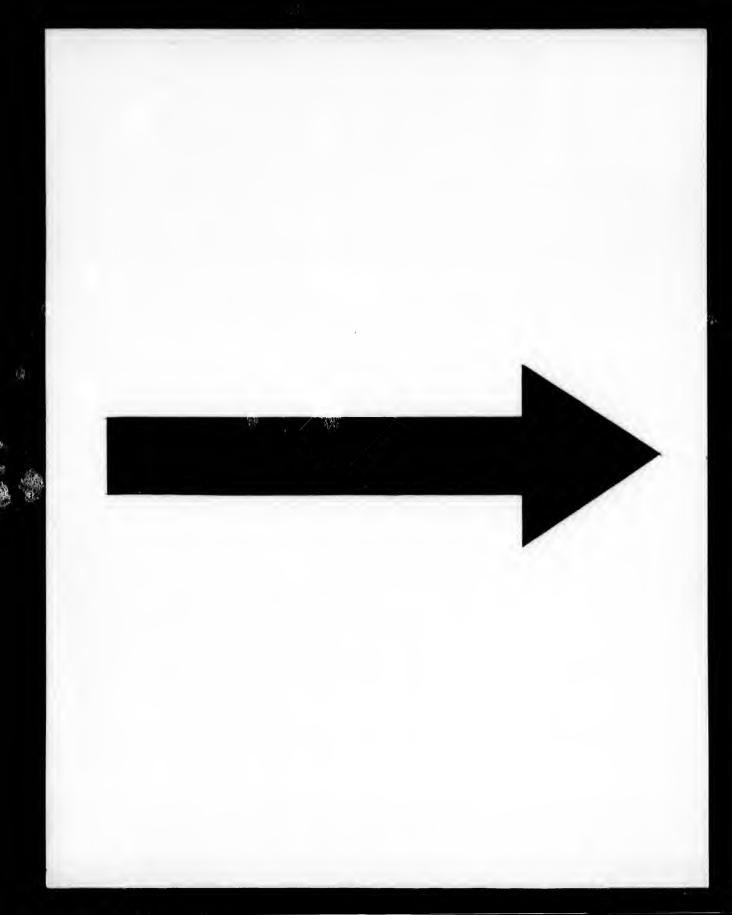
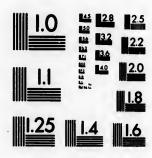


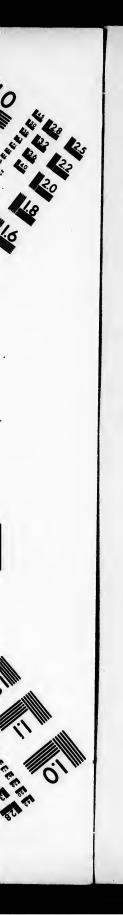
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LESSON LXI,—Prepositions.—Use.

- 168. Prepositions must be employed agreeably to the usage and idiom of the language, so as rightly to express the relations intended.
- 169. Into expresses a relation produced by motion or change; and in, the same relation, without reference to motion; hence, "To walk into the garden," and "To walk in the garden," are very different in meaning.

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- 170. Between is used in reference to two things or parties; among, or amidst, in reference to a greater number; as, "Between dawn and sunrise."—"Flowers among weeds."
- I. Prepositions.—Find a suitable second adjective that may be correctly used with the preposition contained in each phrase.

Pious and — before the altar.
Prudent and — before acting.
Steadfast and — in trials.
Studious and — during a lesson.
Economical and — of time.
Instructed and — by experience.

II. Prepositions.—Supply suitable prepositions.

- 1. The failings good men are commonly more published the world than their good deeds; and one fault a deserving man shall meet more reproaches than all his virtues praise: such is the force ill-will and ill nature.
- 2. Titles—honor set such as have no personal merit, are—best the royal stamp set base metal.—Truth is always consistent—itself, and needs nothing help it out. It is always near—hand, and sits our lips, and is ready drop out we are aware: whereas a lie is troublesome, and sets a man's invention—the rack; and one trick needs a great many more to make it good.
- 3. The honest man does that duty, which a man honor does the sake character.—He who brings ridicule bear truth finds his haud a blade a hilt, more likely cut himself than anybody else.
- III. Correct the false syntax.—He was accused for betraying his trust.—I have no occasion of his services.—Virtue and vice differ widely between each other.—Step in the carriage and ride on it.—The wool is made in cloth.—Go on haste.—I will divide my property between my five sons.—The gentleman is accompanied with his friends.—He killed his enemy by a sword, but he died with an arrow.—Meddle not about what does not concern you.—For the unfortunate the good man always sympathizes, but not about the wicked.—This originated from mistake.—He has a store in Broadway, at No. 60.

Greek Boots.—Due, an inseparable particle, denoting difficulty, pain, etc.—Oikos, a house.—Hora, an hour.

Analysis and Parning.—Do not talk of the decay of the year; the season is good when the people are so.—Be assured this man has an ax to grind.

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SYNTAX OF THE CONJUNCTION.

CHAPTER VII.—LESSON LXII.—Conjunctions.

- 171. Conjunction connect words, phrases, or sentences; as, "Let there be no strife, I pray thee, between me and thee, and between my herdmen and thy herdmen; for we are brethren."
- 172. The conjunction that sometimes serves merely to introduce a sentence which is made the subject of a verb; as, "That mind is not matter, is certain."
- 178. After than or as, expressing a comparison, there is usually an ellipsis of some word or words; as, "He is younger than I [am young]."
- 174. When two terms connected refer jointly to a third, they must be adapted to it and to each other, both in sense and in form. Thus, instead of "Henry is older, but not so tall than James," say, "Henry is older than James, but not so tall."
- I. Derivatives.—Derive words from the list given.—Tell to what part of speech each belongs.

Antiquary.....
Animate.....
Angle.....
Alter....

Aliment..... Agrarian....

II. Conjunctions.—Supply suitable conjunctions.

- 1. A man may have a thousand intimate acquaintances, not a friend among them all. you have one friend, think yourself happy. —No revenge is more heroic that which torments envy by doing good.—It is great a point of wisdom to hide ignorance to discover knowledge.
- 2. The temperate man's pleasures are durable, they are regular; all his life is calm and serene, it is innocent.—It is harder to evoid censure to gain applause; this may be done by one great wise action in an age; to escape censure, a man must pass his whole life without saying doing one ill foolish thing.
- III. Correct the syntactical errors.—He has made alterations and additions to the work.—He is bolder, but not so wise, as his companions.—I always have, and I always shall be, of this opinion.—The first proposal was essentially different and inferior to the second—Forms of government may, and must be occasionally, changed.—Compare their poverty, with what they might, and ought to possess.

Greek Roots.—Hedra, a seat.—Ergon, a work.—En, well; rightly.

Avalysis and Parsing.—Large, glossy, and black, hung the beautiful

ant.—He is in every respect a statesman and soldier.

LESSON LXIII.—Conjunctions.—Use.

175. The disjunctive conjunctions lest or but, should not be used where the copulative that would be more proper; as, "I jeared that I should be deserted," not "Lest I should be deserted."

176. After else, other, otherwise, rather, and all comparatives. the latter term of comparison should be introduced by than; as, "Prevarication is nothing else than falsehood."

I. Derivatives.—Derive several words from each word in the list given.-Distinguish what part of speech.

Equal..... Capable..... Cant.... Caution Census..... Center.....

II. Conjunctions.—Supply suitable conjunctions.

1. How is it possible to expect - mankind will take advice. they will not so much --- take warning.

men are accused for not knowing their own weakness, perhaps as few know their own strength.

Temper is — good a thing — we should never lose it.

seeing requires light, a free medium, - a right line to the objects, we can hear in the dark, immured, and by curve lines .- HOLDER.

- truth and constancy are vain. - GRANVILLE.

This assistance is only offered to men, and not forced upon them they will --- no. TILLOTSON.

Let those who stand take heed — they fall.

We cannot thrive — we are industrious and frugal.

The knowledge is small which we have on earth concerning the things of Heaven: — this much we know even of saints in Heaven, — they pray. HOOKER!

RUSSELL.

III. Correct the syntactical errors.—A metaphor is nothing but a short comparison.—O forest flower, no sooner blown but blasted! -Architecture and gardening cannot otherwise entertain the mind, except by raising certain agreeable emotions or feelings. I deny but ho was present:-Are you apprehensive lest some accident has happened?-Washington had nothing elso at heart but the good of his country. I am fearful lest the storm may overtake them. - There is no doubt but France has produced many great men.

Greek Roots. - Thesis, a putting or placing; Themu, something placed. -Theos, God -Sophia, wisdom.

Annitals and Parsing. Cats and dogs catch and ear rats and mice. Since had nothing else to do, I went.

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LESSON LXIV.—Conjunctions.

177. Certain words are used in contiguous clauses as corres. pondents, and care should be taken to give them their proper place in the sentence; as, (463).

178. Do not use if for whether; as, "Do you know if [whether]

the train will start this morning.".

179. Be careful to use so, as—not as, as—after a negative denying equality of degree; as, "Few uncient cities were so not as magnificent as Babylon."

I. Derivatives.—Derive several words from each given in the list. -Give the meaning of each word.

Cent..... Certain..... Chart..... Legal..... Miracle. Sate

- il. Conjunctions.—Supply suitable conjunctions.
 - 1. he were dead, shall he live.
 - opportunities are neglected, there is often discontent.

- we go - stay.

— he is young — he is very diligent. He is — good — industrious.

you wish it, - we shall go.

No man was - poor - he could not make restitution.

he thinketh is his heart, — - is he. He is not --- smart --- his brother.

- you have opportunities, --- make good use of them. I go, --- ye cannot come.

His liabilities are ——, —— he must fail.
Your house is of the —— size —— mine.
We may be playful, —— yet innocent — Murray.

Power to judge — quick — dead.—Milton.
Foarless — firm, he never quailed,

- turned aside for threats, -- failed

To do the thing he undertook.—Wilson.

What is native still is best,

little care I for the rest.-Longfellow.

III. Correct the syntactical errors.—Neither despise or oppose what you do not understand.—The majesty of good things is such, as the confines of them are revered.—Whether he intends to do so or no. I cannot tell.-There is no condition so secure as cannot admit of change. - None is so fierce that dare stir him up. - The relations are so obscure as they require much thought.

Greek Roots.-Ge, the earth.-Tropos, a turning.-Tupos, a shape, figure, or model.-Zoon, an animal.

Analysis and Parsing.—Either Thomas or Henry is here.—He pulled so hard that the rope broke

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LESSON LXV.

Literary Selection for Explanation and Study.

VENERABLE MARGUERITE BOURGEOYS.

She was the daughter of a respectable tradesman, and was now twenty-two years of age. Her portrait has come down to us; and her face is a mirror of frankness, loyalty, and womanly tenderness. Her qualities were those of good 5 sense, conscientiousness, and a warm heart. She had known no miracles, ecstasies, or trances: and though afterwards, when her religious susceptibilities had reached a fuller developement, a few such are recorded of her, vet even the Abbé Faillon, with the best intentions, can credit 10 her with but a meager allowance of these celestial favors. Though in the midst of visionaries, she distrusted the supernatural, and avowed her belief, that, in His government of the world, God does not often set aside its ordinary laws. Her religion was of the affections, and was manifested in an absorbing devotion to duty. She had felt no vocation to the cloister, but had taken the vow of chastity, and was attached, as an extern, to the Sisters of the Congregation of Troves, who were fevered with eagerness to go to Canada. Marguerite, however, was content to wait until there was a prospect that she could do good by going; and it was not till the year 1653, that, renouncing an inheritance, and giving all she had to the poor, she embarked for the savage scene of her labors. To this day, in crowded school-rooms of Montreal and Quebec, fit monuments of her unobtrusive virtue, her successors instruct the children of the poor, and embalm the pleasant memory of Marguerite Bourgeoys. In this gentle nun was realized that fair ideal of Christian womanhood, a flower of earth expanding in the rays of Heaven, which soothed with gentle influence the wildness so of a barbarous age.

-Parkman (1823—).

8. I

10. V

11. E 12. V

13. C

14. P

15. G

16. V

17. E

18, G

19. V 20. G

21. N

22. V

23. E

25. W

26. W

28. W 29. W

30. E

31. W

32. E 33. E

34. L 35. G: 36. E 37. W 39. D

Oral Statement—Sketch.....

1. The author is not correct. The true portrait of the Venerable Mother Bourgeoys has not come down us.

2. Notwithstanding the tone of this sentence and the succeeding, we give the selection, it contains such an excellent tribute to the Venerable Foundress of the Sisters of the Congregation de Notre Dame. Let it be remembered that Parkman is a Protestant who sneers at the supernatural. This gives more value to his appreciation of the humble nun.

3. The Sisters do not confine the exercise of their zeal to instructing the poor only. They have large academies and boarding schools in Canada and the United States to which many of the most wealthy people of the continent send their daughters.

Literary Analysis.

Principal Ideas.

Accessary Ideas.

Questions.

1. What is meant by "respectable tradesmen" (1st l.)?

2. Explain "portrait" (2nd 1.).

3. What figure in "her face is a mirror" (2nd l.)?
4. Explain (1) "frankness"; (2) "loyalty"; (3) "womanly tenderness " (3rd and 4th ll.).

5. Explain "qualities" (4th l.).
6. What is meant by (1) "good sense"; (2) "conscientiousness";
(3) "warm heart" (4th and 5th ll.).

7. What figure in "warm heart" (5th l.)

8. Explain (1) "miracles"; (2) "ecstasies"; (3) "trances."

9. Explain "religious susceptibilities" (7th 1.

10, What is meant by "fuller development" (8th 1.)?

- 11. Explain "recorded" (8th l.).
 12. Who was "Abbé Faillon" (6th l.)?
 13. Of what are the words "yet even the Abbé Faillon—celestis." favors" (9th and 10th ll.) an instance?
- 14. Point out the alliteration in line 9th..... Point out the other alliterations there are in the selection.)

15. Give synonyms of (1) "meager"; (2) "allowance."16. What is meant by "celestial favors" (10th 1.)?

17. Explain (1) "visionaries"; (2) "supernatural" (11th and 12th ll.).

18. Give synonyms of "avowed."

19. Why does "His" (12th l.) commence with a capital?.....
20. Give synonyms of "ordinary" (18th l.).

21. Name some affections of the mind. 22. What is meant by "affections" (14th l.)?

23. Explain "absorbing devotion to duty" (15th l.).

24. What is meant by "felt no vocation to the cloister" (11th l.)?
25. What figure is "vocation to the cloister" (15th and 16th ll.)?

26. What is a vow? 27. What is meant by "attached, as an extern, to the Sisters of the Congregation of Troyes" (17th and 18th 11.)?

28. What is meant by "Congregation" as used here (17th 1.)?

29. Where is Troyes?...

30. Explain "fevered with eagerness" (18th 1.)

31. What is meant by "prospect" (20th l.)?.... (Give other meanings.)

32. Explain "renouncing an inheritance" (21st l.).

33. Explain "savage scene" (22nd and 23rd ll.).... meanings of the word savage.)

34. Locate Montreal and Quebec, and tell by whom those cities were founded.....

35. Give synonyms of "fit" (24th l.)

36. Explain (1) "monuments"; (2) "unobtrusive" (24th 1.).

37. What is meant by "embalm the pleasant memory" (26th 1.)?
38. What figure in "embalm the pleasant memory"?
39. Do the successors of Marguerite Bourgeoys instruct no other children than those of the poor?

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Questions.

40. Explain "realized" (27th 1.).

41. What is meant by "fair ideal" (27th l.)?

- 42. What figure in "a flower—barbarous age" (28th and 30th ll.)?

 43. What is meant by (1) "expanding"; (2) "rays of Heaven" (28th and 29th ll.)?
- 44. Explain "soothed with gentle influence-age" (2 '1 and 30th 11.).
- 45. Do you notice any peculiarity in the spelling of the Christian name of Venerable Mother Bourgeoys?

46. Give a biographical sketch of Parkman.

Note.—Here the Teacher may give some general review questions on the grammatical text. The literary selection of this lesson, and any other selections the Teacher considers suitable, may be used as a text for this exercise.

Exercise. - Write a sketch of The Venerable Marguerite Bourgeoys.

Phraseology and Composition.

- Construct sentences, each of which shall contain two comparisons about the life of man, the inconstant mind, perseverence in work.
- II. Develop the following thoughts:-
 - 1. THOSE WHO TERRIFY OTHERS, TREMBLE THEMSELVES.
 - 2. I DREAD THE MAN OF ONE BOOK.
- HI. Express some ideas to introduce into a composition entitled:

A Poor FISHERMAN SAVED FROM SHIPWRECK.

Exercise on Homophonous Words.

IV1. Kiln.	2. Missile.	3. Mein. 4. Knew.
Kill.	Missal.	Mean: \Gnu.
Lief.	Mantel.	Mighty. Lie.
Leaf.	Mantle.	Mitv. Live.

Construct sentences which shall each contain a pair of homonyms taken from the above list.

V .- Write an essay on Perseverance

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FALSE SYNTAX FOR CORRECTION.

These exercises are given in reference to the lessons whose numbers stand at the head of each. The Teacher will require the pupils to give the reasons for the correction in each case, and even require them to recite the grammatical text which refers to each.

I.-IV.

Him that is industrious, will become rich.—Them that study diligently, will become scholars.—He and us are of the same age.—You are a better scholar than us.—Are not Mary and thee sisters?—I can run as fast as thee.—Nobody told the story but him.—Whom do you think is dead?—Who did the mischief? Me.—Here's none but thee and I.—These are them.—I took it to be he.—It cannot be him.—I am going to see the soldiers, they that came from the North-West.—This silk handkerchief is a present from my sister Margaret, she that we saw last week.—Patrick, my brother, him that rode on the gray horse, is now in deep study.

VI.—IX.

Elizabeths reign was longer than Marys.—A thirty-day's note was protested at the Imperial Bank yesterday.—Is this copy your's? No: it is her's.—They are made of deers horns.—The tree is known by it's fruit.—These books are not their's.—Mans' chief good is an apright mind.—Avoid that evil for conscience' sake.—The world's government is not left to chance.—The Mayor of New York's authority was questioned.—He mentioned Henry's walking a mile.—Many cruelties were witnessed during Henry the Eighth's reign.—I left the parcel at McQuillan's the grocer's.—John's and James's teacher is a learned man.—Fool's cap is a kind of paper.—Did you see the kite's foot growing in the garden?

XI.—XIV.

Thou only have I chosen.—I he restored to my office.—I am the person who they seek.—The teacher allowed my sister and I to accompany him.—Who do you think I saw the other day?—They that honor me, I will honor.—They took you to be he.—The man whom he called on was absent.—He set out, as every one should, on his journey with a determination to arrive in time.—We were shown several beautiful pictures.—I have never been asked the question.—Good keeping thrives the herd.—Being weary he sat him down — John fired at and wounded the stag.

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XVI.—XIX.

Algebra is a branch of the mathematics.—What sort of a man is he?—We found him a very worthy good sort of an old man.—Such a man does not deserve the name of a gentleman.—The highest officer of a Province is called a Governor.—That tree is a species of an oak.—These sketches were not taken from the life.—These foreigners, in the general, are peaceful and industrious.—You may send me the letter by the mail.—I had a reference to the other.—Reason was given to a man to control his passions.—Women who never take any exercise, necessarily become invalids.—Every critic is not Johnson or Macaulay.—A house and furniture were sold by auction yesterday.—St. Lawrence is a majestic river.—The forsaken may find another and a better friend.—Both the house and barn were consumed by fire.—Oak, ash, the elm, and hickory are the principal trees in this locality.—John is a better speaker than a writer.—A black and a white horse is said to be piebald.—Henry has a black and white horse (two horses).

XXI.—XXIV.

An old venerable woman inquired of me the way to the ferry.—A young fine man has entered the car.—Ellen has a new elegant house. -The two first have been dismissed.—The oldest two daughters have entered a convent.—I read the four first chapters, of the history.— Susan is the tallest of the two.—Gold is more precious than all the metals.—Iron is the most useful of all the other metals.—I never left in such a hurry.—No general of modern times was as great as Napoleon I.—The Scriptures are more valuable than any writings.— Of all other ill habits, idleness is the most incorrigible.—Virtue confers the supremest dignity on man.—A more healthier locality cannot be found.—The best and most wisest men often meet with discouragement.—So universal a complaint should be listened to.—The pole is thirty foot long.—The man is six foot high.—Give me twenty pound of sugar.—He speaks very fluent.—He did not think it deserving notice.—The poor want some advantages which the rich enjoy; but we should not therefore account those happy, and these miserable.

XXVI.—XXIX.

Either of the three may come.—Neither of the four needs come.—The whole inhabitants of the city were alarmed.—Tell them boys to come in.—Margaret and Elizabeth love one another tenderly.—All true Christians love each other.—No person should be censured for being careful of, their reputation.—He cannot see one in prosperity without envying them.—I gave him oats but he would not eat it.—The general which commanded the troops was a brave man.—The family whom I visited, appeared to be very poor.—Job, who is but another name for patience.—The child you saw crying on the street, has found his home.—It is the same which I saw last week.—All who live, will die.

XXXI.—XXXIV.

He is a man that knows what belongs to good manners, and who will not do a dishonorable act.—The friend who was here, and that entertained us so much, will never be able to visit us again.—The

curiosities which he has brought home, and that we will have the pleasure of seeing, are said to be very rare.—He is still in the feeble state of health you saw him.—I know no rule how it may be done.—Remember the condition whence you are rescued.—The soldier has come from the field where he fought bravely.—He said what he could not come.—I had no idea but what the story was true.—I gave all what I had.—Thou hast no right to judge who art a party concerned.—There is a certain majesty in simplicity which is far above the quaintness of wit.—I am the jailor who have come to take you.—Some men are too ignorant to be humble; without which there is no docility.—Ermelinda and Helen will favor us with her company.—Adrew, Joseph, and I are attached to their school.—Juliana or Agnes will favor us with their company.—The committee was divided in their opinions.—The meeting were unanimous in passing the resolution.

XXXVI,—XXXIX.

He dare not oppose it.—She need not trouble herself.—On one side was beautiful meadows.—He may pursue what course he please.— What have become of our companions?—There was more impostors than one.—What says his friends on this subject?—I called, but you was not at home.—I says to him: Be your own friend.—Mary and her cousin was at our house last week.—Neither Mary nor her cousin were at our house last week.--The violin or the banjo, played by some merry old negro, beguile the summer evenings.—The road to virtue and happiness are open to all. —The derivation of these words are uncertain.—To obtain the praise of men were their only object.—They said it was me committed the deed.—I am sorry to hear of your misfortunes, but I hope they will be retrieved.—I seen Thomas last week.—I saw Bartholomew this afternoon.—That boy readeth very fluently.—A committee was appointed to examine the accounts.—The committee disagrees as to the measures that should be taken.—All the world is spectators of your conduct.—Let each come up in their turn.—Every one of us Christians sanctify the Lord's day .- Are either of the murderers known? No: neither of them were seen.—The missionary and philanthropist have departed. Prudence, and not pomp, are the basis of his fame.—Wisdom, and not wealth, procure esteem.—Each day, and each hour, bring their portion of duty.—Pleasure, and not books, occupy his mind.—Not honor, but emoluments, has enticed him to accept the offer.—Every tall tree, and every steeple, were blown down.—Either you or James have spilt my ink.—Either thou or I are responsible.—His food locusts and wild honey.—The quarrels of lovers is a renewal of love. -Five dimes is half a dollar.—"Blairs Lectures on Rhetoric" are an excellent work.

XLI.—XLIV.

In this affair perseverance with dexterity were requisite.—Sobriety with humility lead to honor.—To profess and to possess is very different things.—Their religion as well as their manners were ridiculed. Every one but thou hadst been legally discharged.—All songsters save the hooting owl was mute.—What the heart or the imagination dictates, flows readily.—To practice tale-bearing or even to countenance it are great injustice.—To reveal secrets or to betray one's friends

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are contemptible perfidy.—Are they or I expected to be there?—Narcissus and I did the mischief .- They would neither go themselves nor suffered others to enter .- The report was current yesterday, and agrees with what we heard before.—I would have went with the expedition had I been invited .- Matthew done it yesterday .- I have saw him to-day.—I seen Frederick last month in Quebec.—The drunkard laid at the door all night.—Flora has became rich.—If he is discreet, he will succeed.—He will maintain his cause though he loses his estate.—Send the books to me, if thou pleasest.—On condition that he comes, I consent to stay.—Let him take heed lest he falls.— I shall walk out this afternoon, unless it rains.—If I was to go, he would not receive me.—If thou lovedst God, there would be more evidence of it.—Was death denied, all men would wish to die.—If he know the way, he does not need a guide.—Though this be strange, it certainly did happen.—If he think as he speaks, he may be safely trusted.—If he comes on time, he will be rewarded.

XLVI.—XLIX.

I am going for to learn French.—Try and please you teacher.—Be careful to not disturb your father's slumbers.—He has not returned, nor is he likely to.—Please hand me the paper.—I felt a thrill of merriment to creep over me.—He dares not to do it.—Bid her to come iu.—I heard the burglar to enter.—I cannot see do it.—We expected that he would have arrived last night.—He would not have been allowed to have entered.—The ancients asserted that virtue was its own reward.—Our cousins intended to have met us.—When he comes he receives a hearty welcome.—As soon as George returns from Europe, he receives a handsome purse.—After our dinner we go a hunting.—Before I go to town, I write to my sister.—Till I receive my salary, I am not satisfied.—Can I go out?

LI.-LIV.

In forming of his sentences, he is very exact.—I heard them discussing of this subject.—Here are rules, by observing of which, you may avoid error.—Their consent was necessary for the raising any supplies.—The teacher does not allow any calling ill names.—I intend returning in a few days.—I well remember telling you.—Suffering needlessly is never a duty.—There is no harm in women knowing about these things.—They did not give notice of the servant leaving. Being conscious of guilt, death became terrible.—By teaching the young, they are prepared for usefulness.—A nail well drove will support a great weight.—I found the water entirely froze, and the pitcher broke.—Being forsook by my friends, I had no other resort.

LVI.-LIX.

He must have certainly been detained.—They thrice give that quickly give.—Trust the wicked not.—If we ever so little transgress the laws of nature ultimately we rue it.—Give him a soon and decisive answer.—Such expressions sound harshly.—You look badly, are you ill?—Such events are of seldom occurrence.—I know how that they heard had of his misfortunes.—He remarked how time was valuable.—From thence arose the misunderstanding.—Do you know from

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LXI.-LXIV.

Here is a "Life of Johnson," accompanied by copious extracts from his writings.—The princess was attended with a large retinue; her arrival was hailed by rejoicings.—With whom were you accompanied? Distribute those presents between James and his brothers.—I never before saw so great a resemblance among twins.—We all have need for some one on whom we can confide.—Every person should conform his practice with his preaching.—Rid yourselves from such pre-judices, or people will be disgusted at you.—Your theory seems to be founded upon good principles, yet it is quite different to any that I have hitherto heard advanced.—Far better is a private life to this constant turmoil.—Isabella walked from the avenue in the Park.— Mary Jane walked into the garden for half an hour, admiring the beauty of the flowers and the excellence of the vegetables.—Thaddens is older but not so studious than his brother.—I do not deny but he has merit.—Are you afraid lest he will forget you?—It was no other but his father.—Have you no other proof except this?—It is no other but she. - Never act otherwise but honorably. - Such idlers should neither be pitied or assisted.—Nothing else pleases a man as much as flattery.—I doubt if the world ever saw such a fleet before. -It is uncertain if a swan lives longer than a raven.

Miscellaneous.

Norm.—Let the Teacher require the pupils to give reasons for each correction.

I.

England, Scotland, and Wales forms one island.—Ireland, or the Emerald Isle, lie west of England.—A few dilapidated old buildings still stands in the "Deserted Village."—He who does all which he can, does enough.—A man should sit down and count the cost who is about to build a house.—I can bear the heat of summer, but not cold of winter.

II.

The scepter, miter, and coronet seem to me poor things to be contended for by great men.—This can be done easier.—The evening was spent by reading.—He arrived to Toronto.—Should we fail, it cannot be no worse for us.—Gold is heavier but not so useful as iron.—It is not me you are in anger with.—I took that tall man to be he.—I go to the city to-morrow.—Go and lay down to sleep.—The sun sits in the west.—What sounds have each of the vowels?—We agree, says they.—Three quarters of the number of men was discharged.

III

I shall never do so no more.—The train of our ideas are often interrupted.—Was you at school yesterday?—Louisa or I is the person.—They or he is much to be blamed.—He dare not act otherwise than he does.—These trees are remarkable tall.—From whence came they?—If he be sincere, I am satisfied.—Her father and her were at church.—Isaac runs rapid.—She acted bolder than was expected.—His conduct evinced the most extreme vanity.—A giant, nine foot in height, was on exhibition.—The teacher requested him and I to read more distinct.—It is no more but his due.—I have been at the fair yesterday.

IV.

The first qualification required is a genius.—It is different and inferior to the second.—That lot is preferable and cheaper than the other.—He managed the affair wisely and with caution.—Some nouns are either used in the singular or plural number.—He could not deny but what he borrowed money.—Many talented men have deserted from the party.—He refused taking any further notice of it.—He came of a sudden.—He swerved out of the true course.—He divided his estate between his son, daughter, and nephew.—There is constant hostility between these various tribes.—We should not be overcome totally by present events.

V

They were both unfortunate, but neither of them were blameworthy.—Though this event be strange, it certainly did happen.—James is as tall, if not taller than I am.—A good end does not warrant using of bad means.—There is more business done in Montreal, than in any city of Canada.—Every year, every day, and every hour bring its changes.—Whom say you that I am?—We frequently do those things which we afterwards repent of.—He very early attracted attention as an orator and a journalist.—He was a popular lecturer, a careful historian, a graceful essayist, a statesman, and a poet.—Never was there seen such a sight.—A constant display of graces are fatiguing to a sober mind.—Either wealth or power may ruin its possessor.—Which dictionary do you prefer, Webster or Worcester? This mode of expression has been formerly in use.—The news by the last mail are better than was expected.

VI.

Maria always appears amiably.—William is the most learned and accomplished of all the other students that belongs to the seminary.

—What is the reason of the committee's having delayed this business?—After I had visited Europe, I returned to America.—The army present a painful sight to a feeling mind.—He has little more of a scholar besides the name.—As far as I am able to judge, the book is well printed.—Unless he learns faster, he will not be a scholar.—You and us enjoy many privileges.—He was accused with having acted unfairly.—There cannot be nothing more insignificant than vanity.—They who have bore a part of the labor, shall share the rewards.—The bread that has been eat is soon forgot.—We have

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rned and eminary. his busica.—The tile more idge, the not be a sed with gnificant all share We have done no more than it was our duty to have done.—You ought not walk too hastily.—That is the eldest son of the Queen of England's.

—As his misfortunes were the fruit of his own obstinacy, a few persons pitied him.—The king has conferred on him the title of a duke.

VII.

He had many virtues and was exceeding beloved.—The conspiracy was the easier discovered, from its being known to many.—Each of them, in turn, received the benefits to which they was entitled.—Instead of studying you have been playing this two hours.—That is the student who I gave the book to, and whom, I am persuaded, deserves it.—It is indisputably true, his assertion, though it is a paradox.—Which of them persons has most distinguished himself?—The shoal of herrings were of an immense extent.—The crowd were so large that we had great difficulty in making our way through them.—One added to seventeen make eighteen.—Humility and knowledge, with poor apparel, excels pride and ignorance under costly attire.—The children they came in time.—Great pains has been taken to reconcile the parties.—His conduct was unjust as dishonorable.—Many persons will not believe but what they are free from prejudices.

VIII.

The educated and uneducated man are very different personages.—
This veil of flesh parts the visible and invisible world.—To thee I owe many favors, and you may, therefore, rely my executing thy command.—Some of our principal schools has a grammar of its own.—
Everybody trembled for themselves or their friends.—Glad tidings of great joy is brought to the poor.—Seven honest men's assertion are better than one man's oath.—If he dislike you, why do you associate with him?—Cultivate the acquaintance of the learned, for they might be of service to you.—They might have been happy, and now are convinced of it.—By laying abed late in the morning, you lose a tenth part of your life.—The price of new-lain eggs has raised.—I can make as much money as he has.—I did go, and answered my accusers.

IX.

Do you know who you are speaking to?—She was afraid to enter in the room.—Great benefit may be derived from reading of history.

The book is so uninteresting that I cannot read it through, and never expect to.—Your affairs have been managed in a manner diferent to what I advised.—Let us profit from the misfortunes of others.—Bestow favors to the deserving only.—How many ridiculous customs have been brought in use during the past hundred years?

No one ought to injure, or wound the feelings of his neighbor.—Be sure not to tell nobody whom you are.—Nothing else hurts my feelings as much as a friend's betraying the trust I have reposed in him.—Those who consider themselves a good critic are not so considered always by others.—Every one should try to distinguish themselves in his profession.—Your garden looks much better since you wed it.

An honorable man looks down upon the wicked with supremest contempt.—Has that seeds been thrown out?—I, reflecting on the mutability of human things, came to the conclusion that all was vanity and vexation of spirit.—The Swiss have defended their liberties the most resolutely of any other nation.—She will not sing for anybody but he.—They dared not to start.—They compose the easiest that have learned to compose.—Let any pupil put this into diagram if they can.—My purpose was, after ten months more spent in commerce, to have withdrawn my wealth to a safer country.—A large number of vessels is being built the present season.—The house is being burnt.—The book is being printed.—I differ entirely with you in appearance.—He acted in this business bolder than was expected.—To-morrow is Sunday.—I will go if possible.—Turn up what may, I shall go.—You will not leave the house to-night with my consent.—He shall go if he please.—He don't come to school regularly.—I never studied no grammar, but I can speak just as good as them that speaks grammatical.

ANALYSIS.

Examples Analyzed in Full.

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1. The spreading orange waves a load of gold.

Analysis.—This is a simple declarative sentence.

The subject is orange; the predicate is waves; and the object is

The subject is limited by the article, the, and modified by the adjective adjunct, spreading; the predicate is unmodified; the object is limited by the article, a, and modified by the adjective phrase, of gold.

2. A waving willow was bending over the fountain.

Analysis.—This is a simple declarative sentence.

The subject is willow; the predicate is was bending.

The subject is limited by the article, a, and modified by the adjective adjunct, waving; the predicate is modified by the adverbial phrase, over the fountain.

3. A man who saves the fragments of time, will accomplish much during his life.

Analysis.—This is a complex declarative sentence.

The principle clause is \triangle man will accomplish much during his life; the dependent clause is who saves the fragments of time. The connective is who.

The subject of the principal clause is man; the predicate is will

accomplish; the object is much.

The subject is limited by the article, a, and modified by the dependent slause; the predicate is modified by the simple adverbial phrase, during his life. The principal word of this phrase is life, which is modified by the adjective adjunct, his.

The subject of the dependent clause is who; the predicate is saves;

the object is fragments.

The subject is unmodified; the predicate is unmodified; the object is limited by the article, a, and modified by the simple adjective phrase, of time.

4. Men believe that reason is lord over their words; but it happens, too, that words exercise a reciprocal and reactionary power over our intellects.

Analysis.— This a compound declarative sentence. The connective between the two members is but.

The first member is complex, consisting of the independent clause, men believe; and the dependent clause, that reason is lord over their words. The connective is that.

The subject of the principal clause is men; the predicate is believe; the object is the dependent clause, that reason is lord over their words.

The subject of the dependent clause is reason; the predicate is is; the attribute is lord. The attribute is modified by the adjective adjunct. over their words. The principal part of the phrase is words, which is modified by the adjective adjunct, their.

The second member is also complex, consisting of the independent clause, it happens; and the dependent clause, that words.....our intellects. The connective is that.

The subject of the principal clause is it; the predicate is happens.

The subject is modified by the dependent clause, which is explanatory.

The predicate is modified by the adverbial adjunct too.

The subject of the dependent clause is words; the predicate is exercise; the object is power. The object is limited by the article, a, and modified by the adjective adjuncts, reciprocal and reactionary, and by the simple adjective phrase, over our intellects. The principal word of the phrase is intellects, which is modified by the adjective adjunct our.

PARSING.

Example of Syntactical Parsing

The power of speech is a faculty peculiar to man; a faculty bestowed on him by his beneficent Creator, for the greatest and most excellent uses; but, alas! how often we pervert it to the worst of purposes.— LOWTH.

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Parsing.—The is the definite article, and limits the noun power according to (S. 42), which says, "The article is placed before the noun which it limits."

Power is a common noun, of the third person, singular number neuter gender, and nominative case, subject of the verb is, according to (S. 1) which says, "A noun or a pronoun must be in the nominative case, when it is the subject of a finite verb."

Of is a preposition, and shows the relation between power and speech, according to (S. 163) which says, "Prepositions show the relation of things."

Speech is a common noun....... objective case, governed by the preposition of, according to (S. 28-2) which says, "A noun or a pronoun must be put in the objective case when it is the object of a preposition."

Is is an irregular, intransitive verb, from be, was, being, been, having the form of the active voice, of the indicative mood, present tense, third person, singular number, and agrees with its nominative power, according to (390) which says, "A finite verb must agree with its subject in person and number."

A is the indefinite article, and limits the noun, faculty.

Faculty is a common noun......nominative after the verb is, according to (S. 1-3) which says, "A noun or a pronoun must be put in the nominative case when it follows the finite tenses of an intransitive verb."

* Peculiar is a common adjective, positive degree, compared by means of the adverbs more and most, and relates to the noun, faculty (S. 53).

To is a preposition, and shows the relation between peculiar and

Man is a common noun......objective case, governed by the preposition to......

A is the indefinite article.....

Faculty is a common noun...... nominative after is understood (a power of speech is a faculty).

Bestowed is a perfect participle from the transitive verb bestow, bestowed, bestowing, bestowed; and relates to faculty, according to (S. 144) which says, "Participles relate to nouns or pronouns, or else are governed by prepositions."

On is a preposition, and shows the relation between bestowed and

Him is a personal pronoun, of the third person, singular number, masculine gender, and objective case governed by the preposition upon (S. 28-2).

By is a prepostion, and shows the relation between bestowed and

His is a personal pronoun, third person, singular number, masculine gender, in the possessive case governed by Creator, according to (S. 10) which says, "A noun or a pronoun in the possessive case is governed by the name of the thing possessed."

Beneficent is a common adjective, positive degree, compared by means of the adverbs more and most, and relates to the noun, Creator

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Creator is a proper noun..... objective case, governed by the preposition by.

For is a preposition, and shows the relation between bestowed and

The is the definite article, and limits greatest and most excellent uses......

Greatest is a common adjective, superlative degree, compared regularly, great, greater, greatest; and relates to the noun, uses......

And is a copulative conjunction, and connects greatest and most beneficent, according to (S. 171) which says, "Conjunctions connect words, phrases, or sentences."

Most is an adverb of degree, and modifies beneficent, according to (S. 152) which says, "Adverbs relate to verbs, participles, adjectives, or other adverbs."

Excellent is a common adjective, not properly admitting of comparison, and relates to uses.....

Uses is a common noun...... objective, governed by the preposition for......

But is a disjunctive conjunction, connecting the latter member of the sentence to the former......

Alas! is an interjection of sorrow. (Interjections have no dependent construction.)

How is an adverb, and modifies the adverb, often......

Often is an adverb, and modifies the verb, pervert.....

We is a personal pronoun, first person, plural number, masculine gender (Why?), and in nominative case to the verb, pervert......

Pervert is a regular transitive verb......

It is a personal pronoun, third person, singular number, neuter gender, and in the objective case after the transitive verb, pervert, according to (S. 28-1) which says, "A noun or a pronoun must be put in the objective case when it is the object of a transitive verb or participle."

To is a preposition, and shows the relation between pervert and worst.

The is the definite article, and limits worst.....

Worst is a common noun..... objective, governed by the preposition to.

Of is a preposition, and shows the relation between worst and purposes,

Purposes is a common noun.....objective case, governed by the preposition of.



LITERARY CANONS.

CHAPTER I.—COMPOSITION.

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I.—Composition in General.

1. Composition is commonly defined to be the art of expressing ideas in written language. A more complete definition would be:

Composition is the art of putting together the ideas which may enter into a subject, of classifying them in logical order, and of expressing them in a style suited to the subject.

Every composition, therefore, supposes on the part of the writer, three distinct operations; Invention, Classification, Style:—

1. Invention consists in finding out what is to be said.

2. Classification consists in placing the ideas in logical order.

3. Style, in this restricted sense, consists in expressing the ideas in a manner suited to the subject.

2. Every composition should contain the following qualities: unity, variety, truth, proportion.

r. Unity consists in directing all the parts of a composition towards the same end. All the accessary ideas should proceed from the leading idea, so as to form, as it were, but one family.

Norm.—Unity requires that the ideas of a subject be so connected that the passage from one to another be natural or almost imperceptible.

2. Variety is not opposed to unity, but properly goes with it.

3. Variety consists in diversity of events or of ideas. To give this quality to a composition, certain accessary ideas may be introduced—facts, incidents, or episodes; but they must be few and plainly connected with the main subject. Sometimes reflections are mixed up with the subject but they must be short, natural, and striking.

4. Truth is maintained by admitting into the composition only the elements furnished by reality, or which are not contrary to probability.

5. Proportion consists in developing ideas according to their relative importance.

3. The principal subjects given to be treated in this course, are: Narrations, Descriptions, Simple Essays, Letters.

II.—Narration.

4. Narration is an account of real or imaginary events.

A narration may be divided into three principal parts: the statement or exposition of the subject, the plot or development of the subject, and the outcome, result, or conclusion.

5. The exposition or statement of the subject makes known the per-

sonages, time, and place of the occurrence narrated.

6. Often the exposition makes known but one or two of these things. This is done when more is unnecessary for the narration, or when they are sufficiently suggested by the context.

7. The statement of the subject should be brief, clear, and simple, that is to say, it should contain concisely, but plainly, the circum-

stances which prepare for the narration :-

1) Brief, since it is but the introduction.

(2) Clear, that is to say, showing plainly the circumstances that prepare for the narrative.

(3) Simple, as a general rule, so as to reserve the interest for the

plan, plot, or development, and the outcome.

Examples of Narration.—My First Fishing Excursion, Esop and Xanthus, The Man with an Ax to Grind, etc., etc.

III.—Description.

8. Description is a lively and animated pen picture of

objects.

9. The description of an object should bring out in bold relief the most salient points. Trivial circumstances and minute details should be avoided.

10. These points may also come into a description:

1. The Statement (telling what is to be described).

2. The Plan or Description proper.

3. The Outcome (for what the object is used, etc.).

Examples of Description.—The Brook, Christmas, Moonrise at Memphis, Autumn in Canada, etc., etc.

1V.-Essays.

11. An **Essay** is a brief composition on any subject.

12. In an essay the author sets forth his views on the lead-

ing points connected with his subject.

Some books are called essays; as: "An Essay Contributing to a Philosophy of Literature." - "Essay in Aid of a Grammar of Assent,"2

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^{1.} By Brother Azarias. 2. By Cardinal Newman.

- 12. This term is commonly applied to a shorter composition, but "is now equally applicable to the crude exercise of the school-boy and the sublimest effort of the man of letters."
- 13. The divisions of an essay vary according to the nature of the subject.

V.-Letters.

- 14. A Letter is a written communication from one person to another.
- 15. The style of epistolary correspondence should be natural, simple, and courteous in tone and expression. It may, moreover, be lively, spicy, spiritual, and even elevated and energetic, if the subject requires it.
 - 16. The following faults should be avoided:—

r. 1. Trivial circumlocution.

- 2. The use of terms the meaning of which the writer does not understand, and which might offend or cause laughter at the writer's cost.
 - 3. Labored or pretentious style.
- 17. The following rules should be observed to maintain epistolary etiquette:—

1. Avoid errors in spelling; write legibly.

2. Avoid unnecessary abbreviations in the address.

3. Always sign your letter: your signature should be legible.

4. Do not write on half a sheet 1 of paper.

5. Avoid the use of curt expressions.

6. Avoid erasures.

7. Post-scriptums are tolerated only in letters of friendship or business letters.

8. The margin and the space between the address and the beginning of the letter, varies according to the dignity of the person addressed.

g. Do not write too near the end of the page.

10. The word over need not be placed at the bottom of a page unless the signature precedes it and there is a post-scriptum on the next page.

11. Superiors should not generally be requested to convey compli-

12. Let the complimentary closing be appropriate. Never close with Yours, &c.

Kinds of Letters.

18. The different kinds of letters are (1) letters of friendship, (2) letters of congratulation, (3) letters of condolence, (4) letters of thanks, (5) letters of counsel (good advice), (6) letters of reproach, (7) letters of excuse, (8) business letters,

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- (9) levers of introduction, (10) letters of request, (11) news letters.
- (1) Letters of Friendship should be dictated by the heart; and even when they are addressed to persons to whom deep respect is due, the sentiments of gratitude, affection, and devotedness should be expressed with a natural charm and amiability.

(2) Letters of Congratulation may be written at the beginning of the new year, on anniversaries, or on the occasion of some happy event.

New-Year's Letters should be short, religious, and to the point. When written by children to their parents, they should express joy, affection, tenderness, good wishes, promises to please; when written to a ward, they should give expression to thanks, gratitude, good wishes, favors received, promises of perpetual remembrance.

Anniversary Letters resemble New-year's letters in many respects. The saint whose feast is celebrated may be referred to, if his life offers some trait of easy application to the person to whom one writes. The gift or the bouquet which is presented may suggest a happy idea

to serve as the basis of the compliment.

Letters of Congratulation on the occasion of a happy event should:
(1) express joy at the happy event; (2) state that this happines was merited, perhaps foreseen; (3) praise the bestower of the favor, and say that he has manifested his wisdom; (4) say that all his friends should rejoice with him.

- 3. Letters of Condolence should express: (1) the sorrow felt at the misfortune that has happened; (2) state that it is proper and legitimate that the person should feel sorrow; (3) expatiate upon this sorrow, but refer to the cause with tact; (4) give consolation, particularly through religious motives.
- 4. Letters of Thanks should: (1) testify to your pleasure and gratitude for the service accorded; (2) refer to the importance of the service, but without extravagant exaggeration; (3) state what benefits may be derived from it; (4) express assurance of the grateful remembrance of the favor.
- 5. Letters of Counsel or Advice should: (1) state that you write through affection, devotedness, or duty; (2) appeal to the good sentiments of the heart; (3) express the hope that the advice will be well received. These letters require much prudence and tact.
- 6. Letters of Reproach should, with kindness: (1) show the gravity of the fault committed; (2) indicate the means to repair it, and the joy that its reparation would occasion; (3) show how generous and how noble it is to acknowledge one's evil doing, and to amend.
- 7. Letters of Excuse should: (1) acknowledge frankly one's fault, if guilty; (2) attenuate it, if deemed proper, so as to strip it of wilful malevolence; (3) promise to repair it; (4) thank in advance for the forgiveness which is anticipated. If not guilty: (1) the truth should be told simply; (2) appeal to the impartiality of the person addressed; (3) say how much you esteem his friendship; (4) do not suppose malice in accuser; (5) ask pardon if you may have happened to drop a hasty word.

8. Business Letters should be plain, simple, precise, grave, without any useless compliments.

- 9. Letters of introduction should be given only to persons deserving of them. The truth should be strictly adhered to. It is customary to leave such letters unsealed, and to write on the envelope, besides the superscription, the name of the person introduced.
- ro. Letters of Request require clearness and precision in the exposition of the request, respect in form, strength and accuracy in the reasons given, and a certain art to prepossess the person addressed. His well known goodness and generosity, his love of justice, the importance of the request, the grateful remembrance that will be retained, and the facility with which the favor can be granted,—all these should be emphasized.
- and ease. Indiscretions and verbosity must be avoided. The trifling details should be enlivened with wit and humor.

News letters to papers or periodicals contain accounts of what has happened, or is happening, elsewhere than at the place of publication. More care should be given to the composition of these than to that of private letters, which only meet the eye of a friend who is not disposed to criticize unfavorably. Still, all compositions should, if possible, be written well enough to meet the public eye.

Short letters are called notes or cards.

The Parts of a Letter.

- 19. The parts in the Form of a Letter are (1) the Heading, (2) the Address, (3) the Body, (4) the Subscription, and (5) the Superscription.
- 1. The Heading includes the place where, and the date on which the letter was written.
- 2. The Address of a letter should be on a line or two below the date on the left side. It should contain, on the first line, the name and title of the party written to; and, on the second, the name Sir, Dear Sir, Dear Madam, My Lord, or whatever else should be used in addressing the person.

Some prefer to put the name of the place in which the person lives on the second line, and the Sir, Dear Sir, as the case may be, on the third line.

Others again prefer to put the name of the person at the bottom of the last page, to the left. This is simply a matter of personal taste.

3. The Body of the letter should contain all that the writer has to say to the person addressed.

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- 4. The Subscription of a letter consists of some closing expression of regard, followed by the signature.
- 5. The Superscription of a letter is the address written on the envelope. It should comprise the name and title of the person to whom the letter is sent, and the place where he lives, given so precisely and plainly that the letter cannot fail to reach him.
- 20. The subjoined examples of the different parts of a letter will serve to illustrate the above principles.

James Murphy.

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r. J. A. McNamara, Toronto.	Montreal, Sept., 17, 1885.
My dear Sir,	0.7
***************************************	Yours respectfully,
	Frederick Mahony.
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, ,	20 Delaware Ave., Buffalo, N. Y. Oct. 18, 1885.
v. J. S. O'Connell, D.D.,	
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	ev. and dear Sir,
	ev. and dear Sir, Yours very respectfully,
	ev. and dear Sir,
	ev. and dear Sir, Yours very respectfully,
	ev. and dear Sir, Yours very respectfully, H. O'Connor.
I am, Room,	ev. and dear Sir, Yours very respectfully, H. O'Connor. Quebec, Oct. 20, 1885.
I am, Ron, Ron, Ron, Ron, Ron, Ron, Ron, Ron	ev. and dear Sir, Yours very respectfully, H. O'Connor. Quebec, Oct. 20, 1885.
n. Oliver Mowat, Premie Government Honorable Sir,	ev. and dear Sir, Yours very respectfully, H. O'Connor. Quebec, Oct. 20, 1885. r, House, Toronto.
I am, Ronal Roman, Premier Government Ionorable Sir,	ev. and dear Sir, Yours very respectfully, H. O'Connor. Quebec, Oct. 20, 1885. r, House, Toronto.
I am, Roon. Oliver Mowat, Premier Government Honorable Sir,	ev. and dear Sir, Yours very respectfully, H. O'Connor. Quebec, Oct. 20, 1885. r, House, Toronto.
I am, Roon. Oliver Mowat, Premier Government Honorable Sir,	ev. and dear Sir, Yours very respectfully, H. O'Connor. Quebec, Oct. 20, 1885. r, House, Toronto. Believe me sincerely yours,
I am, Roon. Oliver Mowat, Premier Government Honorable Sir,	ev. and dear Sir, Yours very respectfully, H. O'Connor. Quebec, Oct. 20, 1885. r, House, Toronto.
I am, Room, Room, Oliver Mowat, Premier Government Honorable Sir,	ev. and dear Sir, Yours very respectfully, H. O'Connor. Quebec, Oct. 20, 1885. r, House, Toronto. Believe me sincerely yours,
I am, Roon. Oliver Mowat, Premier Government Honorable Sir,	Quebec, Oct. 20, 1885. r, House, Toronto. Believe me sincerely yours, S. H. Brown.

Your ever loving son,

James P.

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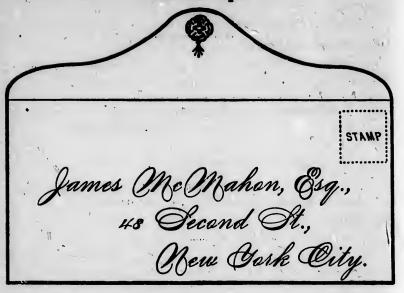
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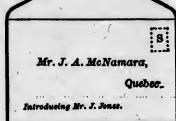
Kingston, October 14, 1885. To His Grace. Most Rev. John Joseph Lynch, D.D., Archbishop of Toronto. May it please your Grace, I have the honor, Your Grace, to sign myself, Very respectfully yours, J. R. Paris, Ont., Nov. 2, 1885. Mrs. Henry McMahon. Dear Madam, Cordially yours, Cecilia Smith. Ottawa, Nov. 12, 1885. Miss Elizabeth Keininger, Quebec. My dear Miss, Hastily and heartily yours, Julia S. Belleville, Ont., Nov. 14, 1885. My dear Mary, Your loving sister. Ann.

Norz.—Westlake's "How to Write Letters" is recommended to Teachers and Students as an excellent book of reference on this subject. For various forms of addresses, see "Sadlier's Dominion Catholic Speller."

The Envelope.



Rev. J. S. O'Connell,
St. Mary's Church,
Toronto, Ont.



Mrs. John Smith,

85 St. Margaret St.,

Politeness of Montreal

Miss Mary May.



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CHAPTER II.—GENERAL QUALITIES OF STYLE.

21. It is not sufficient to be able to express one's ideas, they must be expressed in a style suited to the subject.

22. Style may be defined the particular form which is given

to the expression of thought.

Note.—The word style is sometimes used in a more restricted sense, i. e., to indicate some special kinds of writing or speaking; as, "The style of Shakespeare, of Milton, of Dryden, of Newman."

23. The General Qualities of Style are those which are suitable for all kinds of compositions. They are Purity, Propriety, Precision, Clearness, Harmony, Strength, Unity.

I.-Purity.

24. Purity of style consists in using such words and expressions only as belong to the idiom of the language.

25. A violation of purity of style is called a Barbarism or a Solecism.

26. Barbarism consists in using words which do not belong to the language or which have become obsolete; as, "Obey my behests [commands]."—"I knew you whilom [of old]."—"I will deputize [commission or depute] you to go in my place."—"I am very much obligated [obliged] to you."

27. It is a barbarism also to use a word in a sense not authorized by good usage; as, "He is an awful good scholar," instead of "He is a.

very good scholar."

28. Provincial words, or those used in particular districts, but not in general use, may be classed as barbarisms; as, "Do you catch on?" for "Do you understand me?"—"He has soured on me," for "He is: on bad terms with me."

29. Solecism consists in violating rules of grammar; as, "He knows to play," for "He knows how to play."—"He plays a good piano," for

"He plays the piano well."....

II.—Propriety.

30. Propriety consists in using words in their proper sense.

31. To secure *Propriety*: (1) choose correctly among words formed from the same radical; (2) employ words only in such acceptation as

is authorized by good usage.

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Examples.—Let the Teacher show the difference in meaning between (1) observation and observance; falseness, falsity, and falsehood; negligence and neglect; contemptible and contemptuous. (2) Couple and two; aggravate and irritate; predicate and predict; character and reputation; beside and besides; except and unless; like and as; mutual and reciprocal.

32. In the use of prepositions with nouns, adjectives, and verbs, care is necessary to select those sanctioned by good usage. For exercises of this nature, review the Etymology and the Syntax of the Preposition.

III.—Precision.

33. Precision consists in using such words only as convey the meaning clearly and elegantly, and nothing more.

34. To secure Precision of style: (1) reject all superfluous words;

(2) use the most appropriate words and syntax.

Note.—Exercises in synonyms, the frequent use of the dictionary, and care to use words that convey exactly the meaning intended, are the best means to secure precision in language.

IV.-Clearness.

35. Clearness consists in such a use and arrangement of

words and clauses as may be easily understood.

36. To secure Clearness of style: (1) avoid obscurity, which consists in the use of words and constructions from which it is difficult to take any meaning; (2) avoid equivocation, which consists in the use of words susceptible, in the connection in which they are placed, of more than one meaning; (3) avoid ambiguity, which consists in such an arrangement of words or clauses as leaves the reader in doubt between two different significations; (4) avoid improper ellipses and excessive brevity; (5) avoid useless words or over-nice distinctions; (6) avoid abstract and technical language, unless when required by the nature of the subject.

86. "Care should be taken not that the reader may understand, but

that he must understand, whether he will or not."—QUINTILIAN.

Note.—The Teacher should illustrate the foregoing by examples.

V.-Harmony.

37. Harmony of style consists in selecting words and of

disposing of them in such a manner as pleases the ear.

38. Harmony is secured, in a sentence: (1) by the prevalence in it of agreeable sounds; (2) by arranging the words in such a way that the accents come at convenient and somewhat measured intervals; (3) by due attention to cadence at the close; (4) by the adaptation of sound to sense.

39. A regard for *Harmony* also requires us to avoid: (1) tautology, i. e., the repeating of a sound, in the progress of a sentence, by employing the same word more than once, or using, in contiguous words, similar combinations of letters; (2) avoid a succession of words of the same number of syllables.

Ners.-Illustrations are left to the judgment of the Teacher.

VI.-Strength.

40. Strength of style consists in such a use and arrangement of words as give to the idea expressed its full force, so as to make a deep impression on the reader or hearer.

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41. Many of the previous canons indirectly contribute to strength of style.

42. To secure Strength of style: (1) avoid all redundant words; (2) be careful to use properly the words employed to mark connection or transition (relatives, conjunctions, prepositions); (3) place the important word or words in that position in which they will make the greatest impression; (4) do not close a sentence with an insignificant word (an adverb, a preposition, or some other short unaccented word); (5) use figurative language judiciously.

NOTE.—The Teacher should illustrate these principles by means of ex-

amples.

VII.-Unity.

43. Unity consists in confining a sentence, a paragraph, or even a whole composition, to one leading thought or idea.

"Unity is a term used rather vaguely in rhetorical works, and students seldom get a clear idea of its meaning. In general, it means some antidote to confusion or disproportion, or it denotes clearness and symmetry; and it is applied to sentences, paragraphs, and

entire compositions."-S. KERL.

44. To maintain *Unity*: (1) observe the order of time and place; (2) keep up symmetry and connection; (3) there must be something principal and something accessary, the accessary closely allied to the principal, growing out of them naturally, and making their appearance in the right place; (4) things that have no connection, or insufficient connection, should not be jumbled together in the same sentence, the same paragraph, or the same composition; (5) avoid long or improper digressions.

"Unity always seems to place the mind of the reader upon such an eminence as enables him to see the whole, and to see also that there is a proper symmetry and connection among the parts."—S. Kerl.

Note.-Let the Teacher give exercises on Unity of Style.

Divisions of Style.

45. The leading divisions of style are Sublimity, Beauty, Wit, and Humor.

46. Style is also classified as Dry, Concise, Florid, Elegant, Simple, Nervous, Labored.

Note.—The explanation of these divisions, and the illustration of each by examples, are left to the judgment of the Teacher.

CHAPTER III.—FORMS OF COMPOSITION. —PROSE, POETRY.

47. The two great leading divisions of composition, namely, *Prose* and *Poetry*, have received due practical attention in the preceding pages of this book.

I.-Prose.

48. Prose is that form of composition in which a natural order and mode of expresssion are usually employed, without reference to a measured arrangement of syllables or the recurrence of like sounds.

II.-Poetry.

- 49. Poetry is that form of composition which is characterized by a departure from the natural order and mode of expression, or by a measured arrangement of syllables or the recurrence of like sounds.
- 50. The special divisions of composition already referred to may be either in prose or poetry (L. C. 1-18).

51. The writing of poetry is called versification.

52. Versification may, therefore, be defined the arrangement of words into poetical lines or verses.

53. A Poetical Line or Verse consists of a certain number of accented and unaccented syllables, arranged according to fixed rules.

54. A Couplet consists of two successive lines rhyming together.
55. A Triplet consists of three successive lines rhyming together.

56. A Stanza is a combination of several lines, varying in number according to the poet's fancy, and constituting a regular division of a poem or song.

The term verse, which means only a single line, is often incorrectly used for stanza.

The stanzas most commonly used are of four, six, eight, or twelve lines or verses. The Spenserian stanza is the most noted of all. It takes its name from the poet Spenser, who introduced it into our language from the Italian. It consists of nine verses, eight verses of ten syllables each, and the ninth verse of twelve syllables, called an Alexandrine.

57. A Sonnet is a poem of fourteen lines without stanzas.

58. Rhyme is, commonly, the correspondence of the last sound of one line to the last sound of another.

59. Blank Verse is a species of poetry which is without rhyme.

60. Feet are the smaller portions into which a line or verse is divided.

61. The principal feet used in English poetry may be divided into four classes; the *Iambus*, the *Trochee*, the *Anapest*, and the *Dactyl*.

62. The lambus is a foot of two syllables, the first short and the second long; as, dis-place.

63. The Trochee is a foot of two syllables, the first long and the second short; as, god'-dess.

64. The Anapest is a foot of three syllables, the first two short and the third long; as, in-ter-veue.

65. The Dactyl is a foot of three syllables, the first long and the

second and third short; as, hap'-pt-ly.

66. From the names of the feet are derived the names of the verses; hence a piece of poetry which consists chiefly of Iambuses, is called Iambic Verse; when Trochees, Trochaic; when Anapests, Anapestic; when Dactyls, Dactylic.

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rses; alled stic; 67. These classes are subdivided according to the number of feet in a verse or line. A verse consisting of but one foot is called Monometer; two feet, Dimeter; of three feet, Trimeter; of four feet, Tetrameter; of five feet, Pentameter; of six feet, Hexameter; of seven feet, Heptameter; of eight feet, Octometer.

68. Scanning is the dividing of verses into the feet of which they

consist, according to the different kinds of meter.

Note.—The Teacher may, at discretion, give exercises in Scanning or Scansion. The poetic selections afford abundance of matter for these exercises.

CHAPTER IV.—FIGURES OF LANGUAGE.

69. Figures of Language are intentional deviations from the ordinary spelling, formation, construction, or application of words.

I.-Figures of Etymology.

The Figures of Etymology are on page 243.

II.—Figures of Syntax.

70. Figures of Syntax are intentional deviations from the ordinary rules of construction. There are five principal Figures of Syntax: Ellipsis, Pleonasm, Syllepsis, Enallege, and Hyperbaton.

71. Ellipsis is the omission of one or more words necessary to complete the construction, but not necessary to convey the meaning; as, "The active commonly do more than they are bound to do; the indolent, less; i. e., the indolent commonly do less than they are bound to do."—"Study, if neglected, becomes irksome; that is, Study, if it is neglected, becomes irksome."

72. Pleonasm is the use of superfluous words; as, "I saw it with my own eyes." The words, with my own eyes, form a pleonasm.

"A Pleonasm is sometimes expressive and elegant; but an unemphatic repetition of the same idea, is one of the worst faults of bad writing."—G. Brown.

An unemphatic Pleonasm is a violation of good style, called redun-

dancy.

73. Syllepsis is the agreement of a word according to its figurative meaning, and not according to its literal use; as, "The city of London have expressed their sentiment with freedom and firmness."—
Junus.

74. Enallege is the use of one part of speech, or of one modification for another; as, "You know that you are Brutus that speak thus."—Shakespeare. Here the plural pronoun you is used instead of the singular thou.—"Sure some disaster has befell [befallen]."—Gay.—"They fall successive [successively], and successive [successively] rise."—Pope.

^{1.} Figures of Orthography are not considered of sufficient importance to be given in this course

75. Hyperbaton is the transposition of words; as, "A man he was to all the country dear." The grammatical order would be. "He was a man dear to all the country."—"Rings the world with the vain stir."

III.—Figures of Prosody or Rhetoric.

76. A Figure of Prosody is an intentional deviation from the ordinary application of words.

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77. There are fifteen leading Figures of Prosody; Simile, Metaphor, Personification, Allegory, Metonymy, Synecdoche, Hyperbole, Exclamation, Apostrophe, Vision, Antithesis, Climax, Epigram, Interrogation, Irony.

78. Classification.—These fifteen figures may be divided into three classes: (1) those founded on resemblance, (2) founded on contiguity, (3) founded on contrast.

Figures Founded on Resemblance.

79. Simile is a statement of the resemblance of one object, act, or relation, to another, and is generally introduced by like, as, or so; as,

"The Assyrian came down like a wolf on the fold."

80. Metaphor is a simile without a sign, or an abridged simile; as, "In peace he was like the gale of spring; in war, as the mountain storm." This is a simile. Omit the signs, like, as, and we have a Metaphor: "In peace he was the gale of spring; in war, the mountain storm."

81. Personification is a figure by which intelligence and personality are ascribed to unintelligent beings or abstract qualities; as, "The sea saw it and fled."—"And Freedom shrieked as Kosiusco fell."

82. Allegory is a continued narration of fictitious events, designed

to convey or illustrate important truths; as,

"Life is a sea, as fathomless,
As wide, as terrible. and yet sometimes
As calm and beautiful. The light of Heaven
Smiles on it, and 'tis decked with every hue
Of glory and of joy. Anon, dark clouds
Arise, contending winds of fate go forth,
And Hope sits weeping o'er a general wreck."

Figures Founded on Contiguity.

84. Metonymy is a figure in which the name of one object is put for the name of some other object, the two being so related that the mention of one naturally suggests the other. Literally it means a change of name. It is founded on contiguity: (1) Cause and effect; as, "I am reading Shakespeare [i.e., his works]."—(2) Effect for cause; as, "Can gray hairs [old age] make folly venerable?"—(3) Sign for the thing signified; as, "The pen [literature] is mightier than the sword [war]."—(4) Container for thing contained; as, "To wish to tempt Heaven [God] is folly for the earth [people of the earth]."—(5) Place for the event which took place there; as, "Calvary [our Lord's death] is a reproach to the sinner."—(6) Abstract for concrete; as, "Youth and beauty [the young and beautiful] shall be laid in dust."—(7) Material for thing made from it; as, "His steel [sword] gleamed on high."

83. Synecdoche is the naming of the whole for a part, as of a part for the whole, or a definite number for an indefinite; as, "The world

[i.e., people] knows his virtue."—" This roof [house] protects you."— "Ten thousand [a large number] were on his right hand."

85. Hyperbole is extravagant exaggeration to make the thought more striking; as,

"The sky shrunk upward with unusual dread, And trembling Tiber dived beneath his bed."-DRYDEN.

86. Exclamation is a figure which expresses a thought strongly, by expressing emotion on account of it; as, "O Happiness, how far we flee thy own sweet paths in search of thee!"—"O Vanity, O Nothingness, O mortals ignorant of your destiny!"

87. Apostrophe is closely allied with exclamation. It is turning from the regular course of the subject into an an animated address; as,

> "O Grave, where is thy victory? O Death, where is thy sting?"

-Conclusion of Pope's "Dying Christian to His Soul."

88. Vision is a figure in which the past or the future is conceived of as present; as, "Casar leaves [left] Gaul, crosses [crossed] the Rubicon, and enters [entered] Italy."-

"They rally! [will rally] they bleed! [will bleed] for their kingdom and crown,

Wo, wo to the riders that trample [will trample] them down."

Figures Founded on Contrast.

89. Antithesis is a simultaneous opposition of words and thoughts so that each will appear more striking by contrast; as, "We see the effect, God alone knows the cause."-" The prodigal robs his heir, the miser robs himself."

90. Climax literally means ladder. It consists of such an arrangement of ideas in a series as to secure a gradual increase of impressiveness; as, "Since concord was lost, friendship was lost; fidelity was lost;

liberty was lost; -all was lost ! "

91. Epigram is any brief saying, prose or poetical, in which there is an apparent contradiction between the sense and the form of words; as, "The wish is father to the thought."-" Verbosity is cured by a wide vocabulary."

92. Interrogation, as a figure of language, is an affirmation expressed in the form of a question, for the purpose of expressing the idea more positively and vehemently; as, "Faith which is not seen in works, is it sincere?" This means to express positively and vehemently that faith without good works is not sincere.

93. Irony is a figure by which is expressed directly the opposite of what it is intended shall be understood, with a design that its falsity or absurdity may be evident; as, "Brutus is an honorable [con-

temptible] man."

Other Figures.

94. There are many other figures of language that cannot be classed under any of the above headings. In this volume, only two of them are given—Euphemism and Alliteration.

95. Euphemism is a figure by which a harsh or indelicate word or expression is set aside, and a softer one substituted; as, "He says a little more than the truth," for "He lies."—" The merchant prince has stopped payment [made an assignment]."

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96. Alliteration is a repetition of the same letter at the beginning of two or more words in close connection; as, "Up the hill he heaves a huge; round stone."—" He carves with classic chisel the Corinthian capital that crowns the column."

CHAPTER V.—HINTS IN REFERENCE TO COMPOSITION.

97. Ideas are acquired by reading good authors. by the study of history, geography, etc., but particularly by the habit of observation which prompts the examining of objects seen, the analyzing of them, and the discovering of their causes, effects, etc.

98. Clearness, purity, propriety, and the other qualities of good

style are attained by care in conversation and in writing.

I.—Invention.

99. When a subject for composition has been selected, it must be carefully meditated so as to bring out all the ideas it embraces or may awaken.

100. If it is a fact, all the circumstances are collected; the cause, the result, the personages who took part in it or were in any way concerned, the time and place of the occurrence, the means used and the obstacles overcome—all these are examined, and notes taken.

101. If it is a truth that is to be demonstrated, the proofs, the objections, the principles upon which the truth is based, and the consequences are considered. Definitions, comparisons, and quotations are given, if the nature of the subject requires them.

102. This serious meditation of the subject begets private views and sentiments and happy traits which come in well in the thread of the composition. These thoughts should be jotted down briefly as they occur, so that they may not be forgotten.

II.—Logical Outline.

103. It is not enough to find out the ideas which should enter into a composition; the must be coordinated, and so disposed that they may form a regular and logical chain reaching a proper sequence. Hence arises the necessity of drawing up a plan or outline indicating the order in which the ideas should be expressed.

104. Every idea which does not refer to the subject should be rigorously set aside, as well as everything which has little interest, or

which does not add clearness, ornament, or strength.

105. The best form to give the plan or outline is that of a synoptical tableau, because it connects the chain of ideas more directly. The lessons in literature, and the outlines of composition, in this book, furnish abundant examples.

III.—Composition.

106. When the attention has for some time been concentrated on a subject, little by little the imagination is excited, the mind is filled with thoughts and sentiments.... This is the time to take up the pen.

107. Write with calm, without precipitation, following faithfully your plan or outline.

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106. Emphatic and too florid style must be avoided with as much care as incorrectness or triviality. Beginners aim at effect; they want to construct what they call fine periods; they frequently use the superlative; everything they describe is most beautiful or most horrible. The must be taken not to fall into so ridiculous a defect.

109. While writing the composition, do not stop to choose between expressions, that which is best adapted to render the thought; to do so might expose one to lose the thread of his ideas, and to take from

the composition the animation that should be given to it.

110. When the composition is finished, some time must be taken to review it, so as to set aside superfluous developments, to give to the periods more dignity, elegance, and harmony; to correct improper terms, barbarisms, and solicisms; to punctuate.... Correct punctuation is very important: the omission of a comma often changes materially the meaning of a whole sentence.

"Condemn that poem which many a day and many a blot have not corrected and castigated ten times to perfect accuracy."—Horace.

SUMMARY.

In most works on the Science of Language, commonly called Grammar, a rigorous classification of the various parts is made on the first page, and each division is taken up in turn with a scrupulous omission of reference to the principles or practice of the succeeding divisions till each is reached. A departure from this stereotyped plan has been made in this Language Series as is to be seen throughout the work. Having treated of the principles of language from a practical standpoint, a synopsis of the four leading divisions of Language is now given.

guag		1. Orthography.	1. Letters: small and capitals. 2. Syllables. 3. Separate words: Orthoëpy. 4. Spelling.
its Science.	MAR.	2. Etymology.	1. The ten Parts of Speech: Parsing. 2. Their modifications: Analysis. 3. Their derivation. { 1. Prefixes. 3. Suffixes. 3. Roots. 4. The Sentence: Analysis.
Language:	GRAMMAR	8. Syntax.	1. Relation of words. 2. Agreement of words. 3. Government of words. 4. Arrangement of words: Composition.
Lang		4. Prosody or Rhetoric.	1. Punctuation. 2. Utterance. 1. Reading. 2. Elocution. 3. Figures: Analysis. 4. Versification. 5. Qualities of Style. 6. Criticism.

^{1.} Sentences are often called Periods.

Etymology of Some Grammatical Terms.

Adjective.—From Latin adjectivus, adjectivum, added to.

Adverb.— " ad, unto, beside; verbum, a word.

Alphabet.—From the first two letters of the Greek alphabet, Alpha,

Beta.

Allegory:—From Greek allos, other; agorevein, to speak in the assembly.

Analysis.—From Greek ana, again, and lucin, to loose,
Apostrophe.—From Greek apostrophe, a turning away.

Article.—From Latin articulum, a joint.

Asterisk.—From Latin asteriscus, a small star.

Auxiliary.—From Latin auxilium, help.

Climax.—From Greek klimax, ladder, staircase.

Conjunction.—From Latin conjunctio, conjunctionis, a joining together.
Conjugate.— " con and jugare, to join, to yoke, to marry.
Consonant.—From Latin consonans, from consonare, to sound at the

same time.

Diphthong.—From Greek dis, twice; phthoggos, voice.

Ellipsis.—From Greek elleipsis, a leaving, defect. Euphony.—From Greek eu, well; phone, sound.

Etymology.—From Greek etumos, true; logos, word, discourse.

Exclamation.—From Latin ex, out; clamare, to cry out.

Grammar:-From Greek gramma, letter:

Homonymous.—From Greek homos, the same; onoma, name.

Hyperbole.—From Greek huper, over, beyond; ballein, to throw.

Interjection.—From Latin interjectio, interjectionis, a throwing between. Interrogation.—From Latin inter, between; rogarc, to ask.

Inversion.—From Latin inversio, inversionis, turning over:

Irony.-From Greek eironeia, dissimulation.

Lexicology.—From Greek lexis, a word; logos, a treatise, a discourse. Metaphor.—From Greek meta, beyond, over; pherein, to bring, to carry.

Metonymy.—From Greek meta, indicating change; onoma, name. Monosyllable.—From Greek monos, single; sullabe, a syllable.

Orthography.—From Greek orthos, correct; graphein, to write.

Paragraph.—From Greek para, beside; graphein, to write. Parenthesis.—From Greek para, beside; entithenai, to put in.

Passive.—From Latin passivus, that suffers.

Paraphrase.—From Greek para, beside; phrazein, to speak.

Phrase.—From Greek phrazein, to speak.

Pleonasm.—From Greek pleonasmos, superabundance.

Polysyllable.—From Greek polus, many; sullabe, syllable. Prefix.—From Latin prefixus, fixed before.

Preposition.—From Latin prospositio, prepositionis, position before.

Simile.—From Latin similis, like, similar.

Subjunctive.—From Latin sub, under: jungere, to join, subjoin.

Subjunctive.—From Latin sub, under; jungere, to join, subjoin. Suffix.—From Latin suffixus, fixed after.

Syllable.—From Greek sun, with; lambanein, to take.

Syllepsis.—From Greek sullepsis, a taking together.

Synecdoche.—From Greek sun, with; ekdechesthai, to receive.

Synonymous.—From Greek sun, together; onoma or onuma, name. Syntax.—From Greek sun, with; tassein, to put together.

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Transitive.—From Latin trans, across; ire, to go.

Verb.—From Latin verbum, word.

SUPPLEMENTARY

LITERARY SELECTIONS.

I.—RELIGIOUS SELECTIONS.

I.—CHRIST STILLING THE TEMPEST.

Fear was within the tossing bark
When stormy winds grew loud,
And waves came rolling high and dark,
And the tall mast was bowed.

And men stood breathless in their dread, And baffled in their skill, But one was there, Who rose and said To the wild sea: "Be still!"

And the wind ceased, it ceased! that word Passed through the gloomy sky,
The troubled billows knew their Lord,
And sank beneath His eye.

And silence on the blast,
As when the righteous fall asleep,
When Death's fierce throes are past.

Thou that didst rule the angry hour,
And tame the tempest's mood,
O, send Thy Spirit forth in power,
O'er dark souls to brood.

Thou that didst bow the billows' pride,
Thy mandates to fulfil,
So speak to Passion's raging tide!
Speak, and say: "Peace! be still!"

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II.—St. Elizabeth of Hungary and the Flowers.

St. Elizabeth loved to carry secretly to the poor, not only money, but provisions, and other matters which she destined for them. She went, thus laden, by the winding and rugged paths that led from the castle to the city, and to cabins of the neighboring valleys. One day, when accompanied by one of her favorite maidens, as she descended from the castle, and carrying under her mantle, bread, meat, eggs, and other food to distribute to the poor, she suddenly encountered her husband, who was returning from hunting.

Astonished to see her thus, toiling on under the weight of her burden, he said to her: "Let us see what you carry," and at the same time drew open the mantle which she held closely to her bosom; but beneath it were only red and white roses, the most beautiful he had ever seen; and this astonished him, as it was no longer the season of flowers. Seeing that Elizabeth was troubled, he sought to console her by his caresses, but he ceased suddenly, on seeing over her head a luminous appearance in the shape of a crucifix.

He then desired her to continue her route without being disturbed by him, and he returned to Wartburg, meditating with recollection on what God did for her, and carrying with him one of these wonderful roses, which he possessed all his life. At the spot where this meeting took place, he erected a pillar, surmounted by a cross, to consecrate for ever the remembrance of that which he had seen hovering over the head of his wife.

-Montalembert (1810-1870).

III .-- IN ROME.

At last, the dream of youth
Stands fair and bright before me,
The sunshine of the home of truth
Falls tremulously o'er me.

And tower, and spire, and lofty dome, In brightest skies are gleaming; Walk I, to-day, the ways of Rome, Or am I only dreaming? OWERS.

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No, 'tis no dream; my very eyes
Gaze on the hill-tops seven;
Where crosses rise and kiss the skies,
And grandly point to Heaven.

Grey ruins loom on ev'ry side,
Each stone an age's story;
They seem the very ghosts of pride
That watch the grave of glory.

There senates sat, whose scepter sought
An empire without limit;
Their grandeur dreamed its dream, and thought
That death would never dim it.

There rulers reigned; you heap of stones
Was once their gorgeous palace;
Beside them now, on altar thrones,
The priests lift up the chalice.

There legions marched with bucklers bright, And lances lifted o'er them; While flags, like eagles plumed for flight, Unfurled their wings before them.

There poets sang, whose deathless name Is linked in deathless verses; There heroes hushed with shouts of fame, Their trampled victims' curses.

There marched the warriors back to home, Beneath you crumbling portal, And placed upon the brow of Rome The proud crown of immortal.

There soldiers stood with armor on, In steel-clad ranks and serried, The while their red swords flashed upon The slave whose rights they buried.

Here Pagan pride with scepter stood, And fame would not forsake it, Until a simple cross of wood Came from the East to break it.

That Rome is dead—here is the grave—
Dead glory rises never;
And countless crosses o'er it wave,
And will wave on forever.

Beyond the Tiber gleams a dome Above the hill-tops seven; It arches o'er the world from Rome, And leads the world to Heaven.

-A. J. Ryan (1840-)

IV.—THE JOURNEY TO BETHLEHEM.

A little group is seen to advance slowly from the mean and obscure village of Nazareth, on its way to Bethlehem, the regal city. None of the pride and circumstance of oriental traveling distinguishes its progress; no swelling retinue of menials and dependents surrounds it, to anticipate the wants and administer to the gratification of their masters; no well-appointed train of camels follow, to convey the provisions and conveniences almost indispensable in such a journey.

A poor artisan, with affectionate solicitude, alone guides the steps of the humble beast, whereon rides a tender female, apparently unfit, by her situation, to undertake so long and fatiguing a pilgrimage. When they arrive for the night's repose, no greeting hails them, no curiosity gazes on them; when they depart to renew their toil, no good wishes are heard to cheer and encourage them on their way.

Humble, meek, and unpretending, they are passed unsaluted at every step, by the crowds, who, boasting the same descent, scorn to acknowledge them as members of the regal stock, and hasten forward to secure every accommodation, till they leave this tender maid and her offspring, no roof but a stable, and no cradle but a manger.

Upon this little group the angels attended with care more tender than they have for the ordinary just, lest they should dash their foot against a stone; for on its safety depend the fulfilment of prophecy, the consummation of the law, the manifestation of God's truth, and the redemption of the world.

In it are centered all the counsels of Heaven since the creation of man; for it the whole land has been put into movement; and the Roman emperor issued his mandate from the throne of the world, solely that this maid might be brought to Bethlehem of Judea, in order that from it might come forth, in fulfilment of prophecy, the Ruler who should govern the people of God.

-Cardinal Wiseman (1802-1865).

V.—Mass.

To me nothing is so consoling, so piercing, so thrilling, so overcoming, as the Mass, said as it is among us. attend Masses for ever and not be tired. It is not a mere form of words-it is a great action, the greatest action that 5 can be on earth. It is not the invocation merely, but, if I dare use the word, the evocation of the Eternal. He becomes present on the altar in flesh and blood, before whom angels bow and devils tremble. This is that awful event which is the scope, and the interpretation, of every 10 part of the solemnity. Words are necessary, but as means, not as ends; they are not mere addresses to the throne of grace, they are the instruments of what is far higher, of consecration, of sacrifice. They hurry on, as if impatient to fulfil their mission. Quickly they go, the whole is quick, 15 for they are all parts of one integral action. Quickly they go, for they are awful words of sacrifice, they are a work too great to delay upon, as when it was said in the beginning, "What thou doest, do quickly." Quickly they pass, for the Lord Jesus goes with them, as He passed along the 20 lake in the days of his flesh, quickly calling first one and then another; quickly they pass; because as the lightning which shineth from one part of the heaven unto the other, so is the coming of the Son of Man. Quickly they pass, for they are as the words of Moses, when the Lord came 25 down in the cloud, calling on the name of the Lord, as he passed by, "The Lord, the Lord God, merciful and gracious, long-suffering, and abundant in goodness and truth." And as Moses on the mountain, so we too "make haste and bow our heads to the earth, and adore." So we, all so around, each in his place, look out for the great Advent, "waiting for the moving of the water," each in his place, with his own heart, with his own wants, with his own thoughts, with his own intentions, with his own prayers, separate but concordant, watching what is going on, watch-35 ing its progress, uniting in its consummation; not painfully and hopelessly following a hard form of prayer from beginning to end, but, like a concert of musical instruments, each different, but concurring in a sweet harmony, we take our part with God's priest, supporting him, yet guarded by There are little children there, and old men, and simple laborers, and students in seminaries, priests preparing for Mass, priests making their thanksgiving, there are innocent maidens, and there are penitent sinners; but out of

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these many minds rises one Eucharistic hymn, and the great action is the measure and the scope of it.

-Cardinal Newman.

VI.—IMMACULATE CONCEPTION.

The day, the happy day dawning,
The glorious feast of May's chiefest praise,
That brightens like a second morning,
The clouded evening of these latter days.

High up, the realms of angels ringeth

With hymns of triumph to its mortal Queen,
While earth its song of welcome singeth
In every shady grove and valley green.

Hail, Queen, whose life is just beginning,
Thrice welcome, Mother of a fallen race!
The sinless come to save the sinning,
Thyself the chosen aqueduct of grace!

Immaculate! O dear exemption!
A spotless soul for God, entire and free,
Redeemed with such a choice redemption,
Angel nor saint can share the praise with thee.

O Virgin brighter than the brightest,
'Mid all the beauteous throngs that shine above:
O maiden whiter than the whitest
Of lily flowers in Eden's sacred grove!

Chief miracle of God's compassion,
Choice mirror of His burning holiness,
Whose heart His mercy deigned to fashion
Far more than Twe's sad ruin to redress.

Earth's cities! let your bells be reeling,
And all your temple gates wide open fling,
With banners flying, cannon pealing,
The blessed Queen of our Redemption sing.

See! Mary comes! O jubilation!
She comes with love to cheer a guilty race;
O triumph, triumph, all creations!
O Christians! triumph in redeeming grace.

-F. W. Faber.

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VII.—WHERE CAN MY SOUL FIND REST?

Dim twilight broods o'er land and sea, The birds have hushed their melody: I sadly gaze on yon bright star— My soul's true home is far so far!

My restless heart's a stranger here! Where'er I wander far or near I seek in vain for joy and peace, My homesick soul longs for release.

Earth's sweetest joys last but a while, Dark tears soon quench the brightest smile, The sparkling eye is dimmed by death, And beauty pales at his chill breath!

Earth's pleasures tempt but to defile, Earth's beauty lures but to beguile: Wealth, like the thorn, with stinging smart, Can only burn and wound the heart.

Where have the joys of childhood gone? Where have youth's golden visions flown? Where shall my yearning hopes be blest? Where shall my weary heart find rest?

The stream e'er seeks the sounding sea, The flow'ret lures the honey-bee, The wild bird flies to its fond nest— In Heaven alone my soul can rest!

-From Müller's "God the Teacher of Mankind."

VIII.—FISHERS OF MEN.

The boats are out, and the storm is high; We kneel on the shore and pray:
The Star of the Sea shines still in the sky, And God is our help and stay.

The fishers are weak, and the tide is strong.

And their boat seems slight and frail;

But St. Peter has steered it for them so long.

It would weather a rougher gale.

Faber.

St John the Beloved sails with them too, And his loving words they hear; So with tender trust the boat's brave crew Neither doubt, or pause, or fear.

He Who sent them fishing is with them still, And He bids them cast their net; And He has the power their boat to fill, So we know He will do it yet.

They have cast their nets again and again, And now call to us on shore; If our feeble prayers seem only in vain, We will pray and pray the more.

Though the storm is loud, and our voice is drowned By the roar of the wind and sea, We know that more terrible tempests found Their Ruler, O Lord, in Thee!

See, they do not pause, they are toiling on, Yet they cast a loving glance On the star above, and ever anon Look up through the blue expanse.

O Mary, listen! for danger is nigh, And we know thou art near us then; For thy Son's dear servants to thee we cry, Sent out as fishers of men.

O, watch—as of old thou didst watch the boat
On the Galilean lakes—
And grant that the fishers may keep afloat
Till the nets o'ercharged shall break.

—Adelaide Ann Procter (1825—1864).

IX.—GIVE ME THY HEART.

With echoing steps the worshipers
Departed one by one;
The organ's pealing voice was stilled,
The vesper hymn was done;
The shadows fell from roof to arch,
Dim was the incensed air,
One lamp alone, with trembling ray,
Told of the Presence there!

In the dark church she knelt alone;
Her tears were falling fast;
"Help, Lord," she cried, "the shades of death
Upon my soul are cast!
Have I not shunned the path of sin,
And chosen the better part?"—
What voice came through the sacred air?—
"My child, give Me thy heart!"

"Have I not laid before Thy shrine My wealth, O Lord?" she cried; "Have I kept aught of gems or gold, To minister to pride? Have I not bade youth's joys retire, And vain delights depart?"—But sad and tender was the voice,—"My child, give Me thy heart!"

"Have I not, Lord, gone day by day
Where Thy poor children dwell;
And carried help, and gold, and food!
O Lord, Thou knowest it well!
From many a house, from many a soul,
My hand bids care depart:"—
More sad, more tender was the voice,—
"My child, give Me thy heart!"

"Have I not worn my strength away
With fast and penance sore?
Have I not watched and wept?" she cried;
"Did Thy dear Saints do more?
Have I not gained Thy grace, O Lord,
And won in Heaven my part?"—
It echoed louder in her soul—
"My child, give Me thy heart!

"For I have loved thee with a love
No mortal heart can show;
A love so deep, My Saints in Heaven
Its depths can never know;
When pierced and wounded on the Cross,
Man's sin and doom were Mine,
I loved thee with undying love,
Immortal and divine!

1864).

"I loved thee ere the skies were spread;
My soul bears all thy pains;
To gain thy love My Sacred Heart
In earthly shrines remains:
Vain are thy offerings, vain thy sighs,
Without one gift divine;
Give it, My child, thy heart to Me,
And it shall rest in Mine!"

-Adelaide A. Procter (1825-1864).

X.—THE CATHOLIC CHURCH OF IRELAND.

But there is still another link, the most binding of any, because it is of divine foundation: it is that which connects them all, priests and people, with the great center of unity, the Rock of Ages, and without which the whole would have 5 long since ended in a wreck. This is the beacon, lit up by infinite wisdom for the Christian mariner; and by keeping it in constant view, those great men who stood at the helm of the Irish Church, guided the vessel in triumphant security; they set the billows, and the tempest, and the terrors that encompassed them, at defiance. In unabated fidelity and veneration for the Chair of St. Peter, the Catholics of Ireland have never yet been surpassed by any Christian nation on earth; and for their consciencious adherence to it, no other nation has ever suffered so much. 15 This it was which forced James I. to exclaim that "the very atmosphere of Ireland was infected with popery." It was this which made bigotry outrageous, generated the penal code, drew forth the sword of persecution, and at divers periods reduced the noblest country in the world to the of frightful condition of a desert. Nevertheless, the same ancient belief continues to flourish triumphant amongst us; and now, in the nineteenth century, Ireland, with her millions, glories in the appellation of Catholic: her churches are rising up magnificently and almost without number s throughout the land; the glory of ancient times is revived in her seats of literature, and that the last age of this singularly protected Church may, in some respects, correspond with the days of her primitive glory, she has, within the last few years, sent forth her numerous missionaries to so various nations: to the East and to the West—climates to which the light of Christianity had scarcely ever before

penetrated. But that which completes her triumph, and to which Irishmen had for too long a time been strangers, is at length returned; the sun of civil and religious liberty has appeared above the horizon, the clouds of bigotry are dispersed, the wall of separation, where craft and self-policy were wont to conceal themselves, is thrown down, and the Catholic Church of Ireland, divested of all over-grown wealth, upheld by a learned and a pious priesthood, and allowed to rest on its own merits, now overspreads the land in all its luster, independent—glorious—immortal.

-Rev. J. M. Brennan, O.S.F.

XI.—THE IMMORTALITY OF THE PAPACY.

Even from a human point of view, there is, perhaps, no more remarkable or magnificent spectacle in history, than that presented by the long line of Roman Pontiffs. The golden chain of the succession stretches across the a broad historic field, from St. Peter, in the first century, to Pius IX., in the nineteenth; and not a link of it has been broken by the changes of time and the rude shocks of events, during more than eighteen centuries! Compared with this venerable line of bishops, the oldest ancestral and 10 royal houses of Europe are but of yesterday. These have all undergone the changes incident to human things; that has proved itself superior to all vicissitudes, and has come triumphant out of every fiery ordeal. Through sunshine and tempest, through whirlwinds and revolutions, through 15 the wreck of empires and the changes of dynasties, through ruins cumbering its pathway during long ages, the Papacy has survived, and it still lives, with undiminished vigor, and ever-renewed vitality.

The imperial line of the Roman Cæsars began the race with the Papacy; it was strong and the Papacy was weak; but the line of the Cæsars which was inaugurated under auspices so promising and so splendid, by Augustus, after a period of less than five centuries, terminated disastrously and ingloriously in Augustulus (or the little Augustus); while the Papacy was still young, and had hardly yet gained a firm foot-hold on the earth. The line of the Eastern Cæsars began with Constantine in the fourth century, and closed with Constantine Paleologus in the fifteenth. Still the Papacy remained more firmly seated than ever on the Chair of Peter. This wonderful tenacity of life becomes

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still more astonishing when we reflect upon the terrible conflicts through which the Papacy, like the Church, has passed during its long pilgrimage on earth. For three centuries the sword of persecution, wielded by the mightiest so empire which the world ever saw, was seldom returned to the scabbard, and to be a Roman Pontiff was to be a candidate for martyrdom. More than thirty of the early Pontiffs were made to pass from an earthly to a heavenly crown, under the ax of the pagan executioner. At each successive 40 decapitation, the cruel instruments of imperial despotism no doubt boasted that the line was extinct, and that no priest would be found bold enough to step into the dangerous post stained with the blood of the previous incumbent. No doubt the certain downfall of popery was then a hun-45 dred times predicted, with at least as much earnestness, and with more seeming probability than it has been foretold on less plausible grounds by many in modern times, who so loudly vaunt their zeal for Christianity. But as the pagan prophecies were falsified by the event, so may we reasonso ably hope and confidently expect that those of their Christian imitators will not be realized. If history conveys any certain lesson, we may safely derive this steadfast conclusion from its faithful and constant verdict of eighteen centuries. -Most Rev. M. J. Spalding (1810-1872).

XII.—IMMORTALITY.

I lingered several weeks around the grave of my mother, and in the neighborhood where she had lived. It was the place where I had passed my own childhood and youth. It was the scene of those early associations which become the dearer to us as we leave them the farther behind. I stood where I had sported in the freedom of early childhood; but I stood alone, for no one was there with whom I could speak of its frolics. One feels singularly desolate when he sees only strange faces and hears only strange to voices in what was the home of his early life.

I returned to the village where I had resided for many years; but what was that spot to me now? Nature had done much for it, but Nature herself is very much what we make ner. There must be beauty in our souls, or we shall see no loveliness in her face; and beauty had died out of my soul. She who might have recalled it to life and thrown its hues over all the world, was—but of that I will not speak.

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It was now that I really needed the hope of immortality. 20 The world was to me one vast desert, and life was without end or aim. The hope of immortality! We want it when earth has lost its gloss of novelty; when our hopes have been blasted, our affections withered, and the shortness of life and the vanity of all human pursuits have come home 23 to us and made us exclaim: "Vanity of vanities, all is vanity." We want, then, the hope of immortality to give to life an end, an aim. We all of us at times feel this want. infidel feels it in early life. He learns all too soon, what to him is a withering fact, that man does not complete his destiny on earth. Man never completes anything here. What, then, shall he do, if there be no hereafter? With what courage can I betake myself to my task? I may begin; but the grave lies between me and the completion. Death will come to interrupt my work, and compel me to 35 leave it unfinished. This is more terrible to me than the thought of ceasing to be. I could almost, at least, I think I could, consent to be no more, after I had finished my work, achieved my destiny; but to die before my work is completed, while that destiny is but begun—this is the death which comes to me indeed as a "King of Terrors."

The hope of another life to be the complement of this, steps in to save us from this death, to give us the courage and the hope to begin. The rough sketch shall hereafter become the finished picture; the artist shall give it the last touch at his easel; the science we had just begun shall be completed, and the incipient destiny shall be achieved. Fear not, then, to begin; thou hast eternity before thee in

which to end!

-Brownson (1803-1876).

XIII.—To My Own Soul.

Poor soul, the center of my sinful earth,
Fooled by these rebel powers that thee array,
Why dost thou pine within, and suffer dearth,
Painting thy outward walls so costly gay?
Why so large cost, having so short a lease,
Dost thou upon thy fading mansion spend?
Shall worms, inheritors of this excess,
Eat up thy charge? Is this thy body's end?
Then, soul, live thou upon thy servant's loss,
And let that pine to aggravate thy store;

By terms divine in selling hours of dross;
Within be fed, without be rich no more:
So shalt thou feed on death, that feeds on men,
And, death once dead, there's no more dying then.

-Shakespeare (1564-1616).

XIV.—THE PASCHAL FIRE OF ST. PATRICK.

On Tara's hill the daylight dies—
On Tara's plain 'tis dead:
"Till Baal's unkindled fires shall rise,
No fire must flame instead."
"Tis thus the king commanding speaks,
Commands and speaks in vain—
For lo! a fire defiant breaks
From out the woods of Slane.

For there in prayer is Patrick bent,
With Christ his soul is knit,
And there before his simple tent
The Pascal fire is lit.
"What means this flame that through the night
Illumines all the vale?
What rebel hand a fire dare light
Before the fires of Baal?"

O King! when Baal's dark reign is o'er,
When thyself art gone,
This fire will light the Irish shore,
And lead its people on:
Will lead them on full many a night
Through which they're doomed to go,
Like that which led the Israelite
From bondage and from woe.

This fire, this sacred fire of God,
Young hearts shall bear afar,
To lands no human foot hath trod,
Beneath the western star.
To lands where Faith's bright flag, unfurled
By those who here have knelt,
Shall give unto a newer world
The scepter of the Celt.

n, then. 1616). Thus 'twill be, that there and here,
In hovel or in hall,
One night in each revolving year
'This memory shall recall,
One hour of brightness in their night,
Where'er the Gael may roam,
When lore this festal fire shall light
For Patrick and for home!

-Denis Florence McCarthy (1810-

XV.—INFLUENCE OF CANADA ON THE CATHOLICITY OF

Canadian blood runs through the whole community; and as the immigration from the neighboring Dominion is likely to continue, this element must rise in importance. The last century has wrought many changes, but perhaps s in them all none is stranger than the influence of Canada on the United States. Providence seems almost in mockery to have made human schemes and designs result in the very reverse of what men aimed at and strove to accomplish. From the closing decade of the seventeenth century, the 10 American Colonies, and especially New England, strove with all the fury of fanatic zeal to crush Canada. Expeditions went forth headed by ministers, who bore an ax with which to demolish every representation of "Jesus Christ and Him crucified" that they could find in the Catholic 18 churches of the French province. The outrages they did commit in cold blood, in edifices set apart for divine worship, and which in all international law are respected, are matter of history, and excited then, as they excite now, the reprobation of all sound thinkers. Canada fell at last, weak as she was, not that she did not struggle bravely, but that her vile king abandoned her. Then Providence arrested what seemed inevitable. Catholicity was not overthrown. Canada remained true to the faith, and has remained so to this day. The Colonies in their wrath, made this one of 25 the great wrongs for which they raised the standard of They began the Revolution as ultra Protestants, but requiring aid, put their ultra Protestantism aside to talk the language of liberality and toleration, in the presence of the envoys, the army, and navy of Catholic France. 30 The new governments, and the new central governments, have been steadily tending to the point where the state does

violence to the convictions of no man, woman or child and enforces no State religious doctrines, or systems, or

stand-points on the citizen.

Meanwhile, Catholic Canada is sending her Catholic sons, her priests, her devoted Sisterhood, into this country. New England, which sought with such rabid hate to crush Canada and Canadian Catholicity, now sees her towns swarm with Canadian Catholics, with churches and convents. 40 Did the early Cottons, and Mathers, and Endicotts, and Winthrops, ever dream of such a result? Did they foresee that when their stern unchristian Calvinism had given place to Unitarianism there would be seventy thousand Canadian Catholics in Massachusetts, thirteen thousand in New 45 Hampshire, more than twice as many in New Hampshire Grants, ten thousand in Rhode Island, and as many in Connecticut, and twenty-six thousand in the district of Maine, living their Canadian life, with church, and priest, and nun, reproducing that hated province on that New 50 England soil, which they sought to separate by a wall of fire from all dissent? Catholics of other lands there would be, in their eyes, bad enough; the despised Irish Catholics bad, very bad; Catholics of New England lineage, and many there be, horrible enough; but nothing, we think, 55 would have curdled the blood of those New England worthies of the early part of the last century, more than the mere suggestion of the possibility that the day would come when one hundred and fifty thousand Canadian Catholics would quietly seat themselves on the sacred soil of New -J. G. Shea (1824-). 60 England!

XVI.—THE CATHOLIC CHURCH AND THE LABORING CLASSES.

Let us now briefly consider the beneficent action and influence of the Church on the condition of the laboring and artisan classes. At the time of the Advent of our Blessed Lord, the civilization of the pagan world had reached its height, but it was a cold, heartless civilization; it was like a marble statue by Phidias, exquisitely beautiful, and seeming to breathe and palpitate with life, but yet hard, cold, unfeeling, and pitiless. There was then no pity for the poor, and no consideration for the toiling masses. Labor had fallen into contempt, was a badge of degradation, and considered as only fit for slaves. Workmen were

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deprived of the rights of manhood, were obbed of their liberties and civil rights, and were reduced to the position of slaves. Both in Greek and Roman civilization, work 15 had been made servile, and working men slaves. At the time of Augustus Cæsar, there were upwards of sixty millions of slaves in the vast empire over which he ruled. And these slaves were not men on whose brows an Indian or an African sun had burnt the brand of slavery; they were, in blood and race, the equals of their masters. Roman law, a slave was not a person, but a thing; he had of course, no civil or political rights; he had no power to receive a legacy, no power of civil action, and was entirely beyond the pale and protection of the law; he had not even 25 religious duties or hopes. He was, in every thing, absolutely subject to his master's will, who had the power of life and death over him. Such is the frightful condition to which, millions of working men were reduced in ancient civilization, when they were described by Seneca as having "fettered 30 feet, bound hands, and branded faces."

Our divine Saviour became a working man, was a carpenter, and the reputed son of a carpenter, and for years labored and toiled with St. Joseph for his daily bread.

He thus made labor sacred, He exalted it in human 85 estimation, and gave it a dignity in the eyes of men, and a power of merit in the eyes of God. In the Christian system, labor having become ennobled by the action and example of Christ, the workingman rose in the scale of human estimation; he ceased to be regarded as a thing, 40 and was looked upon as a man possessing human rights and liberties and duties. Men, whether free or bond, were taught the doctrines of equality before God, who was their common Father; they were taught the doctrine of human and Christian brotherhood, that, in the language of St. 45 Paul "in one spirit they were all baptized into one body, whether Jews or Gentiles, whether bond or free." (1. Corinthians, xii. 13.); "that they were all children of God by faith in Jesus Christ, that there was neither Jew nor Greek, neither bond nor free, but that they were all one in Christ 50 Jesus." (Galatians iii. 27-28.) These blessed sounds broke with the power and magic of delightful music on the ears of the fettered slaves. Millions of human beings, bowed down under the intolerable burdens and unspeakable sorrows of slavery, lifted up their heads, raised their eyes towards 65 Heaven, and began to hope.

-Right Rev. John Walsh, D.D. (1830-).

XVII.—THE CHRISTIAN PILGRIM AT NIAGARA FALLS.

The Cataract of Niagara has been well called "nature's high altar;" the water, as it descends in white foam, the altar-cloth; the spray, the incense; the rainbow, the lights on the altar. One must cry out: "Great is the Lord, and 5 admirable are His works! How great is Thy name through the whole world! Let us adore and love Him with our whole hearts and our whole souls." As the pilgrim passes over one of the bridges that span the islands, he will see torrents of water rushing madly as it were from the clouds, 10 the only background to be seen; and he is reminded of the cataracts of heaven opened, and the earth drowned on account of sin. Here, the soul overawed with terror, might exclaim: "Come; let us hide in the clefts of the rocks, in the wounds of Jesus Christ, from the face of an 15 angry God." New beauties are constantly discovering themselves at Niagara. The eye, wandering from beauty to beauty, compels the soul to salute its Maker "as always ancient and always new." The pilgrim may cast his mind back a few centuries, and consider the Indians, encamped 20 around the falls, telling the simple tales about the creation of the world, and adoring God in the twilight of their intelligences, in the best manner they could; and he might vividly portray the whole tribe preparing the most beautiful virgin for sacrifice. She is dressed in white, and placed in 25 a white canoe, the father and mother, sisters and friends, bidding their last adieus and wetting her cheeks with tears, as they placed her in the frail bark and shoved it off on the edge of the great precipice, that she might be a sacrifice of propitiation and sweet pleasure to the Great Spirit, to obtain pardon for the sins of her tribe, and good hunting. What sublime reflections will the recollection of this awful ceremony bring up!

God is great and powerful and just; but He is appeased with a sacrifice. "A humble and a contrite heart, O Lord, thou wilt not despise." The poor Indians must have heard of the great sacrifice which God always demanded as an acknowledgment of His sovereign dominion over the whole world, and of the sacrifices which He enacts on account of sin. Perhaps they heard of the great sacrifices of Adam and of Noe, Isaac, and Jacob, and of the sacrifice of the Adorable Son of God. In their simple ignorance, they wished to sacrifice something themselves; the young, pure, and handsome virgin is their greatest treasure. She is sacri-

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She is sent over the Falls. They are all now dead 45 and gone, and they are before the Great Spirit which they strove to worship, and perhaps would cry with David: "Recollect not, O God, our ignorance." The Christian soul may here say to God: "I have been endowed with knowledge, and with wisdom, and with grace, and 50 know that my Lord was offered in sacrifice for me; and I wish to make no sacrifice myself. I have sinned, and have not sacrificed my evil passions and worldly inclinations. Come, poor Indians, teach me your simplicity, which is better than my foolish wisdom." Again he will see a bird calmly and joyously flitting across this mighty chasm, looking down fearlessly on the scene below. It is in its native air; it has wings to soar. Thus the soul that is freed from sin has its wings also. It can look down with serenity upon the wreck of worlds, and in death it is placed in the midst of the storms of evil spirits, and when everything around is in fury and commotion, arises quietly towards its God, to rest calmly in His embrace.

-Most Rev. J. J. Lynch, (1816-)

ARCHBISHOP OF TORONTO.

II.-MISCELLANEOUS SELECTIONS.

I.—NIAGARA FALLS.

Hail! Sovereign of the world of floods! whose majesty and might

First dazzles, then enraptures, then o'erawes the aching sight:
The pomp of kings and emperors, in every clime and zone,
Grows dim beneath the splendor of thy glorious watery

throne.

No fleets can stop thy progress, no armies bid thee stay, But onward,—onward,—thy march still holds its way:

10 The rising mists that veil thee as thy heralds go before, And the music that proclaims thee is the thund'ring cataract's roar.

Thy diadem's an emerald, of the clearest, purest hue, Set round with waves of snow-white foam, and spray of feathery dew; While tresses of the brightest pearls float o'er thine ample

And the rainbow lays its gorgeous gems in tribute at thy feet.

Thy reign is from the ancient days, thy scepter from on high;
Thy birth was when the distant stars first lit the glowing sky;
The sun, the moon, and all the orbs that shine upon thee now.

Beheld the wreath of glory which first bound thine infant brow.

And from that hour to this, in which I gaze upon thy stream, From age to age, in Winter's frost or Summer's sultry beam, By day, by night, without a pause, thy waves with loud acclaim.

30 In ceaseless sounds have still proclaim'd the Great Eternal's name.

For whether, on thy forest banks, the Indian of the wood, Or, since his day, the red man's foe on his fatherland has stood;

Whoe'er has seen thine incense rise, or heard thy torrent's roar,

Must have knelt before the God of all, to worship and adore.

Accept, then, O Supremely Great! O Infinite! O God!

From this primeval altar, the green and virgin sod,
The humble homage that my soul in gratitude would pay
To Thee whose shield has guarded me through all my stormy way.

For if the ocean be as nought in the hollow of Thine hand, And the stars of the bright firmanent in Thy balance grains of sand;

If Niagara's rolling flood seems great to us who humbly bow.

O Great Creator of the Whole, how passing great art Thou!

50 But though Thy power is far more vast than finite mind can scan,

Thy mercy is still greater shown to weak, dependent man: For him Thou cloth'st the fertile globe with herbs, and fruit, and seed;

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For him the seas, the lakes, the streams, supply his hourly need.

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Around, on high, or far, or near, the universal whole Proclaims Thy glory, as the orbs in their fixed courses roll; And from creation's grateful voice the hymn ascends above, While Heaven re-echoes back to earth the chorus—"Cod is love."

-J. S. Buckingham (1786-1855).

II.—THE FOUNTAIN.

Into the sunshine full of the light, Leaping and flashing from morn till night.

Into the moonlight whiter than snow, Waving as flower-like when the winds blow!

Into the starlight rushing in spray, Happy at midnight, happy by day!

Ever in motion, blithsome and cheery, Still climbing heavenward, never a-weary;—

Clad of all weathers still seeming best,

tull of a nature nothing can tame, Changed every moment, ever the same;—

Ceaseless aspiring, ceaseless content, Darkness or sunshine thy element;—

Glorious fountain! let my heart be Fresh, changeful, constant, upward like thee!

-Jas. Russell Lowell (1819-).

III.—LINES FROM THE BANKS OF THE ST. LAWRENCE.

Oh! I have wondered, like the peasant boy
Who sings at eve his Sabbath strains of joy,
And when he hears the rude, luxuriant note
Back to his ear on softening echoes float,
Believes it still some answering spirit's tone,
And thinks it all too sweet to be his own!
I dreamed not then that, ere the rolling year
Had filled its circle, I should wander here
In musing awe; should tread this wondrous world,
See all its store of inland waters hurled
In one vast volume down Niagara's steep,

Or calm behold them, in transparent sleep,

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Where the blue hills of old Toronto shed
Their evening shadows o'er Ontario's bed!—
Should trace the grand Cadaraqui, and glide
Down the white rapids of his lordly tide
Through mossy woods, through islets flowering fair,
Through shades of bloom, where the first sinful pair
For consolation might have weeping trod,
When banished from the garden of their God!
O Lady! these are miracles which man,
Caged in the bounds'of Europe's pigmy plan,
Can scarcely dream of—which his eye must see
To know how beautiful this world can be!

Moore.

IV .- FLATTERY AND FRIENDSHIP.

Every one that flatters thee Is no friend in misery: Words are easy like the winds; Faithful friends 'tis hard to find; Every man will be thy friend, While thou hast wherewith to spend, But if store of crowns be scant, No man will supply thy want. If that one be prodigal, Bountiful they will him call: If he be addict to vice, Quickly him they will entice. But if fortune once do frown, Then farewell his great renown; They that fawn'd on him before, Use his company no more. He that is thy friend indeed, He will keep thee in thy need. If thou sorrow, he will weep; If thou wake, he cannot sleep. Thus of every grief in heart, He with thee doth bear a part. These are certain signs to know Faithful Friend from flattering Foe.

-Shakespeare (1564-1616).

V.—THE RAPID.

All peacefully gliding,
The waters dividing,
The indolent bateau moved slowly along,
The rowers, light-hearted,
From sorrow long parted,

Beguiled the dull moments with laughter and song:
"Hurrah for the Rapid! that merrily, merrily,
Gambols and leaps on its tortuous way;
Son we will enter it, cheerily, cheerily,
Pleased with its freshness, and wet with its spray."

More swiftly careering,
The wild Rapid nearing,
They dash down the stream like a terrified steed,
The surges delight them,
No terror affrights them,
Their voices keep pace with the quickening speed;
"Hurrah for the Rapid! that merrily, merrily,
Shivers its arrows against us in play:

Shivers its arrows against us in play;
Now we have entered it, cheerily, cheerily,
Our spirits are light as its feathery spray."

Fast downward they're dashing,
Each fearless eye flashing,
Though danger awaits them on every side;
Yon rock—see it frowning!
They strike—they are drowning!
But downward they sweep with the merciless tide;
No voice cheers the Rapid! that angrily, angrily,
Shivers their bark in its maddening play;
Gaily they entered it, heedlessly, recklessly,
Mingling their lives with its treacherous spray.

-Charles Sangster (1822-).

VI.—GEMS.

TIME.

The iron tongue of midnight hath told twelve.

MORNING.

But look, the morn, in russet mantle clad, Walks o'er the dew of you high eastern hill.

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Moore.

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DAYBREAK.

Night's swift dragons cut the clouds full fast, And yonder shines Aurora's harbinger; At whose approach, ghosts, wandering here and there, Troop home to church-yards.

DEW ON FLOWERS.

And that same dew, which sometime on the buds. Was wont to swell, like round and orient pearls, Stood now within the pretty floweret's eyes, Like tears that did their own disgrace bewail.

ANTONY'S CHARACTER OF BRUTUS.

This was the noblest Roman of them all:
All the conspirators, save only he,
Did that they did in envy of great Cæsar;
He, only, in a general honest thought,
And common good to all, made one of them.
His life was gentle; and the elements
So mixed in him, that Nature might stand up,
And say to all the world: This was a man!

THE BLESSINGS OF A LOW STATION.

'Tis better to be lowly born, And range with humble lives in content, Than to be perked up in a glistering grief, And wear a golden sorrow.

A FINE EVENING.

The weary sun hath made a golden set, And by the bright track of his fiery car, Gives token of a goodly day to-morrow.

-Shakespeare.

VII.—QUOTATIONS.

NIGHT.

Well might the ancient poets then confer On night the honor'd name of counsellor, Since struck with rays of prosperous fortune blind, We light alone in dark afflictions find.

DESTINY.

How easy 'tis, when destiny proves kind, With full-spread sails to run before the wind!

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PEACE.

Now with a general peace the world was blest,
While ours, a world divided from the rest,
A dreadful quiet felt and worser far
Than arms, a sullen interval of war:
Thus when black clouds draw down the laboring skies,
Ere yet abroad the winged thunder flies,
A horrid stillness first invades the ear,
And in that silence we the tempest fear.

WISE DELAY.

'Twas not the hasty product of a day, But the well-ripened fruit of wise delay.

FRUIT OF SUFFERINGS.

But since reformed by what we did amiss, We by our sufferings learn to prize our bliss.

THREE POETS.

Three poets in three distant ages born, Greece, Italy, and England did adorn. The first in loftiness of thought surpassed; The next in majesty; in both the last. The force of nature could no further go; To make a third she joined the former two.

-Dryden.

VIII.—DEATH OF WARWICK AT BARNET.

My blood, my want of strength, my sick heart shows
That I must yield my body to the earth,
And, by my fall, the conquest to my foe.
Thus yields the cedar to the ax's edge,
Whose arms gave shelter to the princely eagle;
And kept low shrubs from winter's powerful wind.
These eyes, that now are dimmed with death's black veil,
Have been as piercing as the midday sun:
To search the secret treasons of the world
The wrinkles in my brow, now filled with blood,
Were likened oft to kingly sepulchers;
For who lived king but I could dig his grave?

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And who durst smile when Warwick bent his brow?
Lo, now my glory smeared in dust and blood!
My parks, my walks, my manors that I had,
Even now forsake me; and of all my lands
Is nothing left me but my body's length!
Why, what is pomp, rule, reign, but earth and dust?
And, live we how we can, yet die we must.

-Shakespeare (1564-1616).

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IX.—IN THE GULF OF ST. LAWRENCE.

See you, beneath yon cloud so dark,
Fast gliding along a gloomy bark?
Her sails are full, though the wind is still,
And there blows not a breath her sails to fill!

Say, what doth that vessel of darkness bear? The silent calm of the grave is there, Save now and again a death knell rung, And the flap of the sails with night-fog hung.

There lieth a wreck on the dismal shore Of cold and pitiless Labrador; Where, under the moon, upon mounts of frost, Full many a mariner's bones are tost.

Yon shadowy bark hath been to that wreck, And the dim blue fire, that light's her deck, Doth play on as pale and livid a crew As ever yet drank the churchyard dew.

To Deadman's Isle, in the eye of the blast, To Deadman's Isle, she speeds her fast, By skeleton shapes her sails are furled, And the hand that steers is not of this world!

Oh! hurry thee on—oh! hurry thee on, Thou terrible bark, ere the night be gone, Nor let morning look on so foul a sight As would blanch forever her rosy light.

-Thomas Moore (1779-1852).

Norm.—These lines were written late one evening in September, 1804, after passing Deadman's Isle (Magdalen Islands). Moir (Detta) regards this poem and the Canadian Boat-Song as among the best of Moore's earlier poems, and as unsurpassed by any of his later efforts.

X .- THE MAPLE.

All hail to the broad-leaf Maple!
With her fair and changeful dress—
A type of our youthful country
In its pride and loveliness;
Whether in Spring or Summer,
Or in the dreary Fall,
'Mid Nature's forest children,
She's fairest of them all.

Down sunny slopes and valleys
Her graceful form is seen,
Her wide umbrageous branches
The sun-burnt reaper screen;
'Mid the dark-browed firs and cedars
Her livlier colors shine,
Like the dawn of the brighter future
On the settler's hut of pine.

She crowns the pleasant hill-tops,
Whispers on breezy downs,
And casts refreshing shadows
O'er the streets of our busy towns;
She gladdens the aching eye-ball,
Shelters the weary head,
And scatters her crimson glories
On the graves of the silent dead.

When Winter's frosts are yielding
To the sun's returning sway;
And merry groups are speeding
To sugar-woods away;
The sweet and welling juices,
Which form their welcome spoil
Tell of the teeming plenty,
Which here waits honest toil.

When sweet-toned Spring, soft breathing,
Breaks Nature's icy sleep,
And the forest boughs are swaying
Like the green waves of the deep;
In her fair and budding beauty,
A fitting emblem she
Of this our land of promise,
Of hope, of liberty.

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Droop silently and fall,
Like drops of life-blood welling
From a warrior brave and tall;
They tell how fast and freely
Would her children's blood be shed,
Ere the soil of our faith and freedom
Should echo a foeman's tread.

Then hail to the broad-leaved Maple!
With her fair and changeful dress—
A type of our youthful country
In its pride and loveliness;
Whether in Spring or Summer,
Or in the dreary Fall,
'Mid Nature's forest children
She's fairest of them all.

-H. F. Darnell (1831-).

XI.—THE SHAMROCK.

Through Erin's Isle
To sport awhile,
As Love and Valor wander'd,
With wit, and sprite,
Whose quiver bright
A thousand arrows squander'd;

Where'er they pass
A triple grass
Shoots up with dewdrops streaming,
As softly green
As emerald's seen
Through purest crystal gleaming!

Oh! the shamrock, the green, immortal shamrock!
Chosen leaf
Of bard and chief,
Old Erin's native shamrock!

Says Valor, "See
They spring from me
Those leafy gems of morning!"
Says Love, "No, no,
For me they grow,
My fragrant path adorning!"

But Wit perceives
The triple leaves,
And cries, "Oh! do not sever
A type that blends
Three godlike friends.
Love, Valor, Wit, forever."

Oh! the shamrock, the green, immortal shamrock!
Chosen leaf
Of bard and chief,
Old Erin's native shamrock!

-T. Moore (1779-1852).

XII.—THE SILVER-BIRD'S NEST.

A stranded soldier's epaulet
The waters cast ashore,
A little winged rover met,
And eyed it o'er and o'er.
The silver bright so pleased her sight,
On that lone, idle vest,
She knew not why she should deny
Herself a silver nest.

The shining wire she pecked and twirled;
Then bore it to her bough,
Where on a flowery twig 'twas curled,
The bird can show you how;
But when enough of that bright stuff
The cunning builder bore
Her house to make, she would not take,
Nor did she covet more.

And when the little artisan,
While neither pride nor guilt
Had entered in her pretty plan,
Her resting-place had built;
With here and there a plume to spare
About her own light form,
Of these, inlaid with skill she made
A lining soft and warm.

But, do you think the tender brood She fondled there and fed, Were prouder when they understood The sheen about their bed?

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Do you suppose they ever rose Of higher powers possessed, Because they knew they peeped and grew Within a silver nest?

-Miss H. F. Gould (1789-1865).

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XIII.—THE OLD SUGAR CAMP.

Come let us away to the old Sugar Camp; The sky is serene though the ground may be damp,-And the little bright streams, as they frolic and run, Turn a look full of thanks to the ice-melting sun; ⁵ While the warm southern winds, wherever they go, Leave patches of brown 'mid the glittering snow.

The oxen are ready, and Carlo and Tray Are watching us, ready to be on the way, While a group of gay children with platter and spoon,

 And faces as bright as roses in June, O'er fences and ditches exultingly spring, Light-hearted and careless as birds on the wing.

Where's Edwin? O here he comes loading his gun; Look out for the partridges—hush! there is one! 15 Poor victim! a bang and a flutter—'tis o'er,— And those fair dappled wings shall expand nevermore; It was shot for our invalid sister at home, Yet we sigh as beneath the tall branches we roam.

Our cheeks aglow with the long morning tramp, We soon come in sight of the old Sugar Camp; The syrup already is placed in the pan, And we gather around it as many as can,— We try it on snow, when we find it is done, We will fill up a mould for a dear absent one.

O, gayest and best of all parties are these, That meet in the Camp 'neath the old maple trees, Renewing the love and the friendship of years,— They are scenes to be thought of with smiles and with tears When age shall have furrowed each beautiful cheek, so And left in dark tresses a silvery streak.

Here brothers and sisters and comrades have met, And cousins and friends we can never forget;

The prairie, the ocean divide us from some, Yet oft as the season for sugaring come,

35 The cup of bright syrup to friendship we'll drain, And gather them home to our bosoms again.

Dear Maple, that yieldeth a nectar so rare, So useful in spring and in summer so fair,— Of autumn acknowledged the glory and queen,

40 Attendant on every Canadian scene,
Enshrined in our homes, it is meet thou should'st be
Of our country the emblem, O beautiful Tree!

—Helen M. Johnson (1884—1868).

XIV.—HOME MEMORIES.

When the sunshine is lost in the midst of the gloaming, And night shadows darken on mountain and lea, Then the lone heart takes wings and away it goes roaming To regions far over the billowy sea.

The present is lost, and the past is before me
All vivid and bright in the radiance of morn,
And fancy brings back the soft spell that hung o'er me
When youth's brilliant hopes of life's freshness were born.

In that hour I am back where my gay childhood fleeted,
Where life's cares and life's sorrows were scarce seen in
dreams,

When hope's dulcet tones, by the echoes repeated, Illumed passing hours in fancy's bright beams.

The scenes that I love and the friends fondly cherished
Arise in their warm hues to gladden my sight;
The scenes that are far and the friends that have perished
Are near and around me all life-like and bright.

The blue changeful sky of dear Erin is o'er me,
The green hills of Cavan rise fair on my view,
The Erne is winding in brightness before me,

And Cootehills "shady arbors" their verdure renew The hills and the dales famed in song and in story, Where Breffny's proud banner was flung to the gale, Where O'Reilly's bold borderers won wreaths of glory In guarding the North from the raids of the pale.

The rath where the fairies kept house in all weather,
The ring where they dance in the yellow moon's ray,
The lone bush on the hill side among the green heather
By "fairy-folk" guarded by night and by day.

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The deep hazel woods where shillelaghs grew strongest (To teach "the boys" logic at market and fair,)
Where the lark and the linnet sang loudest and longest,
And the cuckoo's blithe solo rang clear thro' the air.

The chapel I see where my childhood was nourished
In the faith of my fathers, the old and the true,
Where religion was honored and piety flourished,
Where virtues were many and vices were few;
And kneeling around me are friends, the true-hearted,
And faces familiar, though now but a dream,
For many among them have long since departed,
To dwell in the light of eternity's beam.

O visions of home! why so fair and so fleeting—
Why break like the stars on the darkness of night,
Then fly like the mist from the red dawn retreating,
And leave the dull day-life no beam of your light!
The vision is gone—not a trace is remaining—
The stern voice of duty is heard at the door.

-Mrs. J. Sadlier (1820-).

XV.-To THE RIVER CHARLES.

River! that in silence windest

Through the meadows bright and free,
Till at length thy rest thou findest
In the bosom of the sea!

Four long years of mingled feeling, Half in rest and half in strife, I have seen thy waters stealing Onward like the stream of life.

Thou hast taught me, silent River!

Many a lesson, deep and long;

Thou hast been a generous giver,

I can give thee but a song.

Oft in sadness and in illness
I have watched thy current glide,
Till the beauty of its stillness
Overflowed me like a tide,

And in better hours and brighter,
When I saw thy waters gleam,
I have felt my heart beat lighter,
And leap onward with thy stream.

Not for this alone I love thee,
Nor because thy waves of blue
From celestial seas above thee
Take their own celestial hue.

Where yon shadowy woodlands hide thee, And thy waters disappear, Friends I love have dwelt beside thee, And have made thy margin dear.

More than this;—thy name reminds me Of three friends all true and tried; And that name, like magic, binds me Closer, closer to thy side.

Friends my soul with joy remembers!

How like quivering flames they start,
When I fan the living embers

On the hearthstone of my heart!

'Tis for this, thou silent River!
That my spirit leans to thee;
Thou hast been a generous giver,
Take this idle song from me.

XVI.—Youth and Age.

With cheerful step the traveler Pursues his early way, When first the dimly-darkning east Reveals the rising day

He bounds along his craggy road, He hastens up the height And all he sees and all he hears Administer delight.

And if the mist, retiring slow,
Roll round its wavy white,
He thinks the morning vapors hide,
Some beauty from his sight.

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But when behind the western clouds,
Departs the fading day,
How wearily the traveler
Pursues his evening way!

Sorely along the craggy road

His painful footsteps creep,
And slow with many a feeble pause,
He labors up the steep.

And if the mists of night close round,
They fill his soul with fear,
He dreads some unseen precipice,
Some hidden danger near.

So cheerfully does youth begin Life's pleasant morning stage; Alas! the evening traveler feels The fears of weary age!

-Robert Southey (1774-1843).

XVII.—A SANITARY MESSAGE.

Last night, above the whistling winds,
I heard the welcome rain,
A fusillade upon the roof,
A tattoo on the pane:
The keyhole piped; the chimney top
A warlike trumpet blew;
Yet mingling with these sounds of strife,
A softer voice stole through.

"Give thanks, O brothers!" said the voice,
That He who sent the rains,
Hath spared your fields the scarlet dew
That drips from patriot veins:
I've seen the grass on Eastern graves
In brighter verdure rise;
But, oh! the rain that gave it life
Sprang first from human eyes.

I came to wash away no stain
Upon your wasted lea;
I raise no banners, save the ones
The forest waves to me:

Upon the mountain side, where Spring Her farthest picket sets, My réveille awakes a host Of grassy bayonets.

I visit every humble roof;
I mingle with the low:
Only upon the highest peaks
My blessings fall in snow;
Until, in tricklings of the stream
And drainings of the lea,
My unspent bounty comes at last
To mingle with the sea."

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And thus all night, above the wind,

I heard the welcome rain,—

A fusillade upon the roof,

A tattoo on the pane:

The keyhole piped; the chimney-top

A warlike trumpet blew;

But mingly:g with these sounds of strife.

This hymn of peace stole through.

-Bret Harte (1837-).

XVIII.—THE VOICE OF SPRING.

I come, I come! ye have called me long—I come o'er the mountains with light and song. Ye may trace my steps o'er the waking earth, By the winds which tell of the violet's birth, By the primrose stars in the shadowy grass, By the green leaves opening as I pass.

I have breathed on the South, and the chestnut flowers By thousands have burst from the forest bowers; And the ancient graves, and the fallen fanes Are veiled with wreaths on Italian plains; But it is not for me, in my hour of bloom, To speak of the ruin or the tomb!

I have pass'd on the hills of the stormy North,
And the larch has hung all its tassels forth,
The fisher is out on the sunny sea,
And the reindeer bounds through the pastur free,
And the pine has a fringe of softer green,
And the moss looks bright where my foot hath been,

I have sent through the wood-paths a glowing sigh,
And call'd out each voice of the deep blue sky;
From the night-bird's lay through the starry time,
In the groves of the soft Hesperian clime,
To the swan's wild notes by the Iceland lakes,
When the dark fir-branch into verdure breaks.

Trom the streams and founts I have loosed the chain;
They are sweeping on to the silvery main,
They are flashing down from the mountain brows,
They are flinging spray o'er the forest boughs,
They are bursting fresh from their sparry cave.
And the earth resounds with the joy of waves!

Come forth, O ye children of gladness! come! Where the violets lie may be now your home, Ye of the rose-lip and the dew-bright-eye, And the bounding footsteps, to meet me fly! With the lyre, and the wreath, and the joyous lay, Come forth to the sunshine—I may not stay.

Away from the dwellings of care-worn men, The waters are sparkling in wood and glen; Away from the chamber and sullen hearth. The young leaves are dancing in breezy mirth! Their light stems thrill to the wild-wood strains, And youth is abroad in my green domains.

-Mrs. Hemans (1794-1835).

XIX.—WINTER IN CANADA:

Nay, tell me not that with shivering fear, You shrink from the thought of wintering here; That the cold intense of our winter time, Is severe as that of Siberian clime; And if wishes could waft across the sea, To-night in your English home you would be.

Remember, no hedges there now are bright With verdure, or blossoms of hawthorn white; In damp sodden fields, or bare garden beds, No daisies or cowslips show their fair heads; Whilst cold chilling winds and skies of dark hue, Tell, in England, as elsewhere, 'tis winter too. Raise your eyes to our skies of azure hue, Admire their gleaming, metallic blue, Look round on the earth robed in bridal white, All glittering and flashing with diamonds bright, Whilst o'er head, her lover and lord, the sun, Shines brightly as e'er Summer he's done.

In a graceful sleigh, drawn by spirited steed, You glide o'er the snow with lightning speed, Whilst from harness decked with silvery bells, In sweet showers the sound on the clear air swells, And the keen bracing breeze with vigor rife, Sends quick through your veins warm streams of life.

On, with your snow-shoes, so strong and light, Thick blanket-coat, sash of scarlet bright, And away o'er the deep and untrodden snow, Through wood, o'er mountain, untrammeled to go, Through lone narrow paths where in years long fled, The Indian passed with light active tread.

What! dare to rail at our snow-storms—O why Not view them with poet's or artist's eye, Watch each pearly flake as it falls from above, Like snowy plumes from some spotless dove, Clothing all objects in ermine of air, Far purer than that which monarchs wear!

Have you not witnessed our glorious nights, So brilliant with gleaming Northern-lights, Quick flashing and darting across the sky, Whilst afar in the starry heavens high, The shining moon pours down streams of light, O'er the silent earth robed in dazzling white?

There are times, too, our woods show wondrous sights. Such as are read of in "Arabian Nights," When branch and bough are all laden with gems, And sparkle like Eastern diadems; And the sun sheds a blaze of dazzling light, On ruby, opal, and diamond bright.

But tarry till Spring on Canadian shore, You'll rail at our winters then no more—

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New health and fresh life through your vein shall glow Spite of piercing winds, spite of ice and snow, And I'd venture to promise in truth, my friend, 'Twill not be the last that with us you'll spend.

-Mrs. Leprohon (1832-1879).

XX.-AN APRIL DAY.

All day the low hung clouds have dropped Their garnered fulness down;
All day that soft grey mist hath wrapped Hill, valley, grove, and town.

There has not been a sound to-day To break the calm of nature, Nor motion, I might almost say, Of life, or living creature.

Of waving bough, or warbling bird,
Or cattle faintly lowing:
I could have half believed I heard
The leaves and blossoms growing.

I stood to hear—I love it well,
The rain's continuous sound—
Small drops, but thick and fast they fell,
Down straight into the ground.

For leafy thickness is not yet
Earth's naked breast to screen,
Though every dripping branch is set
With shoots of tender green.

Sure, since I looked at early morn,
Those honeysuckle buds
Have swelled to double growth; that thorn
Hath put forth larger studs.

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That lilac's clearing cones have burst,
The milk-white flowers revealing;
Even now, upon my senses first
Methinks their sweets are stealing,

The very earth, the steaming air
Is all with fragrance rife;
And grace and beauty everywhere
Are flushing into life.

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Down, down they come—those fruitful stores!
Those earth-rejoicing drops!
A momentary deluge pours,
Then thins, decreases, stops.

And ere the dimples on the stream Have circled out of sight, Lo! from the west a parting gleam Breaks forth of amber light.

But yet behold—abrupt and loud,
Comes down the glittering rain;
The farewell of a passing cloud,
The fringes of her train.

-Geoffrey Chaucer (1828-1400)

XXI.—THE CLOUD.

I bring fresh showers for the thirsting flowers,
From the seas and the streams;
I bear light shade for the leaves when laid
In their noon-day dreams;
From my wings are shaken the dews that waken
The sweet buds every one
When rocked to rest on their mother's breast,
As she dances about the sun.
I wield the flail of the lashing hail,
And whiten the green plains under;
And then again I dissolve it in rain,
And laugh as I pass in thunder.

I sift the snow on the mountain below,
And their great pines groan aghast;
And all the night 'tis my pillow white,
While I sleep on the arms of the blast.
Sublime on the towers of my skyey bowers,
Lightning my pilot, sits;
In a cavern under is fettered the thunder—
It struggles and howls by fits.
Over earth and ocean, with gentle motion.

Over earth and ocean, with gentle motion,
This pilot is guiding me,
Lured by the love of the genii that move
In the depths of the purple sea;
Over the rills and the crags and the hills

Over the lakes and the plains,

Wherever he dreams under mountain or stream,
The spirit he loves remains;
And I, all the while, bask in heaven's blue smile,
While he is dissolved in rains.

The sanguine sunrise, with his meteor eyes,
And his burning plumes outspread,
Leaps on the back of my sailing rack,
When the morning star shines dead;
As on the jag of a mountain crag,
Which an earthquake rocks and swings,
An eagle, alit, one moment may sit,
In the light of its golden wings.
And when sunset may breathe, from the lit sea beneath
Its orders of rest and love,
And the crimson pall of eve may fall
From the depth of heaven above,
With wings folded I rest, on mine airy nest,
As still as a brooding dove.

That orbid maiden, with white fire laden,
Whom mortals call the moon,
Glides glimmering o'er my fleece-like floor,
By the midnight breezes strewn;
And whenever the beat of her unseen feet,
Which only the angels hear,
May have broken the woof of my tent's thin roof,
The stars peep behind her and peer;
And I laugh to see them whirl and flee,
Like a swarm of golden bees,
When I widen the rent in my wind-built tent
Till the calm rivers, lakes, and seas,
Like strips of the sky fallen through me on high,
Are each paved with the moon and these.

I bind the sun's throne with a burning zone,
And the moon's with a girdle of pearls;
The volcanoes are dim, and the stars reel and swim,
When the whirlwinds my banner unfurl,
From cape to cape with a bridge-like shape,
Over a torrent sea,
Sunbeam-proof, I hang like a roof:
The mountains its columns be

The mountains its columns be.

The triumphal arch through which I march
With hurricane, fire, and snow

When the powers of the air are chained to my chair
Is the million-colored bow;
The sphere-fire above its soft colors wove,
While the moist earth was laughing below.

I am the daughter of earth and water, And the nursling of the sky;

I pass through the pores of the ocean and shores; I change but I cannot die.

For after the rain, when with never a stain.

The pavilion of heaven is bare.

And the winds and supbeams with their convex gleams
Build up the blue dome of air,

I silently laugh at my own cenotaph And out of the caverns of rain,

Like a child from the womb, like a ghost from the tomb,

I arise and rebuild it again.

-Percy Bysshe Shelley (1792-1822).

XXII.—PSALM OF LIFE.

Tell me not, in mournful numbers, Life is but an empty dream! For the soul is dead that slumbers, And things are not what they seem.

Life is real! life is earnest!

And the grave is not its goal;

Dust thou art, to dust returnest,

Was not spoken of the soul.

Not enjoyment, and not sorrow, Is our destined end or way; But to act that each to-morrow, Find us farther than to-day.

Art is long, and Time is fleeting,
And our hearts, though stout and brave
Still like muffled drums are beating
Funeral marches to the grave.

In the world's broad field of battle,
In the bivouac of life,
Be not like dumb, driven cattle—
Be a hero in the strife!

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Lives of great men all remind us
We can make our lives sublime,
And departing leave behind us
Footprints on the sands of time

Footprints that perhaps another,
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother
Seeing shall take heart again.

Let us, then, be up and doing, With a heart for any fate; Still achieving, still pursuing, Learn to labor and to wait.

-Longfellow.

XXIII. - GRAND-PRE.

In the Acadian land, on the shores of the Basin of Minas, Distant, secluded, still, the little village of Grand-Pré, Lay in a fruitful valley. Vast meadows stretching eastward, Giving the village its name, and pasture to flocks without number.

Dikes, that the hands of the farmer had raised with labor incessant,

Shut out the turbulent tides; but at stated seasons the flood-gates

10 Opened, and welcomed the sea to wander at will o'er the meadows.

West and south those 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 mountains

Sea-fogs pitched their tents, and mists from the mighty

Looked on the happy valley, but ne'er from their station decended.

There, in the midst of its farms, reposed the Acadian village,

Strongly built were the houses, with frames of oak and 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.

There, in the tranquil evenings of summer, when brightly the Sunset lighted the village street, and gilded the vanes of the chimneys,

Matrons and maidens sat in snow-white caps and in kirtles Scarlet and blue and green, with distaffs spinning the golden BJ Flax for the gossiping looms, whose noisy shuttles within

doors

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

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 uprose matrons and maidens,

43 Hailing his slow approach with words of affectionate welcome;

Then came the laborers 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 as cending,

Rose from a hundred hearths, the homes of peace and contentment.

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.

65 There the richest was poor, and the poorest lived in abundance.

-Longfellow (1807-1882).

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XXIV.—THE CHASE.

Few were the stragglers, following far, That reached the lake of Vennachar; And when the Brigg of Turk was won, The headmost horseman rode alone.

Alone, but with unbated zeal, That horseman plied the scourge and steel; For, jaded now, and spent with toil, Embossed with foam, and dark with soil, While every gasp with sobs he drew, The laboring stag strained full in view. Two dogs of black Saint Hubert's breed, Unmatched for courage, breath, and speed, Fast on his flying traces came, And all but won that desperate game; For, scarce a spear's length from his haunch, Vindictive toiled the blood-hounds stanch; Nor nearer might the dogs attain, Nor farther might the quarry strain. Thus up the margin of the lake, Between the precipice and brake, O'er stock and rock their race they take.

The Hunter marked that mountain high, The lone lake's western boundary, And deemed the stag must turn to bay, Where that rude rampart barred the way: Already glorying in the prize, Measured his antlers with his eyes; For the death-wound, and death halloo, Mustered his breath, his whinyard drew; But, thundering as he came prepared, With ready arm and weapon bared, The wily quarry shunned the shock, And turned him from the opposing rock; Then, dashing down a darksome glen, Soon lost to hound and hunter's ken, In the deep Trosach's wildest nook, His solitary refuge took. There, while close couched, the thicket shed Cold dews and wild flowers on his head, He heard the baffled dogs in vain Rave through the hollow pass amain, Chiding the rocks that yelled again.

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Close on the hounds the hunter came, To cheer them on the vanished game; But, stumbling in the rugged dell, The gallant horse exhausted fell. The impatient rider strove in vain To rouse him with the spur and rein, For the good steed, his labors o'er. Stretched his stiff limbs, to rise no more; Then, touched with pity and remorse, He sorrowed o'er the expiring horse, "I little thought, when first the rein I slacked upon the banks of Seine, That Highland eagle e'er should feed On thy fleet limbs, my matchless steed! Woe worth the chase, woe worth the day, That cost thy life, my gallant gray!"

-Scott (1771-1832).

XXV.—THE OLD SCHOOL CLOCK.

Old memories rush o'er my mind just now Of faces and friends of the past; Of that happy time when life's dream was all bright,

Ere the clear sky of youth was o'ercast.

Very dear are those mem'ries,—they ve clung round my heart,

And bravely withstood Time's rude shock;
But not one is more hallowed or dear to me now
Than the face of the old school clock.

'Twas a quaint old clock with a quaint old face, And great iron weights and chain;

It stopped when it liked, and before it struck

It had seen many years, and it seemed to say, "I'm one of the real old stock,"

To the youthful fry, who with reverence looked On the face of the old school clock.

How many a time have I labored to sketch
That yellow and time-honored face,

20 With its basket of flowers, its figures and hands, And the weights and the chains in their place I How oft have I gazed with admiring eye,
As I sat on the wooden block,
And pondered and guessed at the wonderful things
That were inside that old school clock!

What a terrible frown did the old clock wear
To the truant who timidly cast
An anxious eye on those merciless hands,
That for him had been moving too fast!

But its frown soon changed; for it loved to smile
On the thoughtless, noisy flock,
And it creaked and whirred and struck with glee,
Did that genial, good-humored old clock.

Well, years had passed, and my mind was filled
With the world, its cares and ways,
When again I stood in that little school
Where I passed my boyhood's days.
My old friend was gone / and there hung a thing
That my sorrow seemed to mock,
As I gazed with a tear and a softened heart
At a new-fashioned Yankee clock.

'Twas a gaudy thing with bright painted sides,
And it looked with insolent stare
On the desks and the seats and on everything old;
And I thought of the friendly air
Of the face that I missed, with its weights and chains,—
All gone to the auctioneer's block:
'Tis a thing of the past,—never more shall I see
But in memory that old school clock.

And fresh faces arise in their stead;
But still 'mid the din and the bustle of life
We cherish fond thoughts of the dead.
Yes, dear are those mem'ries: they've clung round my heart,
And bravely withstood Time's rude shock;
But not one is more hallowed or dear to me now
Than the face of that old school clock.

-J. B. O'Reilly (1844-).

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XXVI.—THE DESERTED VILLAGE

Auburn in Prosperity.

Sweet Auburn! loveliest village of the plain,
Where health and plenty cheered the laboring swain,
Where smiling spring its earliest visit paid,
And parting summer's lingering blooms delayed;
Dear lovely bowers of innocence and ease,
Seats of my youth, when every sport could please
How often have I loitered o'er thy green,
Where humble happiness endeared each scene!
How often have I paused on every charm,
The shelter'd cot the cultivated farm,
The never failing brook, the busy mill,
The decent church that topt the neighboring hill,

The decent church that topt the neighboring hill, The hawthorn bush, with seats beneath the shade, For talking age and weary pilgrims made!

How often have I blest the coming day,
 When toil remitting lent its turn to play,
 And all the village train, from labor free,
 Led up their sports beneath the spreading tree;
 While many a pastime circled in the shade,
 The young contending as the old surveyed;

And sleights of art and feats of strength went round;
And still as each repeated pleasure tired
Succeeding sports the mirthful band inspired;

The dancing pair that simply sought renown,
By holding out, to tire each other down;
The swain, mistrustless of his s nutted face,
While secret laughter tittered round the place.
These were thy charms, sweet village! sports like these

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With sweet succession, taught e'en toil to please;
These round thy bowers their cheerful influence shed;
These were thy charms—but all these charms are fled.

-Goldsmith.

XXVII.—Music.

That music breathes all through my spirit, As the breezes blow through a tree; And my soul gives light as it quivers, Like moons on a tremulous sea. 10

New passions are wakened within me,
New passions that have not a name;
Dim truths that I knew but as phantoms
Stand up clear and bright in the lame.

And my soul is possessed with yearnings
Which make my life broaden and swell;
And I hear strange things that are soundless,
And I see the invisible.

Oh! silence that clarion in mercy,—
For it carries my soul away;
And it whirls my thoughts out beyond me,
Like the leaves on an autumnal day.

O exquisite tyranny! silence,—
My soul slips from under my hand,
And as if by instinct is fleeing
To a dread unvisited land.

Is it sound, or fragrance, or vision?

Vocal light wavering down from above?

Past prayer and past praise I am floating

Down the rapids of speechless love.

I strove, but the sweet sounds have conquered:
Within me the Past is awake;
The Present is grandly transfigured;
The Future is clear as day-break.

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Now Past, Present, Future have mingled A new sort of Present to make; And my life is all disembodied, Without time, without space, without break

But my soul seems floating for ever In an orb of ravishing sounds, Through faint-falling echoes of heavens 'Mid beautiful earths without bounds.

Now sighing, as zephyrs in summer, The concords glide in like a stream, With a sound that is almost a silence, Or the soundless sounds in a dream

Then oft, when the music is faintest, My soul has a storm in its bowers, Like the thunder among the mountains, Like the wind in the abbey towers. There are sounds, like flakes of snow falling
In their silent and eddying rings;
We tremble,—they touch us so lightly,
Like feathers from angels' wings.

There are pauses of marvellous silence,
That are full of significant sound
Like music echoing music
Under water or under ground.

That clarion again! through what valleys
Of deep inward life did it roll,
Ere it blew that astonishing trumpet
Right down in the caves of my soul?

My mind is bewildered with echoes,—
Not all from the sweet sounds without;
But spirits are answering spirits
In a beautiful muffled shout.

Oh! cease then, wild Horns! I am fainting;
If ye wail so, my heart will break;
Some one speaks to me in your speaking
In a language I cannot speak.

Though the sounds ye make are all foreign,
How native, how household they are;
The tone of old homes mixed with Heaven,
The dead and the angels, speak there.

Dear voices that long have been silenced, Come clear from the peaceful land, Come toned with unspeakable sweetness From the Presence in which they stand.

Or is music the inarticulate
Speech of the angels on earth?
Or the voice of the Undiscovered
Bringing great truths to the birth?

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O Music! thou surely art worship;
But thou art not like praise or prayer;
And words make better thanksgiving
Than thy sweet melodies are.

There is another worship,
An outflow of something divine;
For the voice of adoring silence,
If it could be a voice, were thine

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Thou art fugitive splendors made vocal.

As they glanced from that shining sea,
Where the Vision is visible music,
Making music of spirits who see.

Thou, Lord! art the Father of music; Sweet sounds are a whisper from Thee; Thou hast made Thy creation all anthems, Though it singeth them silently.

But I guess by the stir of this music
What raptures in Heaven can be,
Where the sound is Thy marvellous stillness,
And the music is light out of Thee.

-F. W. Faber (1814-1863).

XXVIII.—ELEGY WRITTEN IN A COUNTRY CHUPCH YARD.

The curfew tolls the knell of parting day,
The lowing herd wind slowly o'er the lea,
The plowman homeward plods his weary way,
And leaves the world to darkness and to me.

Now fades the glimmering landscape on the sight. And all the air a solemn stillness holds, Save where the beetle wheels his droning flight, And drowsy tinklings lull the distant folds;

Save that, from yonder ivy-mantled tower,
The moping owl does to the moon complain
Of such as, wandering near her secret bower,
Molest her ancient solitary reign.

Beneath those rugged elms, that yew-tree's shade,
Where heaves the turf in many a mould'ring heap,
Each in his narrow cell forever laid,
The rude forefathers of the hamlet sleep.

The breezy call of incense-breathing morn,
The swallow twittering from the straw-built shed,
The cock's shrill clarion, or the echoing horn,
No more shall rouse them from their lowly bed.

For them no more the blazing hearth shall burn, Or busy housewife ply her evening care; No children run to lisp their sire's return, Or climb his knees the envied kiss to share Oft did the harvest to their sickle yield,
Their furrow oft the stubborn glebe has broke;
How jocund did they drive their team afield!
How bowed the woods beneath their sturdy stroke!

Let not Ambition mock their useful toil, Their homely joys, and destiny obscure; Nor Grandeur hear with a disdainful smile The short and simple annals of the poor.

The boast of heraldry, the pomp of power,
And all that beauty, all that wealth e'er gave,
Await alike th' inevitable hour:
The paths of glory lead but to the grave.

Nor you, ye proud, impute to these the fault,
If Memory o'er their tomb no trophies raise,
Where, through the long-drawn aisle and fretted vault.
The pealing anthem swells the note of praise.

Can storied urn or animated bust

Back to its mansion call the fleeting breath?

Can Honor's voice provoke the silent dust,

Or Flattery soothe the dull cold ear of Death?

Perhaps in this neglected spot is laid
Some heart once pregnant with celestial fire;
Hands, that the rod of empire might have swayed,
Or waked to ecstasy the living lyre:

But Knowledge to their eyes her ample page, Rich with the spoils of time, did ne'er unroll; Clill Penury repressed their noble rage, And froze the genial current of the soul.

Full many a gem of purest ray serene
The dark unfathom'd caves of ocean bear;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.

Some village Hampden, that with dauntiess breast The little tyrant of his fields withstood; Some mute inglorious Milton here may rest, Some Cromwell, guiltless of his country's blood.

Th' applause of list'ning senates to command,
The threats of pain and ruin to despise,
To scatter plenty o'er a smiling land,
And read their history in a nation's eyes,

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Their lot forbade: nor circumscribed alone
Their growing virtues, but their crimes confined;
Forbade to wade through slaughter to a throne,
And shut the gates of mercy on mankind;

The struggling pangs of conscious truth to hide,
To quench the blushes of ingenuous shame,
Or heap the shrine of Luxury and Pride
With incense kindled at the Muse's flame.

Far from the madding crowd's ignoble strife,
Their sober wishes never learned to stray;
Along the cool sequester'd vale of life
They kept the noiseless tenor of their way.

Yet e'en these bones from insult to protect,
Some frail memorial still erected nigh,
With uncouth rhymes and shapeless sculpture decked,
Implores the passing tribute of a sigh.

Their name, their years, spelt by th' unletter'd Muse, The place of fame and elegy supply; And many a holy text around she strews, That teach the rustic moralist to die.

For who, to dumb Forgetfulness a prey,
This pleasing anxious being e'er resigned,
Left the warm precincts of the cheerful day,
Nor cast one longing ling'ring look behind?

On some fond breast the parting soul relies, Some pious drops the closing eye requires; E'en from the tomb the voice of Nature cries, E'en in our ashes live their wonted fires.

For thee, who, mindful of th' unhonored dead, Dost in these lines their artless tale relate; If chance, by lonely Contemplation led, Some kindred spirit shall inquire thy fate.

Haply some hoary-headed swain may say,
"Oft have we seen him at the peep of dawn
Brushing with hasty steps the dews away,
To meet the sun upon the upland lawn.

"There at the foot of yonder nodding beech,
That wreathes its old fantastic roots so high,
His listless length at noontide would he stretch,
And pore upon the brook that babbles by.

"Hard by yon wood, now smiling as in scorn,
Mutt'ring his wayward fancies he would rove;
Now drooping, woeful-wan, like one forlorn,
Or crazed with care, or crossed in hopeless love.

"One morn I missed him on the 'custom'd hill,
Along the heath, and near his fav'rite tree;
Another came; nor yet beside the rill,
Nor up the lawn, nor at the wood was he;

"The next, with dirges due, in sad array,
Slow through the church-way path we saw him borne.

Approach and read (for thou canst read) the lay
Graved on the stone beneath you aged thorn."

THE EPITAPH.

Here rests his head upon the lap of Earth A youth to Fortune and to Fame unknown; Fair Science frowned not on his humble birth, And Melancholy marked him for her own.

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Large was his bounty, and his soul sincere, Heav'n did a recompense as largely send; He gave to Mis'ry all he had, a tear; He gain'd from Heav'n ('twas all he wished) a friend.

125 No farther seek his merits to disclose,
Or draw his frailties from their dread abode,
(There they alike in trembling hope repose)
The bosom of his Father and his God.

—Thomas Gray (1716—1771).

XXIX.—THE MOON.

When the genial sunlight has withdrawn the last fringe of its glory from the western horizon, and the gloom of night has fallen over the chilled earth, the pale moon delights us with her softened rays. Beauteous in her chaste radiance, she sails a peaceful queen among myriad hosts of lesser fires. The deep azure of the firmament assumes a mellower tint as she slowly rises to the zenith; the glinting stars veil their scanty light at her approach; the deep dun of the storm-cloud changes to a creamy white when bathed in her mild effulgence. Beauty, poetry, sweetness,—all are min-

gled in her train; all the finer feelings of our nature are brought to play as we gaze upon her loveliness. Some will refuse to look upon her, lest they forget in her beauty the glory of the sun. Others will look upon her with indifference, missing, at once, her queenly magnificence and the noble thoughts to which it gives rise. Others, finally, gaze earnestly upon her; drink in her quiet splendor, and raise their minds to a consideration of its cause. Their intelligence expands with the knowledge they acquire of her relation to the sun; her reflected glory, pleasing in itself, is more pleasing still, when seen as an effect of his action, and becomes the most powerful of all reasons for admiring his inexhausted and all-diffusive light.

-Most Rev. C. O'Brien, D. D. (1843-)

ARCHBISHOP OF HALIFAX.

XXX.—FOUNDING OF MONTREAL.

On the seventeenth of May, 1642, Maisonneuve's little flotilla—a pinnace, a flat-bottomed craft moved by sails, and two row-boats—approached Montreal; and all on board raised in unison a hymn of praise. Montmagny was with them, to deliver the island, in behalf of the Company of the Hundred Associates, to Maisonneuve, representative of the Associates of Montreal. And here, too, was Father Vimont, Superior of the missions; for the Jesuits had been prudently invited to accept the spiritual charge of the young 10 colony. On the following day, they glided along the green and solitary shores now thronged with the life of a busy city, and landed on the spot which Champlain, thirty-one years before, had chosen as the fit site of a settlement. It was a tongue or triangle of land, formed by the junction of 15 a rivulet with the St. Lawrence, and known afterwards as Point Callière. The rivulet was bordered by a meadow, and beyond rose the forest with its vanguard of scattered trees. Early spring flowers were blooming in the young grass, and birds of varied plumage flitted among the boughs. Maisonneuve sprang ashore, and fell on his knees. His in entinsiastic songs of thanksgiving. Tents, baggage,

followers imitated his example; and all joined their voices in entipsiastic songs of thanksgiving. Tents, baggage, arms, and stores were landed. An altar was raised on a pleasant spot near at hand; and Mademoiselle Mance, Madame de la Peltrie, aided by her servant, Charlotte Barré, decorated it with a taste which was the admiration of the beholders. Now all the company gathered before the

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shrine. Here stood Vimont, in the rich vestments of his office. Here were the two ladies, with their servants; 80 Montmagny no very willing spectator; and Maisonneuve, a warlike figure, erect and tall, his men clustering around him,—soldiers, sailors, artisans, and laborers,—all alike soldiers at need. They kneeled in reverent silence as the Host was raised; and when the rite was over, the 35 priest turned and addressed them: "You are a grain of mustard-seed, that shall rise and grow till its branches overshadow the earth. You are few, but your work is the work of God. His smile is on you, and your children shall fill the land."

The afternoon waned; the sun sank behind the western forest, and twilight came on. Fireflies were twinkling over the darkened meadow They caught them, tied them with threads into shining festoons, and hung them before the altar, where the Host remained exposed Then they pitched 45 their tents, lighted their bivouac fires, stationed their guards, and lay down to rest. Such was the birth-night of Montreal.

—Parkman (1823—).

XXXI.—FEELINGS AT NIGHT.

It is night now; and here is home. Gathered under the quiet roof, elders and children lie alike at rest. In the midst of a great peace and calm, the stars look out from the heavens. The silence is peopled with the past; sorrowful 5 remorses for sins and short-comings—memories of passionate joys and griefs rise out of their graves, both now alike calm and sad. Eyes, as I shut mine, look at me, that have long ceased to shine. The town, and the fair landscape sleep under the starlight, wreathed in the autumn mists. 10 Twinkling among the houses a light keeps watch here and there in what may be a sick chamber or two. The clock tolls sweetly in the silent air. Here is night and rest. awful sense of thanks makes the heart swell, and the head bow, as I pass to my room through the sleeping house, and 15 feel as though a hushed blessing were upon it. -Thackeray (1811-1863).

XXXII.—"I'LL FIND A WAY OR I'LL MAKE IT."

The good smith strikes the iron while it is hot; but the more skilful smith strikes the iron hot. The former simply utilizes favorable opportunities; the latter deprived of such

opportunities cleverly resorts to expedients. The most uses ful man to society is he who neither curses bad nor idly prays for good fortune, but who proceeds with a resolute heart and a determined will to make his way to success.

When the Roman general of old was informed that all possible ways of beating an active and skilful enemy had been vainly exhausted, he promptly replied: "Aut viam inveniam aut faciam." Disregarding the tactics of his predecessors, he studied those of the victorious enemy, and attacked him at the point-least expected. He "carried the war into Africa"—transferred the scene of danger from Rome to Carthage—forced the conqueror to forgo the fruits of his arduous labors and fight for his native country under the walls of its capital. Thus Hannibal, who had scaled the icy Alps, conquered many brave nations, withstood the storms of the Appenines, and overwhelmed four mighty Roman armies, was at length defeated by Scipio, a man inferior to him in genius, but his superior in activity, energy, and determination.

"He who would have the fruit must climb the tree."
Waiting for the fruit to fall is waste of time. Some more enterprising person may gather it before you. Besides, when it falls it is often worthless—dashed to pieces, wormeaten, or unpalatably ripe. Thus it is with the business of life. He who would be famous, wealthy, or happy, must labor hard, and his success will be proportionate to the energy he judiciously expends. He must not despair at want of success, no matter how frequently it may occur. Repeated failures serve but to whet the energy of the resolute man. Again and again he returns to the struggle, and in the success that finally crowns his efforts he finds the reward of his industry and perseverance.

-Cornelius Donovan, M.A. (1847-).

XXXIII.—THE ST. LAWRENCE.

As you leave Quebec, with its mural-crowned and castled rock, and drop down the stately river, presently the snowy fall of Montmorency, far back in its purple hollow, leaps perpetual avalanche into the abyss, and then you are abreast of the beautiful Isle of Orleans, whose low shores with their expanses of farm-land, and their groves of pine and oak, are still as lovely as when the wild grape festooned the

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and the primitive forests, and won from old Cartier the name of Isle Bacchus. For two hours farther down the river, either shore is bright and populous with the continuous villages of the habitants, each clustering about its slim-spired church, in its shallow vale by the water's edge, or lifted in more eminent picturesqueness upon some gentle height. The banks nowhere lofty or abrupt, are such as in a southern land some majestic river might flow between, wide, slumbrous, open to all the heaven and the long day till the very set of sun. But no starry palm glasses its crest in the clear cold green from these low brinks; the pale birch, slender and delicately fair, mirrors here the wintry whiteness of its boughs; and this is the sad great river of the awful North.

—W. D. Howells (1887—).

XXXIV.—WINCHESTER.—LITERATURE IN ENGLAND BE-FORE THE ACCESSION OF ALFRED TO THE THRONE.

Another night of ignorance settled upon England. The lights that issued from Jarrow and York became extinguished in the ruins of these noble monasteries. The Danes came, and during the greater part of the ninth century pillaged churches, depopulated cities, outraged monk and nun, and brought in their trail misery and barbarism. Their fury was especially directed against churches and monasteries. Northumbria became a waste. Learning was buried under the ruins of the monasteries. Men forgot every art of peace. To preserve their lives, hunt in the forest, and fight the Dane, became their sole occupation. They even forgot their Christianity. Contact with their heathen kinsmen aroused in them heathen recollection, and they reverted to their old heathen customs and practices. English life went back three centuries.

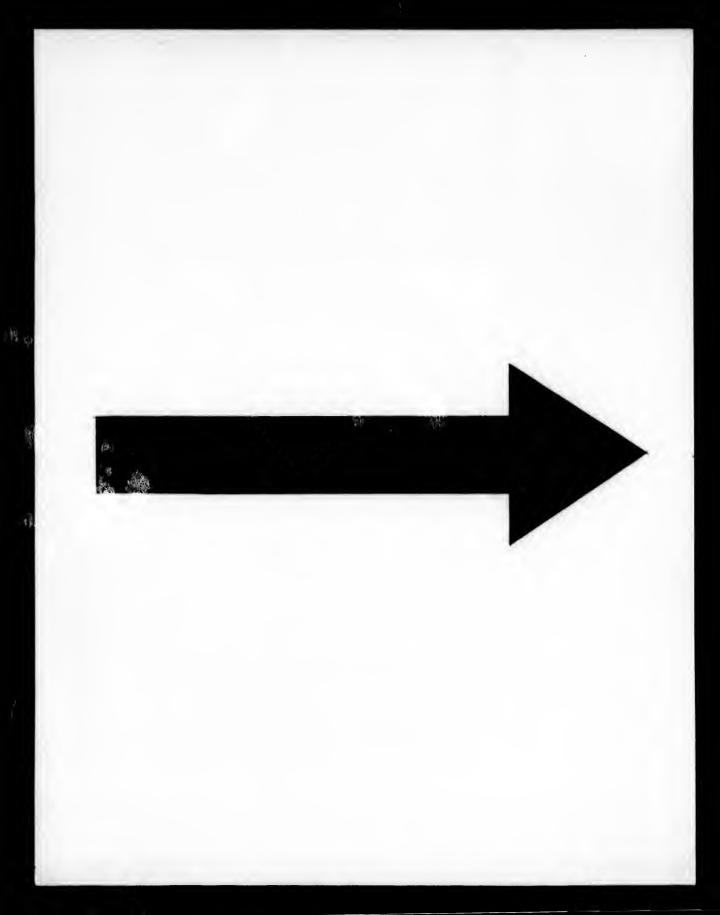
-Brother Azarias, F.S.C. (1847-).

XXXV.—CARTIER AT THE ST. CHARLES.

Cartier set forth to visit this greasy potentate, ascended the river St. Charles, by him called the St. Croix, landed, crossed the meadows, climbed the rocks, threaded the forest, and emerged upon a squalid hamlet of bark cabins. When, their curiosity satisfied, he and his party were rowing for the

^{1.} Those who know the St. Lawrence, must be at a loss to know why the author applies the adjective sad to this noble river.

2. Donnacon.



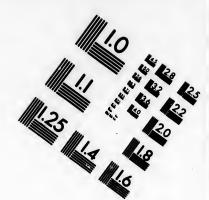
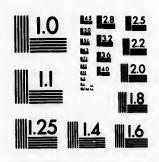
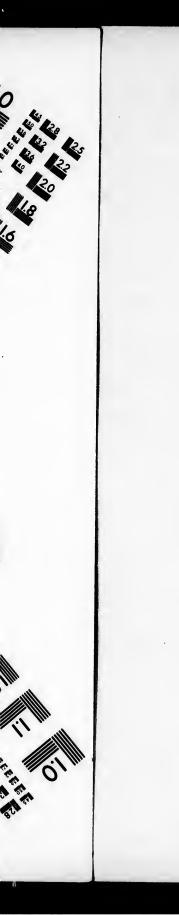


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ships, a friendly interruption met them at the mouth of the St. Charles. An old chief harangued them from the bank, men, boys, and children screeched welcome from the meadow, and a troop of hilarious squaws danced knee-deep in the water. The gift of a few strings of beads completed their delight and redoubled their agility; and, from the distance of a mile, their shrill songs of jubilation still reached the ears of the receding Frenchmen.

The hamlet of Stadacone, with its king, Donnacona, and its naked lords and princes, was not the metropolis of this forest state, since a town far greater—so the Indians averred—stood by the brink of the river, many days' journey above. It was called Hochelaga, and the great river itself, with a wide reach of adjacent country, had borrowed its name. Thither, with his two young Indians as guides, Cartier resolved to go; but misgivings seized the guides, as the time drew near, while Donnacona and his tribesmen, jealous of the plan, set themselves to thwart it. The Breton captain turned a deaf ear to their dissuasions; whereat, failing to touch his reason, they appealed to his fears.

-Parkman (1823-).

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XXXVI.—THE HANDS.

For what concerns the hands, they are the servants of the head, they are his weapons and his auxiliaries; without them the action is weak, languishing, and half dead. Their motions, which are almost infinite make innumerable expressions. Is it not by them that we desire, that we hope, that we promise, that we call towards us, and that we reject? Besides, they are the instruments of our threats, of our petitions, of the horror which we show for things, and of the praises which we give them. By them we fear, we ask questions, we approve, and we refuse, we show our joy and our sadness, our doubts and our lamentations, our concernments of pity, and our admirations. In short, it may be said, that they are the language of the dumb, that they contribute not a little to the speaking of the universal tongue common to all the world, which is that of painting

-Dryden (1631-1700).

XXXVII.-Indian Summer.

A week or two elapsed, and then succeeded that gentler season which bears among us the name of Indian summer:

when a light haze rests upon the morning landscape, and the many-colored woods seemed wrapped in the thin drapery of a veil: when the air is mild and calm as that of early June. and at evening the sun goes down amid a warm, voluptuous beauty, that may well outrival the softest tints of Italy. But through all the still and breathless afternoon the leaves have fallen fast in woods, like flakes of snow; and everything be-10 tokens that the last melancholy change is at hand. And, in truth, on the morrow the sky is overspread with cold and stormy clouds; and a raw, piercing wind blows angrily from the north-east. The shivering sentinel quickens his step along the rampart, and the half naked Indian folds his tat-15 terred blanket close around him. The shriveled leaves are blown from the trees, and soon the gusts are whistling and howling amid gray, naked twigs and mossy branches. Here and there, indeed, the beech-tree, as the wind sweeps among its rigid boughs shakes its pale assemblage of crisp and 20 rustling leaves. The pines and firs, with their rough tops of dark evergreen, bend and wave in the wind; and the crow caws sullenly, as, struggling against the gusts, he flaps his black wings above the denuded woods. -Parkman (1828-).

XXXVIII.—LILLIPUTIAN TAILORS AND COOKS.

It may perhaps divert the curious reader to give some account of my domestics, and my manner of living in this country during a residence of nine months and thirteen Having a head mechanically turned, and being like-5 wise forced by necessity, I had made for myself a table and chair convenient enough, out of the largest trees in the royal park. Two hundred seamstresses were employed to make me shirts and linen for my bed and table, all of the strongest and coarsest kind they could get; which, however, 10 they were forced to quilt together in several folds, for the thickest was some degrees finer than lawn. Their linen is usually three inches wide, and three feet make a piece. The seamstresses took my measure as I lay on the ground, one standing at my neck, and another at my knee, with a strong 15 cord extended, that each held by the end, while a third measured the length of the cord with a rule an inch long. Then they measured my right thumb, and desired no more; for, by a mathematical computation that twice round the thumb is once round the waist, and by the help of my old shirt which I displayed on the ground before them for a pat-

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tern, they fitted me exactly. Three hundred tailors were employed in the same manner to make me clothes; but they, had another contrivance for taking my measure. I kneeled down, and they raised a ladder from the ground to my neck; upon this ladder one of them mounted, and let fall a plumbline from my collar to the floor, which just answered the length of my coat; but my waist and arms I answered myself. When my clothes were finished, which was done in my house (for the largest of theirs would not have been able so to hold them) they looked like the patch-work made by the ladies in England, only mine were all of a color. I had three hundred cooks to dress my victuals, in little convenient huts built about my house, where they and their families lived, and prepared me two dishes apiece, I took up twenty 85 waiters in my hand and placed them on the table; a hundred more attended below on the ground, some with dishes of meat and some with barrels of wine and other liquors slung on their shoulders, all which the waiters above drew up, as I wanted, in a very ingenious manner by certain cords, as we draw the bucket up a well in Europe. A dish of their meat was a good mouthful, and a barrel of their liquor a reasonable draught. Their mutton yields to ours, but their beef is excellent, I have had a sirloin so large that I have been forced to make three bites of it; but this is rare. My servants were astonished to see me eat it bones and all, as in our country we do the leg of a lark. Their geese and turkeys I usually ate at a mouthful, and, I confess, they far exceed ours. Of their smaller fowl, I could take up twenty or thirty at the end of my knife. -Dean Swift (1667-1745).

XXXIX. A GEYSER IN ICELAND.

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Strokr, or the Churn, you must know, is an unfortunate geyser, with so little command over his temper and his stomach that you can get a RISE out of him whenever you like. All that is necessary is to collect a quantity of sods and throw them down his funnel. As he has no basin to protect him from these liberties, you can approach to the very edge of the pipe, about five feet in diameter, and look down at the boiling water which is perpetually seething at the bottom. In a few minutes the dose of turf you have just administered, begins to disagree with him; he works himself up into an awful passion; tormented by the qualms

of incipient sickness, he groans and hisses, and boils up, and spits at you with malicious vehemence, until at last, with a roar of mingled rage and pain, he throws up into the air a column of water forty feet high, which carries with it all the sods that have been tossed in, and scatters them, scalded and half digested, at your feet. So irritated has the poor thing's stomach become by the discipline that it has undergone that, even long after all foreign matter has been thrown off, it goes on sputtering, until at last nature is exhausted, when sobbing and sighing to itself, it sinks back into the bottom of its den.

-Lord Dufferin (1826-).

XL.—THE ISLAND OF UTOPIA.

The island of Utopia is, in the middle, two hundred miles long, and holds almost at the the same breadth over a great part of it; but it grows narrower towards both ends. Its figure is not unlike a crescent. Between its horns, the 5 sea comes in eleven miles broad, and spreads itself into a great bay, which is environed with land to the compass of about five hundred miles, and is well secured from winds. In this great bay there is no great current: the whole coast is, as it were, one continued harbor, which gives all that live 10 on the island great convenience for mutual commerce; but the entry into the bay, occasioned by rocks on the one hand, and shallowness on the other, is very dangerous. In the middle of it there is one single rock which appears above the water, and may therefore easily be avoided, and on the 15 top of it there is a tower in which a garrison is kept; the other rocks lie under water, and are very dangerous. The channel is known only to the natives, so that if any stranger should enter the bay, without one of their pilots, he would run great danger of shipwreck. For even they themselves 20 could not pass it safe, if some marks that are on the coast did not direct their way; and if these should be but a little shifted, any fleet that might come against them, how great so ever it were, would be certainly lost. On the other side of the island, there are likewise many harbors; and the coast is so 25 fortified, both by nature and art, that a small number of men can hinder the descent of a great army. But they report (and their remains good marks of it to make it credible) that this was no island at first but a part of the continent. Utopus that conquered it (whose name it still carries, for 30 Abraxa was its first name) brought the rude and uncivilized

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inhabitants into such a good government and into that measure of politeness, that they now far excel all the rest of mankind; having soon subdued them, he designed to separate them from the continent, and to bring the sea quite around them. To accomplish this, he ordered a deep channel to be dug fifteen miles long; and that the natives might not think he treated them like slaves, he not only forced the inhabitants, but also his own soldiers, to labor in carrying it on. As he set a vast number of men to work, beyond all men's expectations he brought it to a speedy conclusion: and his neighbors, who at first laughed at the folly of the undertaking, no sooner saw it brought to perfection, than they were struck with admiration and terror.

There are fifty-four cities in the island, all large and well built; the manners, customs, and laws of which are the same; and they are all contrived as near in the same manner as the grounds on which they stand will allow. The nearest lie at least twenty-four miles distance from one another, and the most remote are not so far distant, but that so a man can go on foot in one day from it, to that which lies

next it.

-Sir Thomas More (1480-1535).

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Note.—The translation is Bishop Burnet's, modernized by Frederick Warner.

XLI.—St. ANN DE BEAUPRE.

The principal street of St. Ann's runs along the slope of a hill which, in the summer time, is thickly covered with fruit-laden trees. Canadian homesteads of comfort and of plenty line it on either side. The population consists of some hundred and fifty families, who, experiencing little of "life's long and fitful fever," spin out their days in a primitive and rural simplicity which belongs to the golden epoch of la Nouvelle France. The traveler fresh from the restless bustle of a modern Babylon, seems to find himself sud-10 denly transported to some far-away Utopia of simple content which has slept for centuries an enchanted sleep, and awakes isolated indeed from the Juggernaut of progress: The handsome church, sole token of modern enterprise, arises like a new Aladdin's tower from amid the group of 15 quaint, almost medieval dwellings. In the spring and summer time St. Ann's awakes from a lethargy in which it has been plunged during the long winter, and, as the city of some Arabian Nights' tale, is suddenly aglow with life and o that rest of ned to a quite p chanmight ed the rying it ond all usion: of the n, than nd well re the e man-The m one

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animation. Pilgrims of every rank and condition of life fill so its street; matron and maiden, priest and layman, the young and the old, the grave and the gay, come thither, an eager but silent and recollected throng, to the feet of the good St. Ann. Prayers go up, hymns ring out on the stilly evening or at tranquil morn, and the pilgrims take their homeward way, with a vision of the calm, restful loveliness of nature there in that favored spot to haunt them for many They remember Nature at St. Ann's with her dim and night-purpled hills amongst which linger the memories of hundreds of years, with her flowing sunlit streams, the waving of trees and grass, the dreamy village life, and above all something indescribable. That something is not, however, of nature, but is beyond and above nature—the solemn spectacle of hundreds of believing souls setting the cold sneers of an infidel world at defiance, and praying heart-35 prayers that as surely arise to the throne of God as the sun that gilds their course mounts at morning to the mountaintops. The chant, and the organ-tone, and the murmur of pilgrim voices fade into a distant memory, but the voyager down that sapphire stream, the St. Lawrence, to that hillshowed sanctuary, keeps for a life-time the impression of what he has seen and heard.

-Miss Anna T. Sadlier.

XLII.—FRENCH-CANADIAN LITERATURE.

The history of American literature, properly so called, dates back not half a century, but it has in that period produced unparalleled results. The question naturally occurs to us, Why were a people who owed their inheritance to an ancestry so glorious, a people who claimed kinship with, aye, and lineal descent from, one of the most intellectual nations upon the globe, so long in giving expression to their thoughts and sentiments, in immortalizing the great deeds going on about them? For the early Canadian settlers were actually living out a grand epic which did not want for heroes, martyrs, battles, struggles of all kinds. The cause was in the very existence of these struggles.

Let us now consider momentarily the rise and progress of a new province in literature. To us this new province has a special interest, for it is almost wholly Catholic. It may be described as a new and powerful Catholic colony appertaining to the universal domain of letters. Its Catholicity and its patriotism are its two solid bases. Its Catholicity entails absolute purity of morals; its patriotism a generous and elevating sentiment. In this truly remarkable literature, taken in general, there is scarcely a trace of the Voltairean cynicism which has blighted the productions of some of the finest French intellects of the day. There is an ardent love of country which has no relation to the cold sneers of the modern cynic; a hopeful and healthy aspiration towards the future which owns no kinship with the morbid ravings of optimists; and, above all, there is a devotion to principle and an earnest love of truth, both the outcome of this purely Catholic spirit, which augurs well for Canada's intelso lectual moral, and material future.

Any thoughtful mind, in perusing the works which have issued, or are issuing daily, from the French-Canadian press, must be convinced of this. A French author devotes considerable attention to the moral and intellectual future of New France. The praise which he bestows upon its literature is thoughtful and well considered. He finds in Canadian authors "an artistic instinct, polished form, and purity of taste." He declares that they naturally possess "the sentiment of the beautiful," but dwells especially upon what he calls the most striking point of all about them. This is, "that always and everywhere in their writings is a breadth of conception and a power of generalizing thought which belong to the higher sphere of the operations of the human mind." He predicts for them "a long youth and a rare vigor in their future development."

-Miss Anna T. Sadlier.

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XLIII.—INTELLECTUAL POWERS IN PAINTING.

Next to sensibility, which is necessary for the perception of facts, come reflection and memory, which are necessary for the retention of them, and recognition of their resemblances. For a man may receive impression after impression, and that vividly and with delight, and yet, if he take no care to reason upon those impressions and trace them to their sources, he may remain totally ignorant of the facts that produced them; nay, may attribute them to facts with which they have no connection, or may coin causes for them that have no existence at all. And the more sensibility and imagination a man possesses, the more likely will he be to fall nto error, for then he will see whatever he expects, and ad-

mire and judge with his heart, and not with his eyes. How many people are misled, by what has been said and sung of 15 the serenity of Italian skies, to suppose they must be more blue than the skies of the north, and think that they see them so; whereas, the sky of Italy is far more dull and gray. in color than the skies of the north, and is distinguished only by its intense repose of light. And this is confirmed by Benvenuto Cellini, who, I remember, on his first entering France, is especially struck with the clearness of the sky, as contrasted with the mist of Italy. And what is more strange still, when people see in a painting what they suppose to have been the source of their impressions, they will 25 affirm it to be truthful, though they feel no such impression resulting from it. Thus, though day after day they may have been impressed by the tone and warmth of an Italian sky, yet not having traced the feeling to its source, and supposing themselves impressed by its blueness, they will affirm ao a blue sky in a painting to be truthful, and reject the most faithful rendering of all the real attributes of Italy as cold

-Ruskin (1819-).

XLIV.—CRANMER.

The origin of his greatnes, common enough in the scandalous chronicles of courts, seems strangely out of place in a hagiology. Cranmer rose into favor by serving Henry in the disgraceful affair of his first divorce. He promoted the 5 marriage of Ann Boleyn with the king. On a frivolous pretence he pronounced that marriage null and void. Car a pretence, if possible, still more frivolous, he dissolved the ties which bound the shameless tyrant to Ann of Cleves. He attached himself to Cromwell while the fortunes of 13 Cromwell flourished. He voted for cutting off Cromwell's head without a trial, when the tide of royal favor turned. He conformed backward and forward as the king changed his mind. He assisted, while Henry lived, in condemning to the flames those who denied the doctrine of transub-He found out, as soon as Henry was dead, that the doctrine was false. He was, however, not at a loss for people to burn. The authority of his station and of his grey hairs was employed to overcome the disgust with which an intelligent and virtuous child regarded persecution. In-20 tolerance is always bad. But the sanguinary intolerance of a man who thus wavered in his creed, excites a loathing to

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Equally false to political and to religious obligations, the primate was first the tool of Somerset, and then the tool of Northumberland. When the Protector wished to put his own brother to death, without even the semblance of a trial, he found a ready instrument in Cranmer. In sp.te of the canon law, which forbade a churchman to take any part in matters of blood, the archbishop signed the warrant for the atrocious sentence. When Somerset had been in his turn destroyed, his destroyer received the support of Cranmer in a wicked attempt to change the course of the succession.

—Macaulay (1800—1859).

XLV.-Young Cyrus at the Court of Astyages.

Astyages, to make his grandson unwilling to return home, made a sumptuous entertainment, in which there was the utmost plenty and profusion of everything that was nice and delicate. All this exquisite cheer and magnificent prepara-5 tion Cyrus looked upon with great indifference; and observing Astyages to be surprised at his behaviour: "The Persians," says he to the king, "instead of going such a round--about way to appease their hunger, have a much shorter to the same end; a little bread and cresses with them answer 40 the purpose." Astyages having allowed Cyrus to dispose of all the meats as he thought fit, the latter immediately distributed them to the king's officers in waiting; to one, because he taught him to ride; to another, because he waited well on his grandfather; and to a third, because he took great 15 care of his mother. Sacas, the king's cup-bearer, was the only person to whom he gave nothing. This officer, besides the post of cup-bearer, had that likewise of introducing those who were to have audience of the king; and as he could not possibly grant that favor to Cyrus as often as he so desired it, he had the misfortune to displease the prince, who took this occasion to show his resentment. testifying some concern at the neglect shown to this officer, for whom he had a particular regard, and who deserved it, as he said, on account of the wonderful dexterity with which 25 he served him: "Is that all, papa?" replied Cyrus; "if that be sufficient to merit your favor, you shall see I will quickly obtain it; for I will take upon me to serve you better than he." Immediately Cyrus is equipped as a cup-bearer, and advancing gracefully with a serious countenance, a napkin 30 upon his shoulder, and holding the cup nicely with three of

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his fingers, he presented it to the king with a desterity and

grace that charmed both Astyages and Mandane. When he

had done, he flung himself upon his grandfather's neck, and

kissing him, cried out with great joy: "O Sacas I poor Sacas I thou art undone; I shall have thy place." Astyages

embraced him with great fondness, and said; "I am mighty

well pleased, my dear child; nobody can serve me with a

better grace; but you have forgotten one essential ceremony,

which is that of tasting." And, indeed, the cup-bearer was

taste it, before he presented it to the king: "No," replied

Cyrus, "it is not through forgetfulness that I omitted that

ceremony."—"Why, then," says Astyages, "for what reason did you do it?"—"Because I apprehended there was

entertainment you gave to the lords of your court, after the

guests had drunk a little of that liquor, I perceived all their

heads were turned, they sung, made a noise, and talked they

that you were king, and they that they were subjects: and when you would have danced, you could not stand upon

your legs."—" Why," says Astyages, "have you never seen

the same thing happen to your father?"-"No, never," says

55 Cyrus.—"How is it with him when he drinks?"—"Why.

so did not know what; you yourself seemed to have forgotten

5 poison in the liquor."—"Poison, child! How could you think so?"—"Yes; poison, papa; for not long ago, at an

as used to pour some of the liquor into his left hand, and to

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> when he has drunk, his thirst is quenched, and that's all." -From Rollin's Ancient History. Nors.—We cannot too much admire the skill of the historian in giving such an excellent lesson of sobriety in this story; he might have done it in a serious, grave way, and have spoken with the air of a philosopher; for Kenophon, warrior as he was, was no less excellent a philosopher than his master, Scorates. But lusted of that, he puts the instruction into the mouth of a child, and conceals under the veil of a story, which, in the original, is told with all the wit and agreeableness imaginable.—BOLLIM.

XLVI.—THE PROPRIETOR.

The person of the proprietor was entirely in character, or. in the cant of connoisseurs, in keeping with his possessions. His hair was short and sleek, his head round as a bullet, his face plump and peachy, his eyes meck and sanctimonious. 5 with a little spark of earthly fire (the result of some harmless and habitual self-indulgence), gleaming unsteadily through the pupils, like the pata of the Venus Erycina. His legs, shining in black silk, were crossed, so as to expose the calf to the influence of a cheerful coal fire, and a bunch of so fine gold seals reposed on an incipient paunch. No collar, starched and impudent, obscured the blushing rotundity of

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his beardless jaws; a muslin cravat, of the purest white, alone engircled his affort neck, for he had the good taste to rait in full dress to his wine. Thus cushioned on the zephyrs, so, not in the poetical but the practical sense of the phrase, sipping his cote roti, and glancing occasionally, while the conversation proceeded, at the columns of a Dublin daily paper, sat Mr. Kirwan Damer, the owner of this mansion, and of the adjoining estate of Glendearg, in the county above intimated.

-Gerald Griffin (1803-1840).

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: XLVII.—READING.

The best rule of reading will be a method from nature, and not a mechanical one of hours and pages. It holds each student to a pursuit of his native aim, instead of a desultory miscellany. Let him read what is proper to him, and not waste his memory on a crowd of mediocrities.

Nature is much our friend in this matter. Nature is always clarifying her water and her wine. No filtration can be so perfect. She does the same thing by books as by her gases and plants. There is always a selection in writers, and then a selection from the selection. In the first place, all books that get fairly into the vital air of the world-were written by the successful class, by the affirming and advancing class, who utter what tens of thousands feel though they cannot say. There has already been a scrutiny and choice 15 from many hundreds of young pens, before the pamphlet or political chapter which you read in a fugitive journal comes to your eye. All these are young adventurers, who produce their performance to the wise ear of Time, who sits and weighs, and, ten years hence, out of a million of pages reprints one. Again it is judged, it is winnowed by all the winds of opinion, and what terrific selection has not passed on it before it can be reprinted after twenty years,—and reprinted trafter a century! Tis, therefore, an economy of litime to read old and famed books. Nothing can be preserved which is not good In contemporaries, it is not easy to distinguish between notoriety and fame.

Be sure, then, to read no mean books. Shun the spawn of the press on the gossip of the hour. Do not read what you shall learn, without asking, in the street and the train. The scholar knows that the famed books contain, first and last, the best thoughts and facts where the amount of your reading day by day from

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nature.

It holds of a deto him, S . 10 1/6 . ature is ion can s by her writers, st place. rld-were advancigh they choice phlet or comes produce sits and ages ree winds ed on it printed omy of be prees, it is

spawn d what ne train ontain. If you ly from

the newspaper to the standard authors—But who dare speak of such a thing?

The three practical rules, then, which I have to offer. are: 1. Never read any book which is not a year old: 2. Never read any but samed books 3. Never read any but what you like; or, in Shakespeare's phrase, ...

10 1 11 7 1" No profit goes where is no pleasure ta'en : 10 10 10 10 In brief, sir, study what you most affect " " "

I find certain books vital and spermatic, not leaving the reader what he was: he shuts the book a richer man. would never willingly read any others than such. And I wivill venture, at the risk of inditing a list of old primers and as grammars, to count the few books which a superficial reader -R. W. Emerson (1808-1882). must thankfully use.

his as one was XLVIII.—GENOA. Early in March the hot weather broke upon us in Genoa. There had been a continuance of rainy days, till a nocturnal thunder-storm brought with it the change. It was beautiful, yet in beauty which awed the beholder, to see the ships, the Tanale, and the hills, lighted up every other minute by long-abiding sheets of deep-blue lightning. And such a day dawned upon the sea, tranquilizing and brightening its angry purple: We climbed the "olive-sandaled" Apennines at midday, by the steep Via Crucis, notwith-10 standing the heat. The views amply repaid us. The Mediterranean was a bewildering blue; a blue I had seen in dreams, but never elsewhere till now. Here the plain of the sea was covered with glossy wakes from grotesquelyrigged fishing boats; there a breeze from the hills was ruf-15 fling the blue into: a purple : far out again it was a silvery green, with the hazy mountains of Corsica rising faintly out of its breasta: To the left was a bay, guarded by brown rocks, beautifully shaped, and wherein was a streamy mist hanging over the sea, a noonday mist, blue as the water and 10 the sky. . To the right, headlands after headlands put themselves forth, fainter and more faint, guarding and concealing as many quiet bays, and above them rose a glorious range of higher mountains towards Piedmont, covered with snow, tinged, very slightly tinged, with a light orange hue. And 25 at our feet, couched like a living creature, lay "Genoa the superb," blazing with white houses; her crescent port, her

domes and towers, her palaces, that are each and all old pages of history, torn from some illuminated manuscript of the Middle Ages, and whereon the illuminations are well nigh faded or effaced by time and violence. Then, if on this we turned our backs for a few moments, what a sudden change awaited us! We looked into the very inner windings of the Apennines, with here and there a quiet village, whose one white straggling street seemed in the very act of so scailing the rugged, treeless steep; and such a brooding calm was there, a calm such as never comes except at noonday. It seemed a marvel two such worlds should be so near. On this side, the blue pageant of the Mediterranean, shrinking, as it were, in honorable homage from the beach, where Genoa still dreams over the past in her empty palaces, on the other side, so soft, so speechless, so green a desolation! On that platform of the Apennines and threshold of Italy, its history may well rise before us; how Florence hated Pisa, and Venice Genoa; and how all alike were trodden under-foot of rough Transalpines, and all because the land was so beautiful, because Italy was so fatally dowered that the German bridegrooms have sought her hand with arms.

I had thought that all the feasts which fell in Lent were, by the Roman Church, postponed till afterwards. In Genoa this does not seem to hold with the feast of the Annunciation of our Lady; as it does not in the Greek Church. The city was plunged into one entire tumult of holiday. All the shops were shut; but booths of fruit and every kind of eatables crowded the street. Lent seemed forgotten. The churches were thronged by men well dressed, and women almost gorgeously appareled. Bells ringing, chiming, and playing tunes without intermission all day. Genoa was a chaos of bells. All sounds of labor, were hushed; the steamboats were stopped in the middle of their voyages, me and every street was filled with heaps, or rather stacks of flowers, wherewith to honor the images and altars of the Blessed Virgin. We ourselves were quite possessed with the Sunday feeling of the day; and, not to be utterly without sympathy with the Genoese around us, we decorated our room with a bunch of crimson tulips, apparently the favorite flower, that we might not be without somewhat to remind us of her

> Who so above all mothers shone; The Mother of God, the Blessed One.

> > -Faber (1814-1863).

Pa

UTLINES OF COMPOSITIONS.

1. Material: rags, barks, fibers, cane, wood, grassed &c.

2. How made: With aid of water, substance reduced to pulp....proper machinery.

3. Uses: Writing, drawing, wrapping, measuring, patterns, wearing apparel, &c.

4. Sold by: manufacturers, pasteboard makers, bookbinders, book-sellers.

LETTER TO A FRIEND.

Heading: place, date.

Address: name and title, directions. Introduction. Salutation.

1. When vacation commenced.... Where spent.

2. Companions.

3. Amusements: hunting, fishing, base-ball, lacrosse, rewing, swimming.

4. Description of one particular day.

5. Things of special interest.

6. Mingled joy and sorrow at close.... Complimentary closing.

HII.

THE MASON.

1. What he is: a builder in stone or brick.

2. Instruments used: guaging-board, trowel, level, plumb, chisel, hammer.

The Mason. 3. What he builds: dwelling-houses, churches, bridges, fortifications, &c.

> 4. How he builds: prepares stone, mortar; lays foundation, builds walls.

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THE TONGUE.

IV.

THE TONGUE.

	1. Definition:	The chief organ of speech.
	* * * * * * * * * * * * * * * * * * * *	1. It keeps civil society together. 2. It instructs persuades to
1	2. Good done	good consoles the afflicted
	by the tongue.	encourages the desponding makes known our wants praises God.
١		1. Excites strife lawsuits
1	3. Evils done	divisions wars.
	by the tongue.	2. Speaks error lies cal- umny blasphemy.
	4. St. James.	1. Calls the tongue: a fire, a deadly poison, a world of iniquity.
	, ne j	2. Compares the tongue to a rudder.
		/1 Regtrain the tongre
	E Constant	2. Use the tongue to praise God
2	5. Conclusion.	for neighbor's welfarewhen necessity requires.

V

SNOW.

Definition: Vapor condensed and frozen into flakes.
 Where snow is not seen: In tropical countries, except on tops of high mountains.

3. Where seen. 1. At all times in the Arctic regions. 2. At times in temperate climates.

4. Snow in parts of Canada from Novomber till May.

(1. It forms a warm covering for deli-

cate plants and for grain sown in the fall.

2. It is a material from which new roads are formed during the winter months.

1. Prevents vegetation in cold climates.

6. Evils. 2. Exposes animals to starvation. 3. Brings sufferings to the poor.

VI.

CHRISTMAS.

1. Definition: The Feast that commemorates the birth of Christ.

2. Established by the Catholic Church.

8. Services of the Church at this season.

1. Dwell on the history of the origin of our faith.

2. Increase in fervor during Advent.

3. Full jubilee on Xmas.-Day.

CHRISTMAS.

CHRISTMAS.—Continued.

(1. Every priest can say three 4. Privileges. Masses. 2. Law of abstinence suspended. 1. Assist at the divine offices-1. Religious. 2. Approach the Holy Table. 5. Observances. Visit of Santa Claus to children. 2. Social. 2. Mutual visits of : friends. 1. Increased assistance to the poor. 2. Reconciliations. 3. Strengthens bonds of friends 6. Effects. and love. 4. Excites Christians to practice virtue.

VII.

THE MONTH OF MARY.

1. What it means by the Churc	: It is the month of May consecrated h to M. B. V.
1 m 1/2 v	1. Brooks, rivers, and lakes set free.
2. Natural	2. Grass in the fields Leaves on the trees Flowers bud and bloom.
charms.	3. Birds return and delight us with their notes.
	4. Boating, fishing, fowling, base-ball, lacrosse, etc.
	(1. Altars of M. B. V. adorned.
3. Religious	2. Offices in honor of M. B.V.
charms.	3. Recitation of Rosary in com-
4. What month of Mary is	1. Time of special blessings for soul and body.
for us.	2. Harvest time for eternity.

VIII

HYGIENE.

health.

Definition: That which treats of the means to preserve or to restore health.

1. Well-regulated exercise. 2. Temperance at table.

2. Favorable to 3. Cleanliness of clothes and body. 4. Ventilation and healthy location

of houses.

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CHRISTMAS.

MONTH

OF MARY.

HYGIENE.

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HYGIENE. - Continued.

1. Cold drinks and currents of air when body is heated. 2. Eating freely between meals. 3. Dangerous. 8. Sudden change of temperature. 4. To seek shelter under a tree during a storm.

1. Should not use dangerous play-2. Should not swim without some Children. one to aid them. 3. Should not est unripe fruits. 4. Should not keep pins or pens in their mouths. 1. Consult a physician. 5. When sick. 2. Follow his prescriptions exactly.

İX

CHOICE OF COMPANIONS.

- 1. Companions compared to books: powerful for good or for evil.
- 2. Influence of com2. We adopt their principles.
 2. We contract their manners.
 3. We copy their conduct.
- 3. Earliest friends should be the members of one's own family.
- 4. Our companions should be. 2. I
- 1. Not too much above us in social scale.
 - 2. Educated. 3. Virtuous.

X.

BIRDS' NESTS.

- 1. Definition: The abodes in which birds lay their eggs and hatch.
- 2. Where built.

3. Materials used.

Form :

Oval-shaped.

5. How Providence

- 1. In banks of clay, sand, &c.
- 2. In holes in walls.
- (3. On trees.
 - 1. Straws or leaves collected together.
 - 2. Twigs, straws, moss, hair, &c., interwoven and warmly
 - 3. Clay or soft material which hardens by degrees.
 - 1. Open at top.
 - 2. Open at side when built in walls.
 - 8. Roofed over and open at side.1. In teaching industry to the weak.
 - 2. In teaching foresight to the careless.

BIRDS' NESTS.

CHOICE OF

XI.

GRANDFATHER'S CLOCK.

GRAND-PATHER'S CLOCK.

TIME.

THE MOST

BLESSRD

VIEGIN.

1. Why so called.

2. Description.

1. Height.

2. Materials. 3. Any peculiarities in work

manship.

1. By Grandfather.... Why?

3. Greatly prized. 4. Its fate.

2. By ourselves....

XII.

TIME AND ITS PRINCIPAL DIVISIONS.

(1. Measure of duration; season; 1. Definition of age.—Worcester.—Personal. time.

2. Divisions: Centuries, years, months, weeks, days, hours, minutes, seconds.

71. A vapor.

2. Passage of a bird through the - air; of a ship through the 3. Compared to. water. Show points of resemblance.

(1. Doing evil.

4. How lost 2. Doing what is useless.
3. Doing nothing.

5. Importance of (1. In regard to temporal happines. good use. 2. In regard to eternal happiness.

XIII

THE MOST BLESSED VIRGIN.

1. Birth: M. B. V. is the daughter of Sts. Joachim and Ann.

1. In her Immaculate Conception,

2. Greatness. 2. In her dignity. 3. In her power.

1. By the Blessed Trinity.

2. By the Angels. 3. Honored.

4. How we

should act.

3. By the Church and her true children...
1. Imitate her virtues.

2. Have recourse to her in all our

3. Propagate the worship to which she is entitled.

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XIV.

A BEAR AND HER CUBS.

- 1. Where bears are found: Europe, Asia, North and South America.
- 2. Principal kinds: Brown, Black, Grisly, Polar, Sloth.
- 8. The common 2. Height, about four feet. 2. Height, about three feet. 3. Fur, brown and wooly in y
 - 3. Fur, brown and wooly in young; smooth in old.
- Curs. 4. Food . nearly omnivorous.
 - 1. The skin, for clothing.
 - 5. Uses. 2. The flesh, for food. 3. The fat, an ingredient for the
 - 4. The intestines, used instead of glass.
 - 6. Produces from one to three young ones at a birth.
 - 7. Relate a story to show attachment of a bear to her cubs.

XV.

THE FARMER DURING HARVEST TIME.

- 1. What harvest time is.
- 2. When harvest time commences in Canada.
- 3. Order followed in gathering the harvest.
- 4. The aid science and art render to the farmer during harvest time.
- 5. What the farmer does after gathering the harvest.
- 6. The amusements during harvest time.
 - "What joy in dreamy ease to lie amid a field new shorn."

And see all round on sun-lit slopes the piled up stacks of corn!"

XVI.

THE MAPLE LEAF.

- THE MAPIE LIKAF.
- 1. Definition. 1. The leaf of the maple-tree. 2. The national emblem of Canada.
 - (1. Form.
- 2. Description. 2. Size. (1. In spring.
 - 3. Color. 2. In summer. 3. In autumn.
- 3. Why chosen as the national emblem?
- 4. Why chiefly displayed in public procession?
- 5. By whom chiefly worn: why?

THE FARMER

TIME.

MAPLE LEAF.

XVII.

WILLIAM THE CONQUEROR.

1. When born? - Whose son? - Why did he invade England?

2. Short description of the battle which gave England to William.

WILLIAM THE CONQUEROR.

RAIN.

LIONS.

SHIPS.

1. With the Saxons, 3. Troubles.

2. With the Norman barons. 3. With his sons.

1. Domesday-book.
2. The Forest Laws.

4. Object of. 3. The Curfew-bell.

5. Death of William.

XVIII.

RAIN.

1. What rain is.

2. How formed. 3. Causes of rain.
4. Effects of rain.

XIX.

LIONS.

1. Where found.

1. Color.

2. Size. 2. Description. 3. Mane.

4. Tail.

5. Claws. 3. What domestic animal of the same class?

4. Food.... habits.

5. Why hunted?

6. An anecdote of a lion.

XX.

BENEDICTION OF B. SACRAMENT.

1. At what hour the Benediction takes place.

The appearance of the Altar.
 The Priest and his attendants.

BENEDICTION.

4. By what the Benediction is preceded. 5. By what the Benediction is followed.

6. Happy effects produced by the Benediction.

XXI.

SHIPS.

1. What ships are.

2. Materials used in the building of ships.

3. Different kinds of ships. 4. Use of ships.

5. Compare the naval strength of Canada with that of other countries.

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XXII.

JACQUES CARTIER.

JACOUES CARTIER.

LITTLE

THINGS.

TOWARDS GOD.

1. His birth. 2. By whom sent to Canada.

8. His voyages.... explorations.... discovery.
4. His sufferings.

5. His character Compare Cartier with Champlain.

XXIII.

LITTLE THINGS.

1. What is meant by little things.

(1. In physical world. 2. Importance 2. In temporal matters.

(3. In spiritual affairs.

"He who is faithful in that which 3. Scripture is little....' "He who contemneth small things says:

4. Resolution to be earnest in little as in great, for-"Little by little all tasks are done; So are the crowns of the faithful won. 'So is Heaven in our hearts begun."

DUTIES TOWARDS GOD,

1. Benefits received from God.

2. What we owe to our benefactors. 3. How to show our gratitude to God.

4. Necessity of employing our faculties of soul and body for God's glory.

5. Illustrate this necessity by a parable from Scripture.

XXV.

ONE To-DAY IS WORTH TWO TO-MORROWS.

1. What portion of time is really ours.

2. What our Lord teaches in the "Our Father.

Our To-Day. 4. How wise men act in regard to to-day.

5. How we should act.

"Shun delays they breed remorse. Take thy time while time is lent thee."

XXVI.

LETTER TO A FRIEND.

Heading. Place. Date. 11. Address. Introduction. 2. Salutation.

1. Approach of vacation.

LETTER TO A FRIEND.

TRAVELING.

EARLY

RISING.

RATEROADS.

2. Effects of hard study on your health.
3. Resolution to give six weeks to country travel, and to visit your friend during that time.

4. Length of time you intend to stay with your

5. Benefits you expect to derive from your visit to

Complimentary closing.

XXVII.

TRAVELING.

1. What is meant by traveling?

1. Health.
2. Discovery.

8. Knowledge. 2. Objects.

4. Cultivation of mind, ... formation of character.

Preparations for traveling.

4. Habits necessary to travel to advantage.

XXVIII.

EARLY RISING.

1. What is early rising?

2. The benefits of early rising.

3. Contrast benefits of early rising with evil effects of sloth.

4. Show that great men have been early risers.

5. Give quotations.

XXIX.

RAILBOADS.

1. When and where first constructed?

2. When and by whom was the first railway constructed in Canada?.... in the United States? 8. What country possesses the greatest extent of

railroads?

4. Benefits of railroads.

5. Accidents.

6. The Pacific Railroad.

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STEAMBOATS.

ANGEL

GUARDIAN.

Asser rolling

SUNRISE, Mire y ret

XXX.

STEAMBOATS.

- 1. When, where, and by whom was first steamboat
- 2. Say what you know of the first steamboat built in Canada.?
- 3. Improvements in steam navigation since first steamboat was built.
- 4. The principal lines of ocean steamers. ... principal ... line of inland navigation in Canada.
- 5. Benefits of steamboats.

ANGEL GUARDIAN.

- 1. What angels are.... their existence proved.
- 2. What is meant by Guardian Angels?
- 3. Services rendered us by our Guardian Angels.... examples. 1 /1: Respect.
- 4. Duties to Angel Guardian. 3. Love. 2. Gratitude.
 - 4. Obedience.

M:

XXXII.

SUNRISE.

- 1. When and where witnessed?
- 2. Objects remote and near.
- 1. Kind of light.
 3. Shortly before 2. Appearance of sky and clouds.
 3. Animate objects.
 4. Inanimate objects.
- 4. Appearance of the sun when first seen.
- 5. Effects of the sun's rays upon the different objects
- 6. Length of time gazing at sunrise.... feelings awakened:

XXXIII.

id to and Sunser!

- Ance vi Miseries 1. When and where witnessed.
 - 2. Objects remote and near.
 - 3. Effects produced by the rays of the setting sun.
 - 4. By what followed.

XXXIV.

MEMORY.

amboat MEMORY. built in

FRIENDSHIP.

INDUSTRY.

THE ART OF

PLEASING.

RURAL HAPPINESS.

1. Definition. 2. Importance: to lawyers.... teachers.... priests... business men.... to others.

8. Instances of great memory.

4. How to strengthen the memory.

XXXV.

FRIENDSHIP.

1. Definition.

1. Man is social. 2. A necessity because 2. Man is weak. 3. Knows but little.

3. Common to all walks of life.

4. Distinguish between true and false friendship.

5. How to choose a friend.

XXXVI.

INDUSTRY.

1. Definition.

2. Necessity of. 1. God commands it. 2. Competition in all walks of life.

3. Models of industry.

4. Goods effects of industry. 5. How to become industrious.

XXXVII.

THE ART OF PLEASING.

1. Our desire to please. 2. Advantages derived from pleasing.

3. The persons we should first strive to please."

4. What we must do in order to please:

5. What must be avoided in striving to please.

XXXVIII.

RURAL HAPPINESS

1. Can true happiness be found on this earth?

2. Sources of bodily hap- 1. Air. piness in the country. 3. Inanimate nature.

1. Nature elevates the soul to:Gode - to by with the

3. Spiritual happiness 2. The soul converses more in the country.

freely with God. 3. Less exposure to offend God than in cities

4. Can happiness be found to a greater extent in the country than in the city? Give reasons.

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LAWRENCE.

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XXXIX.

A SAIL DOWN TEN ST. LAWRENCE.

- 1. Starting: From what place 7. . . . On what steamer?
 - 1. Some of your fellow passengers.
- 2. Describe: 2. Islands met. 3. Scenery along the banks. 4. A sunrice or a suncet.
- 8. Relate some humorous incidents of the trip.
- 4. When did you arrive at your destination, and in what dispositions?

XI.

PERSEVERANCE.

- 1. Definition.
- 2. Promises made by Scripture.
- . For students, 3. What perseverance 2. For business men.
 - 8. For men of genius. 4. For the Christian.
- 4. Good done for society: Railroads, steamboats, engines of all kinds, electric telegraph, electric light, electric railway....
- 5. Great men who were remarkable for perseverance, and what they gained by it.
- What must be done to acquire this virtue? "He who perseveres to the end shall be saved."

SUBJECTS FOR LETTERS.

Norm.-Never write a letter or any other composition without thinking in advance of the matter you intend to put into it. Be sure to make an outline in proper order. For other subjects, see BLEMMENTARY COURSE.

- 1. Write a note to a friend inviting him to spend an evening with you.
- 2. Write an invitation to Mr. and Mrs. O'Connor to tea on Tuesday evening.
 - 3. Write a note accepting an invitation to dinner.
- 4. Answer an invitation to an evening party, declining. Give your reasons.
- 5. Write a dispatch to Messrs. D. & J. Sadlier, 1669 Notre Dame Street, Montreal, requesting them to send you "Spalding's History of the Reformation." (Be sure not to have more than ten words in the body of the dispatch.)
- 6. Write a letter to a friend from some country-seat you are visiting
- al or imaginary). Describe the natural scenery of the place. 7. Write a letter to a frend giving an account of the exercises at a literary and musical entertainment that has taken place in your school.

8. Write a letter to a former school-mate, telling the changes that have taken place since his or her departure.

9. Write a letter of counsel to a companion who is beginning to

frequent bad company.

10. Write an answer to the above, expressing thanks for good advice, and promising to do better.

11. Write a letter to your parents, thanking them for some recent

testimonial of their paternal goodness to you.

12. Write a letter to your sister, inviting her to pay you a visit during the Christmas holidays,

Miscellaneous Subjects.

1. Farewell, Vacation,—Country,—School,—College, etc. of the Missionary,—the Exile,—the Convict, etc. 8. About an Ear of Corn, a Sack of Wool, a Cherry, etc. of being Big,—Small,—Rich,—Learned,—Poor, Advantages Blind,—Mute,—Deaf, etc. of a City,—the Country,—Railways,—a Certain Season, etc. of an Industry,- Commerce, - Agriculture, -Disadvantages. Economy. 5. Before and a Storm,—the Chase, — Fishing, — Harvest,—Vintage,—an Earthquake,—a Flood, etc. 6. What I like,—I Fear,—I Wish.
7. The School,—The Town Clock,—the Church,—the City Hall, etc. 8. Against Tobacco, —Drunkenness.—Forbidden Plays, etc. 9. Departure of the Soldier,—the Sailor,—the Swallows,—the Pilgrims, etc. 10. Description of a Store,—a Garden,—a Pleasant Site, etc. Paternal Maternal during an Inundation,—a Fire,—a 11. Devotedness Filial Shipwreck, — an Epidemic, — a Sacerdotal Riot,—a Battle, etc. Patriotic 12. Dialogue between a Cent and a Gold Dollar,—an Oak and a Reed,—a Horse and an Ox,—a Truant and a Butterfly,—the

Statues of Two Great Men,—Two or More Inhabitants of Different Countries,—Two or more Men of Different Trades, etc.

13. The Altar Boy,—The Sodality of the Angels,—The Children of Mary,—May Queen, etc.

14. Christian Festivals, —Family Festivals, —School Festivals, —A Civic Holiday, etc.

15. History (related by itself) of a Tree,—a Hat,—a Pin,—a Cent, an Organ,—a Piano,—a Desk,—a Slate, etc.

16. The Man or the Woman, the Happiest,—the Most Wretched, the Wisest, -- the Most Courageous, -- the Richest, etc.

17. Lessons of the Bee,—the Ant,—the Swallow,—Flowers, etc.

18. Parallel between Two Months,—Persons,—Studies,—Epochs,— Characters,—Virtues,—Sorts of Birds, etc.

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19. Picture of the Miser,—the Sluggard,—Dolt,—Weather-Cook, etc.

20. Why I Prefer such a Month,—a State of Lite,—a River,—a People, - a City, - a Flower, - an Animal, - a Study, - a Country, etc.

21. Reflections in a Church,—in the Country,—in a Cemetery,—over Ruins,—over a Tomb,—before a Statue, etc.

22. A Dream, Enchanting,—Frightful,—Prophetic, etc.

23. Services Rendered by the Ox,—the Cow,—the Horse,—the Sheep,—the Hog,—the Bee, etc.

23. Services Rendered by Post-offices, - Artesian Wells, - Gas, -Printing, etc.

24. If I were Rich,—Poor,—Learned,—a King,—a Poet,—a Painter, -an Architect,-a Musician,-a Swallow, etc.

II.

- 1. Motives to Study.
- 2. Duties of Pupils to Teachers.
- 3. The Pleasure of Receiving Letters.
- 4. Habits of Neatness.
- 5. Habits of Economy.
- Habits of Order.
- 7. Duties of School-Mates.
- 8. Respect to Superiors.
- 9. Rome was not Built in a Day.
- 10. Sketch of Washington. 11. Habits of Courtesy.
- 12. No Place Like Home.
- 13. Religion Tends to Make One Cheerful.
- 14. Importance # of Governing One's Temper.
- 15. The Injurious Inflence of Indulging in Slang.
- 16. Sketch of Sir Thomas More.
- 17. Curiosity.
- 18. Sketch of Daniel O'Connell.
- 19. Bad Effects of Ridicule.
- 20. Good Effects of Ridicule.
- 21. Health.
- 22. The Rainbow.
- 23. The Seasons.
- 24. The Uses of Ice.
- 25. The Good Old Times.
- 26. Methods of Improving the Memory.
- 27. The Month of June.
- 28. The Market.
- 29. Description of a Country Church.
- 30. Gratitude.
- 31. The Education of the Dog.
- 32. Arithmetic.

- 33. History.
- 34. The Misfortunes of a Truant.
- 35. Honesty.
- 36. The Study of Geography.
- 37. The Government of Our Coun-
- 38. Description of Our Native State or Province.
- 39. Description of a Large City.
- 40. A Sketch of a Book I Read.
- 41, The Books I Should Read.
- 42. The Harvest-Moon.
- 43. Farming.
- 44. The Qualities of a Good House.
- 45. The Electric Telegraph.
- 46. The Telephone.
- 47. Post Offices.
- 48. A Drive in a Stage Coach.
- 49. A Visit to Mexico. 50. A Visit to Ireland.
- 51. Good-By to my Skates.
- 52. Christian Festivals.
- 53 All-Saints-Day.
- 54. Easter.
- 55. The Blessed Eucharist.
- 56. First Communion.
- 57. Last Sunday's Sermon.
- 58. An Ordination.
- 59. The Consecration of a Bishop.
- 60. The Reception of a Nun.
- 61. The Consecration of a Church.
- 62. The Blessing of a Bell.
- 63. The Procession of the Bless-
- ed Sacrament. 64. Death.
- 65. My Patron Saint.
- 66. Heaven.

BIOGRAPHICAL SKETCHES.

Note.-After each name, the place of birth, and the date of birth and death (if dead) are given.

Addison, Joseph-Milston, England (1662-1719)—is the prince of English essayists. Works: Essays conlish essayists. tributed to the Tatler and the Spectator are his principal prose writings. Speaking of these, Dr. Johnson says: "Whoever wishes to attain an English style, familiar but not coarse, and elegant but not ostentatious, must give his days and nights to the study of Addison." As a poet, novelist, and writer of Latin, Addison attained considerable celebrity. Some of his writings represent him as a vul-

Audubon, John James—Louisi-ana (1780-1851)—published the "Birds of America," "Ornithological Biography," and the "Quadrupeds of North America." "His 'Birds of America." is the most magnificent monument that art has ever erected to ornithology."—CUVIER.

Arnett, Ncil, M.D., F.R.S.—Montrose, Scotland, (1798-1874,)—wrote "A Survey of Human Progress," "Elements of Physics," an "Essay on Warming and Ventilation," &c. The "Elements of Physics," written in plain or non-technical language, was translated into nearly all the Eurotranslated into nearly all the European languages.

Azarias, Brother-Ireland, (1847—)—is President of Rock Hill College, Maryland. He is the author of "The Psychological Aspects of Education," "The Art of Thinking," "Culture of the Spiritual Sense," "A Philosophy of Literature," "Development of English Literature," &c. He is a frequent contributor to the American Catholic Quarterly Review, and other leading periodicals. "The style of this gifted Christian Brother is remarkable for beauty, facility, and clearness."—JENKINS.

Bancroft, George — Worcester, Mass. (1800——)—is the author of a "History of the United States." Though a most remarkable account of American affairs, this work is open to seriouscharges. It seems to be written principally to set forth the author's unsound an 1 dangerous theories of God, man, and society. The last edition of this work is particularly objectionable to Catholics. Baker, Sir Samuel White—England (1821——)—explored the region around the sources of the Nile, and published the "Albert N'yanza Great Basin of the Nile," and the "Nile Tributaries of Abyssinia."

Beattie, James-Scotland (1735-1803)—is well known as a poet, and writer on metaphysical subjects. Works: The "Minstrel," "Evidences of the Christian Religion," and "Ele-ments of Moral Science." His philosophical works cannot be recom-

mended to Catholics.

Brownson, Orestes A. — Stockbridge, Vermont (1803-1876)—was the ablest Catholic lay writer in the United States, and one of the most powerful intellects in America. "The power of Dr. Brownson as a writer lies principally in the exposition of the fundamental principles of faith or reason. When he developed these or reason. When he developed these principles and their consequences, he appeared as if armed with the club and might of Hercules, with which he crushed the Hydra of error with its several heads of heresy, infidelity, and atheism. 'His style was as clear and as forcible as the train of thought and reasoning of which it was the expression.'"—JENKINS. Besides "The Review," Brownson wrote "Charles Elwood," "The Spirit Rapper," "The Convert," "The American Republic," &c.

Republic," &c.

Buckingham, James Silk — England (1786-1855)—spent the first part of his literary life in the East. On his return to London, he established the Oriental Herald and the Athenæum. His "Travels in Palestine,"
"Travels in Mesopotamia," and "Travels in Assyria and Media" were published before 1836. After an extensive survey of the United States and British America, he published

his travels in ten volumes.

Burns, Robert — Scotland (1759-1796)—was gifted with poetic talent of the highest order. Want of instruc-tion, and the habit of intemperance, to which he became a victim, prevented him from leaving us writings worthy of his great talents. Many of his pieces are unfit for perusal on ac-count of the profane love which inspires them.

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urch. BlessBryant, William Culies—Massachusetts (1794-1978)—was a lawyer by profession, poet by nature, and journalist by choice. "The Ages," "Thanatopsis," and "The Embargo," are his principal poems. Bryant was an accurate observer of nature. "as any one may prove who will take a volume of his poems out into the woods and fields, and read the descriptions in the presence of what is described." In his paper, The New York Evening Post, he published a series of articles which showed that he was a bitter enemy of the Catholic Church.

Chatcaubriand, Franceis Auguste—France (1768-1848)—was one of the most distinguished French writers of the century. "The Martys," and "The Genius of Christianity," are his best works. He held a high rank as a political writer.

Cowper, William — Hertfordshire, England (173]-1800)—is often called "the poet of ordinary life and domestic emotions." The greater part of his life was clouded with insanity, brought on by timidity, and fostered by religious melancholy. No other poet except Pope or Shakespeare is more frequently quoted.

Collins, Wm.—Chichester, England (1720-17-6)—wrote little, though he possessed eminent abilities as a poet. The "Odes on the Passions" proving a financial failure, disappointment and an irregular life brought on mental depression. He died insane at the age of thirty-six.

Chaucer, Geoffrey — London (?) (1328-1400?)—"Father of English Poetry," is the author of the "Canterbury Tales." Chaucer's history is involved in obscurity. That he was a gifted writer is unquestionable. For humor, leve of nature, and discrimination, few are superior to him. He was imbued with the prejudices of Wyckliffe against the Clergy, but in his last hours he exclaimed, "Wo is me! Wo is me! Wo is me! that I cannot recall those things which I have written."

Dawson, Sir John William, M.A., LL.D., F.R.S., &c.—Pictou, Nova Scotia (1820—)—is Principal of McGill University, Montreal. As a scientist he holds a high rank. "Acadian Geology," "Archaia, or Studies of the Cosmogony and Natural History of the Hebrew Scriptures,' are his most extensive works. Besides these works, he wrote about thirty less extensive ones principally on geology and other scientific subjects.

Darmell, H. F.-London, England (1831—)—is a minister of the Church of England. He published many original pieces in prose and verse while residing at St. John's, P. Q. He published a volume of poems entitled "Songs by the way."

De Quincey, Thomas—Manchester, England (1785-1857)—contracted the habit of opium eating, which he overcame after long effort. His literary talents placed him among the ablest of English prose writers, but we have only fragments of his inimitable style.

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De Vere Aubrey—Limerick, Ireland (1814—)—is one of the most widely known and highly appreciated Irish writers of this century. Chief works:—"Alexander the Great," "St. Thomas a Becket," "The Legends of St. Patrick," "The Infant Bridal and other Poems," "May Carols." In 1851, he was converted to the Catholic Church.

Dickens, Chas.—Landport, England (1812-1870)—though deprived of a collegiate education through the poverty of his parents, became one of the greatest novelists and humorists that England produced. "David Copperfield," "Bleak House," "Dombey and Son," and "Christmas Tales" are among his principal works. "He was certainly a moral writer, and landed the household virtues; but there is a higher aspect of morality, one in which Catholic readers are bound to regard every book which professes to deal with the condition of man; and, so regarded, Mr. Dickens's works are false as any of those of the undisquised materialistic writers of the day."—Dublin Review.

Donevan, Cornelius, M.A.—Hamilton, Ontario (1847—)—Inspector of Catholic Schools, is a frequent contributor to the Catholic press of Canada. He was editor of the Harp.

Philadelphia (1848—)—has written several volumes of religious verses. Some of the ballads written by her during the late rebellion are amongst the best of the kind in American literature. She is a frequent contributor to the Ave Maria.

Dryden, John — Northamptonshire, England (1631-1700) — "Father of English Crities" is one of the greatest masters of English verse. In disposition he is represented as the most amiable of men. Some of his pieces, especially his dramas, written before he became a Catholic, are immoral.

Du Chaillu, Paul—France (1830
—)—is the author of "Explorations and Adventure in Equitorial Africa and Northern Europe." He was the first European that discovered and described the gorilla. DuChaillu's veracity has been questioned by critics.

Emerson, Raiph Walde—Boston (1803-1802)—is the author of "Representative Men," English Traits, Lectures, and Addresses, "Poems, Essays, &c. "Unfortunately for Emerson and the value of his utterances, he ignores the supernatural in man. His view of religion is that of a merely human institution."—BROTHER

Everett, Edward—Boston (1794-1865)—an American statesman, ora-tor, and man of letters, was educated at Harvard, of which he became president. As an orator, rhetorician, and scholar, Everett had few equals. His orations and speeches are published in four volumes. "The Mount Vernon Papers" contain most of his newspaper writings.

Franklin, Benjamin — Boston (1706-1790)—was c writer, statesman, and scientist. He early imbibed infidel principles which pervade his writings. Works: His "Autobiography," "Essays," "Political Works and etters." Franklin took an active part in politics, and represented the Colonies as Minister Plenipotentiary to France during the War of Independence.

Faber, Rev. Frederick William
—Calverly, Yorkshire, England (18141863)—was an excellent poet and exquisite prose writer. He entered
the ministry of the Church of England, but became a convert to the
Roman Catholic faith in 1845. Two
years later, he received Holy Orders,
and joined the Congregation of the
Oratory of St. Philip Neri. His
principal works are: "Creator and
Creature," "All for Jesus," "Growth
in Holiness," "Spiritual Conferences,"
"The Precious Blood," "Bethlehem,"
"The Blessed Sacrament," "Poems,"
"Hymns," "Letters," "Notes."

Gay, John — Torrington, Devonshire, England (1688-1732)—is the author of "Fables," which are among the best of the kind in the English anguago. His works are justly censured for their licenticusness.

Griffin, Gerald — Ireland (1803-1840)—entered the Novitiate of the Christian Brothers in 1838. Among his principal works are: "The Invasion," "The Duke of Monmouth," "Tales of Munster Festivals," "The Rivals," "Poems," &c. Had he not been carried off at an early age, we hight have expected from his pen yorks of the highest order.

Gould, Hannah F. — Vermont 1787-1865)—lost her mother while juite young. While devoting herself to the care of her father, to whom she was hensekeeper and companion, Miss Gould found time to compose many charming pieces in verse. Goldsmith, Oliver—Pallas, Longford, Ireland (1798-1774)—was a gifted poet and excellent prose writer; but he was vain, eccentric, and improvident. The "Vicar of Wakefield," the "Deserted Village," and "The Traveler," are among his best works.

Haliburton, Hen. Themas C.— Windsor, Nova Scotia (1796-1865)—was a distinguished novelist, humorist, and historian. Works: "A ristorical and Statistical Account of Nova Scotia," "The Sayings and Doings of Sam Slick," and his political writings. His "History" is remarkable for its impartiality. Few writers have done so much justice to the noble Acadians.

Hamerton, Philip Gilbert — Manchester, England (1834—)— is a landscape painter and voluminous writer. Among his works ere, "Painting in France after the Deoline of Classicism," "Etching and Etchers," "Wenderholme," "Chapters on Animals."

Harte, Francis Bret — Albany, N.Y. (1837——)—is a journalist, essayist, and poet.

Harris, Thaddeus William — Dorchester, Mass. (1795—)—holds a distinguished rauk as an entomologist. His valuable papers were published by the Boston Society of Natural History.

Hemans, Mrs. Pelicis. B.—Liverpool, England (1794-1835)—wrote several volumes of poetry which enjoyed great popularity in the early part of the century. "In her poetry, religious truth, moral purity, and intellectual beauty ever meet together."—Mois.

Hildreth, Richard — Deerfield, Mass. (1807——)—is the author of a "History of the United States of America," "Archy Moor," etc.

Hewells, William Dean—Ohio (1837—)—learned the printing business and became editor of the Atlantic Monthly. His chief works are "Venetian Life," "Italian Journeys," "Suburban Sketches," and a "Chance Acquaintance." His bigotry is not concealed in some of his works.

Erving, Washington—New York City (1783-1859)—received only a common school education. After visiting Europe, he published the famous "Salmagund!," the "Sketch-Book," the "Life and Voyages of Christopher Columbus," the "Voyages of the Companions of Columbus," the "Conquest of Granada and the Alhambra." His works are characterized by a lucid and attractive form which engages the interest of every reader.

Johnson, Kilen M.-Magog, P.Q. (1834-1868)—possessed rare talents for poetry. Her principal work in process

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is a story entitled "William Artherton." She wrote many pieces of verse for the press, which were greatly appreciated in Canada.

Loprohon, Mrs.—Née Miss R. E. Mullins — Montreal (1832-1879) — was educated by the Sisters of Notre Dame, In 1851 she became the wife of Dr. J. L. Leprohon, a member of one of the most distinguished Canadian families. Her writings, bc h in prose and poetry, hold an honor.ble position in Canadian literature.

Lester, Charles Edward—New London, Conn. (1815——)—wrote "Biographical Sketches of American Artists," "Condition and Fate of England," &c.

Longfellow, Henry Wadsworth — Portland, Me. (1807-1882)—Poet-Launerate of America, was unquestionably one of the ablest linguists of modern times. His principal poems are the "Golden Legend," Evangeline," "Hiawatha," "Miles Standish," "The Spanish Student," &c.

Lord Dufferin—FrederickTemple Blackwood—Baron Clandeboy—Florence, Italy (1826——)—is the wisest administrator, most brilliant orator, and the most accomplished statesman that held the position of Governor-General of Canada. Among Lord Dufferin's principal works are "Letters from High Latitudes," "A Narrative of a Journey from Oxford to Skibbereen," and an "Examination of Mille Plan for the Pacification of Ireland," &c.

Lowell, James Russell—Cambridge, Mass. (1819—)—is a poet, humorist, and literary critic. Lowell's works comprise an extensive series of poems, reviews, lectures, and essays published in the North American and the Atlantic Monthly, and subsequently issued in two volumes. He succeeded Longfellow as Professor of Belles-Lettres in Harvard University

Lynch, Mest Rev. Jehn Jeseph, D.D., Archbishep of Terentenear Clones, County Monaghan, Ireland (1916—) is the author of a large
number of sermons and pastoral letters that are read throughout the
English speaking world, and are
noted for their pathos and literary
merit. "The Archbishop deserves the
greatest credit for his letters, which
appeal to public reason, and stimulate
reflection."—DAVIN.

Manning, Henry Edward, Cardinal, Archbishep of Lenden—
Totteridge, England (1808—)—holds a foremost rank among ecclesiastical writers. Broadness of views, clearness of reasoning, and energy of style, characterize his works. "The Mission of the Holy Ghost," the "Vatical Programme of the Holy Ghost," the "Vatical Programme of the Holy Ghost," the "Vatical Programme of the Holy Ghost," the "Vatical Programme of the Holy Ghost," the "Vatical Programme of the Holy Ghost," the "Vatical Programme of the Holy Ghost," the "Vatical Programme of the Holy Ghost," the "Vatical Programme of the Holy Ghost," the "Vatical Programme of the Holy Ghost," the "Vatical Programme of the Holy Ghost," the "Vatical Programme of the Holy Ghost," the "Vatical Programme of the Holy Ghost," the "Vatical Programme of the Holy Ghost," the "Vatical Programme of the Holy Ghost, "The "Vatical Programme of the Holy Ghost," the "Vatical Programme of the Holy Ghost, "The "Vatical Programme of the Holy Ghost," the "Vatical Programme of

Decrees and Civil Allegiance," 'Lectures," "Sermons," &c., are his principal writings.

Mahony, Rev. Francis — Cork, Ireland (1804-1868)—is best known by his." Reliques of Father Prout," "The Bells of Shandon," and his contributions to Fraser's Magasine.

Marshail, Thomas William —
London (1/15-1877) took orders in the
Church of England in 1845, and was
converted to the Catholic Religion by
Cardinal Wiseman three years later.
As a satirist, he had no superior.
"The Christian Missions" and "Comedy of Convocation" were written by
him. Marshall was a constant contributor to the periodicals of his
time.

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Macaulay, Thes. Rabington—
Bothly Temple, England (1800-1859)—
was the most brilliant and least reliable of English Historians. Macaulay occupied a foremost rank among
the greatest parliamentary orators of
his day. His writings are exceedingly
attractive, owing to his extensive
erudition and the brilliancy of his
style. Principal works: "Lays of
Ancient Rome," "The Review of
Hallam's Constitutional History of
England,""A History of England from
the Accession of James II." "Everybody reads—everybody edmires—but
nobody believes in—Mr. Macaulay."

McGee, Thomas D'Arcy-Carlingford, Ireland (1825-1868)—the most gifted Irishman in America, and one of the richest and most splendid intellects of the nineteenth century, contributed to nearly every department of literature. As a poet he holds a high rank; as orator, journalist, and statesman, he has had few equals. "A Catholic H. story of North America," "O'Connell. and His Friends," "Life of Bishop Maginn," "A Popular History of Ireland," and "Poems" are his chief literary works.

McCarthy, Justin—Cork (1830——was connected with the Cork Examiner, and the Northern Times of Liverpool. In 1868, he traveled through the United States. Since his return to Europe, he published "Messle," a novel; "The Waterdale Neighbors," "Con Amore," "Modern Leaders," a "History of English Radicalism," "A History of Our Own Times," &c. Mr. McCarthy is one of the Irish National Party in the British House of Commons. His style is pure and very agreeable.

Milton, John—London (1608-1674)
—is England's greatestepic poet. "He may be regarded as being in many respects, the standard of dignified poetic expression; although Shakespeare alone exhibits the varied ele-

ments of conspicuousness, power, and brilliancy inherent in our language. In studying Milton's epic (Paradise Lost) as a sacred poem, we are impressed by a want of awe and reserve in the handling of religious mysteries, where, for instance, he represents the Supreme Being 'as a school-divine'; and we loathe the grim puritanical pleasantry which he puts in the mouths of the rebel angels, while making the first experiment of their new-discovered artillery. The Miltonic Satan is undoubtedly one of the most stupendous creations of poetry; but there is a historic grandeur in it which wins, do what you will, a human sympathy. This is wrong; the representation of the devil should be purely and entirely evil, without a tinge of good, as that of God should be purely and entirely good, without a tinge of evil. Milton never speaks of the Trinity, and scarcely disguises his Arianism."—Jenkins. His other works are his "Paradise Regained," "Ode on the Nativity." "Lycidas," "Comus," "L'Allegro," "Il Penseroso," &c.

Milman, Henry Hart—London (1791-1868)—was a clergyman of the Church of England. His voluminous poetical and historical works are of little interest to Catholic readers.

Montagu, Lady Mary—Thoresby, Nottingham, England (1690-1762)—was a noted wit. She is known solely by her letters, which are the English counterpart of Madame de Sévigné's.

Montalembert, Count, Charles Forbes Hene de—London (1810-1870) —was a distinguished French writer. Two of his works, "The Monks of the West" and "The Life of St. Elizabeth" are translated into English.

Mere, Sir Themas—London (1490-1535)—was one of the leading Catholic writers of the reign of Henry VIII. His talents and virtue raised him to the dignity of Lord High Chancellor. "Utopia" and "A History of Edward V." are his principal works. Having refused to take the oath of supremacy, he was condemned by Henry, and executed.

Meere, Thomas — Dublin (1779-1852)—is the author of the "Irish Melodies," about 124 lyrics adapted to beautiful Irish National Airs, A translation of the "Odes of Anacreon," "Lalla Rookh," the "Life of Sheridan," the "Epicurean," the "Memoirs of Captain Rock," "Travels of an Irish Gentleman in search of a Religion," and a "History of Irelaud" are from his pen. Some of his writing are severely censured for their sensual and immoral tone. He lived and died a Catholic.

Newman. Cardinal John Henry—London (1801——)—is the most eminent living writer of England. He took orders in the Church of England, but in 1845 he joined the Catholic Church, and was soon promoted to the priesthood. From 1852 to 1860, Dr. Newman was Rector of the Catholic University of Dublin. In 1879, Leo XIII. created him Cardinal. He is the author of thirty-four volumes, comprising Sermons, Lectures, Philosophical Works, Poems, Historical Sketches, &c.

O'Brien, Mest Rev. Cornelius, D.D., Archbishop of Halifax, Canada, a native of Prince Edward Island (1843—)—is noted as a writer and theologian. In 1883 he was appointed by His Holiness, Leo XIII., Archbishop of Halifax. His literary works are: "The Philosophy of the Bible Vindicated," "Mater Admirabilia," "After Weary Years," and occasional contributions to the press, in prose and poetry.

O'Reilly, John Beyle—County Meath, Ireland (1844——)—is editor of the Boston Pilot. In 1866 he was exiled to Australia for political reasons; two years later he effected his escape, and proceeded to Boston. He is an elegant prose writer, and he has acquired considerable renown as a writer of yerse.

Parkman, Francis—Boston (1823—)—is the author of works that possess the charm of romance, with the merit of reality. His descriptions of natural scenery are among the best in the English language. Though his narratives are true, and his dates unquestionable, his judgment on Churchmen oftenshows him to be an enemy of the Catholic Religion. Be it remembered that Parkman is à Protestant, or, in his own words, "a hereic," who sueers at the supernatural. Still, there are throughout his works many admirable tributes paid to the heroic missionaries who suffered so much to evangelize North America. Works: "The Oregon Trail," "The Pioneers of France in the New World," "The Old Régime in Canada," "The Jesuits in North America," "La Salle and the Discovery of the Great West," "Frontenac and New France under Louis XIV.," "Montcalm and Wolfe," "The History of the Conspiracy of Pontiac." To complete the "History of the French in North America," Parkman promises to issue another volume covering the period from 1700 to 1748.

Pepe, Alexander—London (1668-1744)—was an excellent writer of English. His works are: "The Dunciad," "An Essay on Criticism," "An Essay ou Man," "Rape of the Lock," &c.

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8-1674) t. "He many mified hakesed eleHis prose is a safe model for those who desire to attain a pure style.

Present, William M.—Salem, Mass. (1706-1809)—holds a distinguished rank among American historians. His style is brilliant and attractive, but religious prajudice frequently discolors his writings. "The Raign of Ferdinand and Isabella," "The Conquest of Mexico," and "The Conquest of Peru," are among his best works. Present wrote some of his works while suffering from almost total blindness.

Preceet, Adelaide Aun.—London (1895-1804)—daughter of the poet Procter (Barry Cornwall), was converted to the Catholic faith in 1851, and ever after "made ker verse echo the sentiments of her life." Her first publication, "Legendrand Lyrics," appeared in 1858; meeting with success, it passed through several editions. A second series appeared in 1900, and in 1862. She published a "Chaplet of Verses"; these are short poems on religious subjects published for the kaneft of the Providence Row Night Befuge for Homeless Women and Children.

Reid, Sir William —Scotland (1701-1888)—was an engineer officer in the British Army. He wrote "An Attempt to Develop the Law of Storms" and "The Progress of the Development of the Law of Storms."

Relia, Charles — Paris, France (1661-1741) — was Rector of the University of Paris. Works: "A Treatise on Studies," "A History of Rome," and an "Ancient History." He was imbued with Jansenistic principles.

Ruckin, John London, England 1810—)—author of "Modern Painters," "The Seven Lamps of Architecture," "The Stones of Venice," &c. His writings are greatly admired for their truthfulness and beauty of style. Still some few passages offensive to Catholics may be pointed out in Ruskin's writings.

Ryan, Rev. Abram J.—Virginia (1840—)—his patriotic and religious poems do honor to this loarned and scalous Catholic-priest. The most popular of his pieces are: "Erin's Flag," "The Sword of Robert Lee," the "Conquered Banner," and "In Rome."

Cavan, Ireland (1820—)—née Mary Ann Madden. She began her literary career at an early age by contributing to a London magaz. — 264, Miss Madden emigrated to hontreal, where she became the wife of Mr. James Sadiler, of the firm D. & J. Sadiler & Co., Catholic publishers. New York and Montreal. Few writers in America have done so much at Mrs. Sadliar for the spread of Catholic literature. Gifted with a rich imagination, an extensive reader, and a careful observer of Irish character, she has devoted the best years of her life to the composition of works that greatly contribute to the well-being of her fellow Catholics. The following are her chief original works: "Willy Burke," "Alice Riordan, ""Naw Lights; or, Life in Galway," "The Blakes and the Flanagans," "The Confederate Chieftains," "Confescions of an Apostate," "Ressy Conway," "Old and New," "The Hermit of the Rock," "Con O'Regan," "Old House by the Boyne," "Aunt Honor's Keepsake," "The Heiress of Kilorgan," "Macarthy Moore," "Maureen Dhu." and a work on "Purqatory" now (1885) in press.

Sadler, Anna T.—daughter of Mrs. James Sadler, Montreal—promises to rival her distinguished mother as a popular Catholic writer. Her principal original works are: "Names that Liva in Catholic Hearts" and "Women of Christianity." She hat translated several volumes. Miss E is a frequent contributor to the Catholic periodical literature of the United States.

Sangster, Charles—Kingstou, Upper Canada (1892——)—is one of the most distinguished writers of verse in the Dominion of Canada. "The St. Lawrence and the Saguenay and other Poems" was his first volume. "Hesperus and other Poems," published later, are highly creditable to the author.

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Scott, Sir Walter — Edinburgh (1771-1832)—is, as a novelist, considered to be one of the greatest writers of this century. As a poet, he holds only a secondary rank. His works are generally offensive to Catholics.

Shea, John Gilmary—New York (1824—)—published "The Discovery of the Mississippi Yalley," "History of the Catholic Missions Annong the Tribes of the United States," "Early Voyages Up and Down the Mississippi," "Legendary History of Ireland," &c. He translated "Charlevoix's New France," and "DeCourcey's Catholic Church in the Unite! States." Mr. Shea is the author or translator of several other works, annong which are "Grammars and Dictionaries of the Indian Languages," thirteen volumes. He contributes to the the American Oatholic Quarterly Review. He is descended from N. Upsal, mentioned in Longfellow's New England Tragedies.

Shelly, Percy Byashe - England (1792-1822) - though a gifted poet, was a sad example of human depravity. Publicly expelled from Oxford Un-

sity as an Atheist, he led a dissipated life, and was finally drowned in the Bayof Spessia. Works: "Queen Mab," his earliest work, is little more than a defence of Atheism; "Alastor," "The Censi," "Adonais," and "The Cloud," are among his best publica-

Shakespeare, William — Strat-ford-on-Avon (1864-1616)—is the great-est of modern poets. "That Shakesest of modern poets. "That Shakes-peare was a Christian," says DeVere, "there is no doubt." Some learned critics think there is sufficient evidence in his writings to show that he professed the Catholic faith. He is the author of thirty-five plays, divided into tragedies, comedies, and historical plays.

Smellie, William - Edinburgh, Scotland (1740-1795)—translated "Bufscotland (1/20-1/705)—translated "Buffon's Natural History," and wrote the "Philosophy of History." He is the author of a life of "Henry Home," "John Gregory," "Adam Smith," "David Hume," "Lord Kames," and of a part of the first edition of the "Encyclopedic Britannica"

'Encyclopedia Britannica."

Hypelding, Meet Rev, Martin John — Kentucky (1810-1872) — was Bishop of Louisville, and afterwards Archbishop of Baltimore. Works: "Life and Times of Bishop Flaget," "A Review of d'Aubigné's History of the Reformation," "The History of the Protestant Reformation all Countries," "Miscellanea," &c. "Bishop Spalding was a fluent, pleasing, and graceful writer, but not remarkable for originality, depth, or vigor."—BROWNSON. vigor."-BROWNBON.

Southey, Robert — Bristol (1774-1843)—was a voluminous writer. "The Course of Kehama," "The Doctor," Course of Kehama," "The Doctor,"
"The Life of Nelson," "The Book of
the Church," and "A History of the
Peninsula War," are among his best
writings. Southey devoted his long
life exclusively to literature. He often
displays in his works "a measure of
prejudice and of temper not creditable to his judicial character as a critic."

Mouth, Robert — England (1633-716)—was an Episcopalian minister.

Southwell, Rev. Robert - Nor-folk, England (1560-1596)-entered the Society of Jesus at Rome, and was sent to his native country, where he fell a victim to the persecution sarried on against Catholic priests. During his three years' imprisonment Father Southwell composed fifty-five poems, noted for simplicity of language and elegance of thought.

Steele, J. Derman, A.M., Ph. D.
—Lima, N. Y. (1836——) is the author
of "Short Courses in the Natural
Sciences."

Receie. 64 Richard — Dublin (1072-1729) was a popular essayist and dramatist. Steele and Addison were associated as editors of the Speciator, to which the former contributed 349 papers. He was one of the "most amiable and improvident of men."

Sterme, Lawrence—Clonmel, Ireland (1713-1768)—author of "Tristram Shandy" and "The Sentimental Journey," is greatly blamed for his slanderous representations of the Catholic Church.

Swift, Jonatham, "Dean Swift"
—Dublin (1667-1745)—though a clergyman of the Established Church, was
a materialist of the grossest kind.
His principal writings are: "Polite
Conversation," "The Conduct of the
Allies," "History of the Last Four
Years of Queen Ann," "The Public
Spirit of the Whigs," and "Gulliver's
Travels." Swift's writings offer many
good examples for easy writing and good examples for easy writing and familiar style, but some of his works are noted for unpardonable grossness and revolting obscenity.

and revolting obscenity.

Taylor, Bayard — Pennsylvania (1805-1878)—wrote so many works that a bare enumeration of them cannot be given here. Amonghis best efforts are: The translation of "Gothe's Faust." Taylor was eminent as a traveler, newspaper correspondent, novelist, poet, do. His style is "easy, sprightly, diversified, neither ambitiously soaring into turgid eloquence, nor lapsing into wearisome monotony."—Habt.

ny."—HART.

Tempuen, Aifred — Sommersby,
Lincolnshire, England (1810—) —
poet-laureate, is the author of "The
Princess," "In Memoriam," "Maud,"
"Idylls of the King," &c. "Tennyson
is essentially a lyric poet of the impassioned but reflective order; he is
the child of the present generation
in all its refinement, its tendency to
doubt, its love of artistic form."—
HAIT. In his two dramas, "Queen
Mary" and "Harold," he defaced the
favorable picture he had drawn of
Catholic times.

Thereau, Henry D. — Concord Mass. (1817-1762)—"the New England hermit... a human mole"—was an in-teresting writer. He wrote: "Maine Woods," "A Yankee in Canada," "Cape Cod," "Walden; or, Life in the Woods."

Themsen, James—Scotland (1700-1748)—was one of the chief descriptive poets of England. "The Seasons," a poem on "Liberty," and "The Castle of Indolence" are his principal works. As a poet, Thomson decarves the highest praise.

Thackeray, Wm. Makepeace—Galcutta, India (1811-1863) — wrote prose and verse with equal facility:

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sview. men-gland "Vanity Fair," "The Newcomes,"
"The Virginians," "Pendennis," "Esmond and his Lectures ou the English Humorists," are among his best works. "In a moral point of view, Thackeray's writings are open to serious objection. The fundamental principle which underlies them, is the total deprayity of human natural. the total depravity of human nature, rendering virtue an impossibility, and religious practice a sham. As Catholics, we know that the human power for good has been weakened, not destroyed, and that the grace of Christ may yet raise men to the sub-limest virtue."—JENKINS.

Tapper, Martin Farquhar — England (1810—)—is the author of the "Proverbial Philosophy." This work was in such demand that over 600,000 volumes were disposed of. Critics do not accord Mr. Tupper's works the merit their extensive sale would imply.

Walsh, Right Rev. John, D.D., Bishop of Loudon, Canada — Kil-kenny, Ireland (1830———) "has the reputation among the clergy," says N. F. Davin, "of being a sound and deeply read theologian, well versed in Scripture and Canon Law. He is in Scripture and Canon Law. He is an elegant preacher, and well read in general literature." Bishop Walsh has published a work on the "Sacred Heart." His Lordship is an able contributor to the periodical Literature of the United States.

Wallace, Alfred Russel—Usk, Monmouthshire, England (1825——)— holds the absurd theories of Darwin on the origin of man. Works: "The Malay Archipelago / and "Travels on

Waterton, Charles — Yorkshire, England (1782-1865) was a distinguish-ed naturalist. He belonged to a respectable encient Catholic family, and received his education from the Jesuit Fathers at Stonyhurst. His tendency to study Natural History early attracted the attention of his professors, who gave him every fa-cility to follow the bent of his genins. Waterton traveled extensively and maintained his vigor until his death. Works: "Wanderings in South America and the United States, "Es-says on Natural History," Co.

Whittier, John Greenleaf
Haverhill, Mass. (1808—)—is one of
the most voluminous of American poets. Among his best works are: "Songs of Labor," "Snow-bound," and "Barbara Frietchie." His writings are auti-Catholic in tone.

wiseman. Cardinal Michelas
Patrick—Seville, Spain (1608-1965)—
was by his father of English, and by
his mother of Irish origin. After
pursuing his course eight years in
England, he completed his education
in Rome, where he published his first
book, a work on the Oriental languages. His other works are: "Lectures on the Connection between
Science and Revealed Religion," "The
Real Presence of the Body and Blood
of our Lord Jesus Christ in the Blessed Eucharist," "Lectures on the Principal Doctrines and Practices of the ed Eucharist, "Lectures on the Frin-cipal Doctrines and Practices of the Catholic Church," "Fabiola; or, the Church of the Catacombs," "The Hidden Gem," "Lectures on Holy Week," "Lecture on Shakespeare," &c. Cardinal Wiseman's style is clear and polished. He was a profound linguist.

Wilson, Geo.—Edinburgh, Scotland (1818-1859) — Is the author of: "Researches in Color-blindness" and an "Elementary Treatise on Chem-

Wordsworth, William — Cumberland, England (1770-1850)—was a descriptive poet, founder of the Lake School of Poetry. From the publication of his "Descriptive Sketches," 1703 to 1820 his works were little at 1793 to 1830, his works were little appreciated. During the last ten years of his life Wordsworth composed many short poems which are very much admired.



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