

LESSON XXXIV.

bleat	knees	sew'ing	curt'sied
ox'en	pillow	(sō'ing)	fā'vōrite
flight	neighed	vī'olēts	fōx'glōve

GOOD NIGHT AND GOOD MORNING.

A fair little girl sat under a tree,
Sewing as long as her eyes could see;
Then smoothed her work and folded it
right,
And said,—“Dear work, good night, good
night!”

Such a number of crows came over her
head,
Crying “Caw, caw!” on their way to bed,
She said, as she watched their curious flight,
“Little black things, good night, good
night!”

The horses neighed, and the oxen lowed,
The sheep's “Bleat, bleat!” came over the
road;
All seeming to say, with a quiet delight,
“Good little girl, good night, good night!”

She did not say to the sun, “Good night!”
Though she saw him there like a ball of
light;

For she knew he had God's time to keep
All over the world, and never could sleep.

The tall, pink foxglove bowed his head;
The violets curtsied, and went to bed;
And good little Lucy tied up her hair,
And said, on her knees, her favorite prayer.

And, while on her pillow she softly lay,
She knew nothing more till again it was
day;
And all things said to the beautiful sun,
“Good morning, good morning; our work
is begun!”

LANGUAGE LESSON.—*Let pupils fill blanks in the fol-
lowing statements.*

A little girl — .
She sewed — .

She folded — .
She said — .

She saw the sun — .
She did not say — .
She knew — .

*Let pupils unite the first and second statements; the third
and fourth; and the fifth, sixth, and seventh, omitting all
unnecessary words.*

LESSON XXXV.

remov
escam
social
comple
 oar à larm'
 scales à part'
 tim'ed twined
 sō'cial bēa'vēr
 sēn'ti nel sūp ply'



THE BEAVER.

There are few animals that can teach us more useful lessons than the beaver.

They are very timid animals. If we went to places where they are common,

it would be very difficult to find them and see what they do.

The beaver is between two and three feet long, and one foot high, and is covered with brown hair. Its eyes are very small and far apart. Its ears also are small, and its nose blunt.

It has very strong, sharp teeth, and a long tail shaped somewhat like the blade of an oar. This tail has no hair or fur on it, but is covered with little scales like those of a fish.

The hind feet of the beaver have a thin skin between the toes. This shows that it is fitted for swimming.

During the summer these animals live in holes near the banks of rivers. They are very social animals. They never live alone. They usually go in parties, and build a little "beaver town."

They have some means of making known their wants to each other. They know they will be safer in water than on land, so they try to find a pond where they can build their town. If they can not do this, they will choose

a running stream with some trees on the banks.

The first thing they do, is to make a dam, right across the stream. They have neither saws nor hatchets with which to cut the trees; but they use their sharp, strong teeth, and gnaw and gnaw away, until they bring down tree after tree.

They know very well how to do this; otherwise the trees might fall and kill the little woodcutters.

When they have gnawed nearly through the trunk, away they run to see if the tree is beginning to bend. If it is still straight, they set to work again; but the moment they hear it crack, off they run to keep out of danger.

When the tree is down, they gnaw all the branches off in the same way, and then cut the trunk into short pieces, and roll them down to the water's edge. Then they go to work at another tree, and still another, until they have all they want.

These logs of wood, kept down by mud and stones, make a dam, and this dam stops the water and causes it to rise around their houses and cover the openings, which are at the bottom, and helps to keep the beavers safe from danger.

Then the houses are built of mud, stones, sticks, and small branches twined in and out to keep them fast. These houses are several feet high and are very thick.

There are two rooms in them: one in the bottom, under water, which they use for a storeroom; and the other, in the top, above the water, for a living room. The floor of this room is covered with soft moss.

But these wise beavers know that they must have a store of food for the winter, as well as a snug little house to live in. They gather logs of wood and branches, and put them away in the storeroom. The bark of these logs and some water plants supply them with food.

When they are "at home" during the winter months in their "beaver town," they always have a sentinel to keep watch, and if any one comes near, he gives the alarm by striking his broad, flat tail on the water.

There are no idle beavers. They not only work hard, but with great skill and care.

LANGUAGE LESSON.—*Let pupils write out a statement about each of the following points.*

- The hair of the beaver —.
- The teeth of the beaver —.
- The feet of the beaver —.
- The tail of the beaver —.

In each statement, instead of using the words of the beaver, let pupils write beaver's in the same manner as is shown in the following

MODEL.

The hair of the beaver.
The beaver's hair.

LESSON XXXVI.

NELLIE'S LETTER.

beast eōŭs'in tūr'ban dīe'tiōn a rŷ
animal prima turbante dictionario

New York City,
Jan. 1st., 1884.

Dear Mary,—

Mamma is not at home, and I can not find our dictionary. I have to answer this question, "What is bamboo?"

John says it is a kind of beast like an ape.

Tom says it is a kind of spear.

I say it is the name of some black men who live in India.

Now I am sure you can tell me about it, and I should like very much to show Tom and John how little they know.

Was not the man who wore the turban a bamboo?

The boys are laughing at me, but am I not right?

Your Cousin,
Nellie.

LESSON XXXVII.

Chí'na Bôs'ton Hín'dōō pūr'pōs es
bāb ōn' Māss. = Mās sa chū'setts

MARY'S ANSWER.

Boston, Mass.,
Jan. 4th, 1884.

Dear Nellie,—

When I read your letter, I laughed so loud that the cat jumped off my knee, and ran away in a great fright.

Bamboo is a kind of grass, or reed, or cane, which grows in India or China, and is used for building houses, and for many other purposes.

Did you never see a bamboo cane? John was thinking of a baboon. That is an animal like an ape. The kind of spear was a harpoon. The man with the turban was a Hindoo, and not a bamboo.

He would have laughed very much if you had asked him what you have asked me. But never mind, dear, all of us must learn.

Your cousin,
Mary.

LANGUAGE LESSON.—Let each pupil write a letter to some friend, after the model of those just given, on the subject of a journey. The following points should be included.

Where I went.

How I went.

What I saw.

Whom I saw.

How long I stayed.

How I enjoyed it.

The treatment of each point should make a separate paragraph.

MODEL FOR ADDRESSING AN ENVELOPE.

Miss Milly Brown,
Johnstown,
New York.

If directed to a city, the address must include the street and number. It is sometimes necessary to include the county.

LESSON XXXVIII.

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THE CAMEL.

In Asia and Africa there are vast plains of sand, upon which no grass grows, and through which no river runs. These plains are as smooth as the ocean unmoved by waves. As far as the eye can reach, nothing is to be seen but sand.

In the middle of the day when the sun is hottest, the sand dazzles the eyes of the traveler, as if another sun were beneath the sand as well as one above.

Here and there, but many miles apart, are green spots consisting of bushes, trees, and grass, growing around a small pool or spring of water. These green spots are called oases. Here the tired traveler can find food and shade,

and sleep awhile, sheltered from the blazing sun.

How do you think the traveler crosses these burning plains? Not in carriages, or on horseback, or in railway trains, but on the backs of tall, long-necked, humpbacked camels.

Even if you have seen camels alive, or pictures of them, you will still be glad to learn more about these very useful animals.

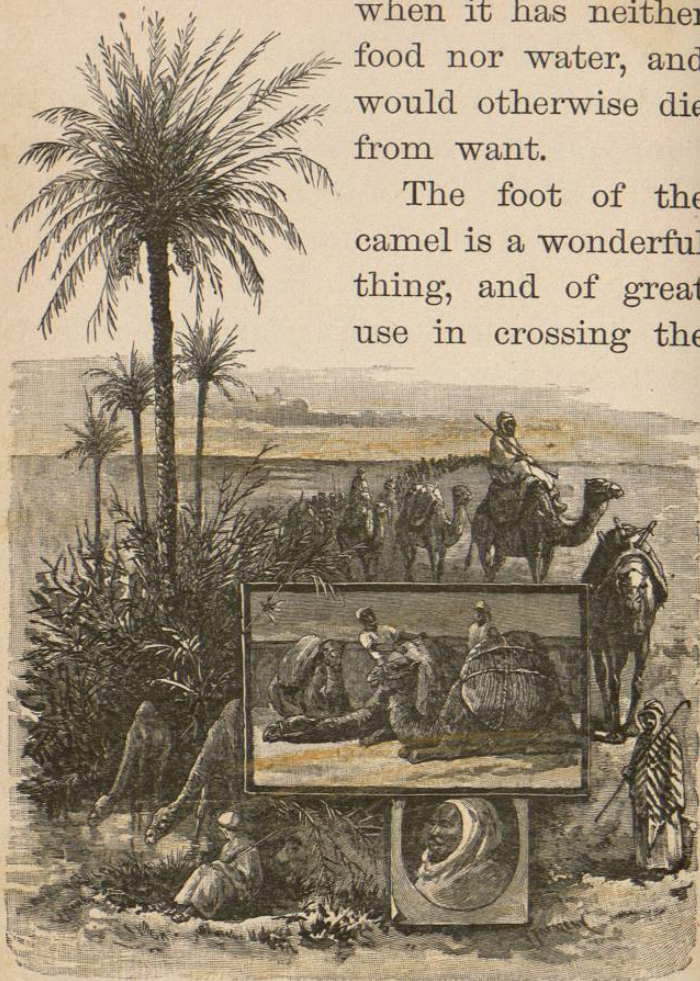
The camel lives on grass, and the dry short herbage, which is found on the edges of the desert.

While traveling in the desert, it is fed upon dates and barley. It is able to eat a great deal of food at a time, and to drink enough water to last some days. By this means it can go for a long time without food, and travel long distances without stopping to eat or drink.

The camel has a curious lump of fat on the top of its back called a "hump." One kind of camel has two humps. One purpose of these humps,

is to supply the camel with strength, when it has neither food nor water, and would otherwise die from want.

The foot of the camel is a wonderful thing, and of great use in crossing the



soft, sandy deserts. It is broad, and has a soft pad at the bottom, which keeps it from sinking into the sand.

The camel with two humps on its back is much larger and stronger than the camel with one hump.

The one-humped camel is known as the Arabian camel or dromedary. Asia is the home of the camel, but numbers of them are used in Africa and other parts of the world.

The camel is trained to kneel down to receive its load, and to let its master get on its back.

The camel can smell water at a great distance. When its rider is nearly dead from thirst, and water is near, he can tell it by the greater speed at which the camel begins to travel.

The camel is often called the "ship of the desert." As the desert is like a sea, and the green spots upon it like islands, so is the camel like a ship, that can carry the traveler from one point to another, quickly and safely.

But even with his faithful camel, the traveler does not care to cross the desert alone. The difficulties of keeping in the right track, and the fear of wild

Arabs, make it much safer for a number of travelers to cross the desert together.

Travelers take with them camel drivers and men who know the way, to look after the beasts when they stop for the night.

These men light the fires, cook the food, and fill the large skin bottles with water when they come to a spring.

The travelers, camels, and camel drivers, together, form what is called a caravan.

LANGUAGE LESSON.—*Let pupils fill blanks in the statements given below, using in each, one of the following pairs of words: more highly, more rapidly, most willingly, most comfortably.*

Travelers in the desert value the camel — than they do the horse.

The camel passes over the soft sand — than the horse is able to do.

The camel kneels and receives its burden —.

The traveler rides along — on the camel's back.

Let pupils unite the first and second, and the third and fourth statements, using proper connecting words, and omitting unnecessary words.

LESSON XXXIX.

mudo dumb *codornis* quail *paró* ceased *secundose* fading
men do rough *techo* eaves *techo* bos'om Nō vēm'ber
 (rūf)

NOVEMBER.

The leaves are fading and falling,
 The winds are rough and wild,
 The birds have ceased their calling,
 But let me tell you, my child,

Though day by day, as it closes,
 Doth darker and colder grow,
 The roots of the bright red roses
 Will keep alive in the snow.

And when the winter is over,
 The boughs will get new leaves;
 The quail come back to the clover,
 And the swallow back to the eaves.

The robin will wear on his bosom
 A vest that is bright and new,
 And the loveliest wayside blossom
 Will shine with the sun and dew.

The leaves, to-day, are whirling,
 The brooks are all dry and dumb;
 But let me tell you, my darling,
 The Spring will be sure to come.

There must be rough, cold weather,
And winds and rains so wild;
Not all good things together
Come to us here, my child.

So, when some dear joy loses
Its beauteous summer glow,
Think how the roots of the roses
Are kept alive in the snow.

LANGUAGE LESSON.—Let pupils copy the statements given below, using *he* instead of *John* in the second statement; *his* instead of *John's* in the third and fourth statements; and *him* instead of *John* in the fifth and sixth statements.

John lives in the country.
John goes to school.

I have John's book.
I have John's sled.

I will give John back his book.
I will give John back his sled.

Let pupils, after making these changes, unite each pair of statements, using proper *connecting words*, and omitting unnecessary words.

Fill blanks in the questions given below, using the following words: *James, Roy, they, them, their.*

Do — and — like to study?
Do — go to school?
Do you know —?
Have you seen — pets?

LESSON XL.

haul sīz'es knīves sēarch'es
ag'id div'er de eāys' ēlean'ing
jēl'ly fī'bers spōn'ges in'ter ēst'ing

carriage *huscar*
bugy *desat*
jelakina *hebrat* *limphands*

SPONGE FISHING.

"Where do sponges come from, I wonder," said Roy, as he sat by the window, cleaning his slate with a bit of fine sponge. "What are they made of?"

"Made of?" said Aunt Mary. "Why they are the bones of animals."

"Why, what do you mean, Aunt Mary? I never saw any animals that looked like sponges."

"I suppose not," said Aunt Mary; "because they all grow on the bottom of the sea and do not look then as they do when you see them."

"How do they look then?" said Roy.

"Well, they grow in many beautiful forms, of different sizes and shapes—like a cup, a top, a ball, and sometimes like branches of small trees.

"They have a soft flesh, like jelly, which covers a bony framework of horny fibers. Some are red, some green, and others yellow."

"Then they must look like plants?" said Roy.

"Yes, but they are not plants. For a long time they were thought to be plants; but now, those who have watched them longest and with the greatest care, say that they are animals."

"How do they catch them?" said Roy, who began to think about the way fish are caught.

"If the water is not too deep, men stand in a boat over the place where they are growing, and tear them off the rocks below with long spears."

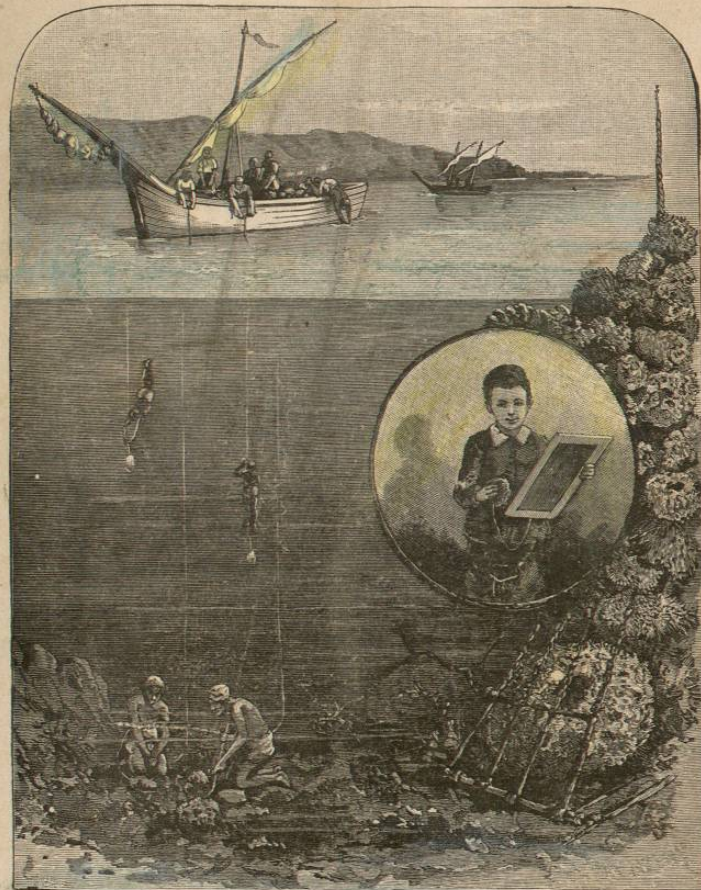
"But if the water is very deep?"

"Ah, that is the most interesting part of all. Then, men have to dive down to the bottom and cut them off the rocks with sharp knives."

"Why how can they do that?"

"They are trained to the work, and

can easily dive down to the bottom—a distance of sixty feet or more.



"When the boat is right over the place where the sponges grow—the diver takes a large rock, to which a rope is tied and jumps into the water.

"Down, down, down he goes—through the dark water, till at last he stands on the bottom.

"Once there, he works away as fast as he can, for it is not possible for him to stay under water longer than two minutes at one time.

"He searches about among the rocks and cliffs, and cuts off, with great care, the nicest sponges he can find, and puts them under his arms, or into a sack.

"When he has gathered as many as he can, he pulls the rope, and the men in the boat haul him and his load of sponges up to the surface as quickly as possible."

"How do they get the flesh off?" said Roy.

"They bury them in the sand till the flesh decays and then they wash them in acid and water, till they are clean and fit to sell."

Roy sat still for a long time, looking at the piece of sponge he had in his hand.

At last he said softly, to himself, "Sponges, animals? No eyes, no ears, no hands? What funny things!"

LANGUAGE LESSON.—Let pupils fill blanks in the statements given below, using in turn the following sets of words: *he, his, him; you, your, you; I, my, me; they, their, them; we, our, us.*

— will go to school.

— will learn — lessons.

— teacher will praise —.

LESSON XLI.

knife	Hār'rŷ	jōgged	puđ'ding
— tr'alŝ	rĕa'son	sŭp'per	stōm'aek
— spilled	— ěl'bowŝ	— năp'kin	our sĕlves'

TABLE MANNERS.

"George, I am going to eat my supper by myself, after this," said little Harry.

"I don't believe you will," replied his brother.

"Then I wish every one would stop scolding me at table."