the fine pieces of machinery on this floor. A large number of standing presses are also in place, and knives and gam cutters of various sizes, for paper and boards, besides a complete assortment of hand tools and other utensils requisite to the production of books and blanks, are amongst the extensive appointments of this interesting department. Perhaps the best way to convey an adequate idea of the extensiveness of this bindery is to say that it can turn out three thousand bound books per day. It is needless to say that the steam attachments are perfect throughout, and that there is not a machine in the whole building which is not connected with the running gear put in motion by the engine.

We have thus casually glanced over this great public establishment, and given an idea of the number of machines, presses, etc., that have been added to it in the past few months; but it would require a personal inspection to give one a proper conception of the order, system and neatness that pervades the entire establishment. The floors are kept scrupulously clean, and no room in the entire structure can be visited where there is not a perfect air of cleanliness and order.

In order to bring the State Printing Office to completeness in all its departments for doing the work of printing the State School Books, Colonel Ayers went East last spring, and made a close study of the latest improvements in presses and machinery. He also subsequently, at his own expense, visited some of the principal cities of Europe, and inspected the largest printing offices of Glasgow, London and Paris before determining selections. The Government office in Paris is a vast establishment, but neither there nor in any of the other places visited did he find presses or machinery superior or even equal to those which are being provided in the United States by the inventive genius of American mechanics.

In connection with publication of the State School Books, another department to the State Printing Office—that of engraving—has been added and is under the chiefship of M. McKeon, late of Oakland, who is turning out some very fine cuts for illustrating the school series.

In closing the present article the names of the gentlemen who are at the head of the several departments in the State Printing Office may perhaps with propriety be given, and are as follows: Superintendent of State Printing, James J. Ayers, of Los Angeles; foreman over all the departments, M. D. Carr, of San Francisco; bookkeeper of head office, Frank Mahon; foreman job office, A. W. Sefton; assistant foreman composing room, George L. Suydam; foreman press room, Thos. H. McDonald; foreman electro room, L. W. Mathias; foreman bindery, M. F. Cummings, and assistant foreman, S. Girard Smith.

THE AUTHORIZING STATUTE.

Law Concerning the Publication and Distribution of Our School Books.

CHAPTER VIII.

An Act to provide for compiling, illustrating, electrotyping, printing, binding, copyrighting and distributing a State series of School Text-Books, and appropriating money therefor. [Approved February 26, 1885.]

The People of the State of California, represented in Senate and Assembly, do enact as follows:

Section 1. The State Board of Education shall compile, or cause to be compiled, for use in the common schools of the State, a series of School Text-Books of the following description, viz: Three (3) Readers, one (1) Speller, one (1) Arithmetic, one (1) Grammar, one (1) History of the United States, and one (1) Geography. The matter contained in the Readers shall consist of lessons commencing with the simplest expressions of the language, and, by a regular gradation, advancing to and including the highest styles of composition, both in prose and poetry.

Section 2. The State Board of Education shall employ well qualified persons to compile the books mentioned in section one of this Act, and shall fix the remuneration for the services thus rendered; provided, that if competent authors shall compile any one or more works of the first order of excellence, and shall offer the same as a free gift to the people of the State, together with the copyright of the same, and the exclusive right to manufacture and sell such works within the State of California, it shall be the duty of the State Board of Education to accept such gift, and to expend no money for the purpose of compiling works relating to the subjects treated of in the books thus donated. The State Board of Education shall furnish to the Superintendent of State Printing designs for all cuts and engravings to be used in the said series of Text-Books.

Section 3. The printing of all the Text-Books provided for in Section 1 of this Act, and all the mechanical work connected therewith, shall be done by and under the Supervision of the Superintendent of State Printing at the State Printing Office; provided, that the purchase of paper for the school books, and the cardboards, cloth, and leather for covers, shall be procured by advertising for proposals to furnish the same, in the manner now provided for by Section 532 of the Political Code, relating to paper supplies for the State Printing Office; and, provided further, that when the State has its bindery in operation, all folding, stitching, binding and ruling of the State shall be done in the State bindery; but the accounts of the school book binding shall be kept separate from those of all other binding.

Section 4. The State Board of Education shall secure copyrights to all the books that shall be compiled under the provisions of this Act, and shall protect said copyrights from all infringement.

Section 5. Whenever any one or more of the State series of School Text-Books shall have been compiled and adopted, the State Board of Education shall issue an order requiring the uniform use of said book or books in the common schools of the State; but said order for the uniform use of said book or books shall not take effect till the expiration of at least one year from the time of the completion of the electrotype plates of said book or books. Nothing in this Act shall be construed to prevent any county or school district from adopting any one or more of the State series of School Text-Books whenever said book or books shall have been published.

Section 6. The process of distributing the Text-Books shall follow this course: The County Superintendents of Schools shall make such requisitions for books as the schools under their jurisdiction may require, upon the State Superintendent of Public Instruction; the State Superintendent of Public Instruction shall then make requisition for the same on the Superintendent of State Printing, who shall ship the books to their destination. All requisitions from County School Superintendents for books shall be accompanied by the cash price fixed for the same by the State Board of Education, and the State Superintendent of Public Instruction shall make no requisition for books upon the Superintendent of State Printing unless he shall have received the lawful price for the same. And it shall be the duty of the Superintendent of Public Instruction to report to the State Controller on or before the 5th day of every month, the number of books sold by him during the preceding month, and pay the moneys received for the same into the State Treasury. It shall also be the duty of the Superintendent of State Printing to make a monthly report to the State Controller of the number and value of the books shipped by him on the order of the State Superintendent of Public Instruction, and the number and value of the finished books on hand.

Section 7. It shall be the duty of the Boards of Supervisors of the counties, or cities and counties, in this State, to provide a revolving fund, for the purpose of enabling the County School Superintendents to purchase the State Text-Books; all moneys to be taken therefrom to be replaced by the moneys received from the teachers of the common schools in the several counties for the books furnished by them to the scholars.

Section 8. The sum of $20,000 is hereby appropriated out of any money in the State Treasury not otherwise appropriated, for the purpose of compiling, or causing to be compiled, the series of Text-Books for the common schools, as set forth in Section 1 of this Act. The appropriation provided for in this section shall be subject to the order of the State Board of Education; provided, that all demands against said appropriation shall first be approved by said State Board of Education, and presented to the State Board of Examiners in itemized form for their approval, and upon the approval of the State Board of Examiners the Controller is hereby authorized to draw his warrant upon the State Treasurer for the payment of said demands, and the State Treasurer is authorized to pay the same.

Section 9. The sum of $150,000 is hereby appropriated out of any money in the State Treasury not otherwise appropriated, to purchase the necessary machinery, presses, types, bindery, electrotyping apparatus, and such other material as may be required in the manufacture of the Text-Books provided for in Section 1 of this Act, as well as to pay the salaries or wages of the compositors, binders, and other persons employed in such manufacture; provided, that the State Board of Education shall first approve the style of printing, engravings and illustrations, kind of paper, size and binding of volumes; said sum to be drawn by the Superintendent of State Printing in the same manner as provided in subdivision four of Section 526 of the Political Code.

Section 10. The school books published under the provisions of this Act shall be furnished to the common school children of the State at cost, the same to be ascertained and fixed by the State Board of Education at the beginning of each school year.

Section 11. All Acts or parts of Acts in conflict with the provisions of this Act are hereby repealed.

Section 12. This Act shall take effect immediately.

STATE SCHOOL TEXT-BOOKS.

Specimen Pages of the Three Books Now About Completed.

The following general statement of the requirements of the State Text-Book law and the work done under it may be of interest in connection with this publication. The law requires the State Board of Education to compile, or cause to be compiled, (1) a series of three Readers, (2) one Speller, (3) one Arithmetic, (4) one Grammar, (5) one History of the United States, (6) one Geography.

The Board wisely decided to proceed first with the Readers and Speller, the money expended for these books by the patrons of schools being more than double that expended for any other series, and nearly equal to that expended for all the others combined. The largest saving, by State publication, is, therefore, in this series.

The series of Readers is to contain 928 pages. Of these, the third, containing 512 pages, is electrotyped and an edition of 25,000 printed with the exception of two forms. The First Reader is in type, the engravings completed, the most of the work electrotyped, and the printing under way. The book contains 128 pages. The Speller, containing 200 pages, is completed and bound. About half of the Second Reader is in type. The manuscript for the Arithmetic is nearly prepared, and 75 pages of the Grammar. This has been done since October 1, 1885, at which time the Board decided on their course of procedure, assigning to State Superintendent W. T. Welcker the preparation of the Readers, the selections for which were made by H. C. Kinne, of San Francisco, and donated to the Board. The preparation of a Speller was also assigned to Superintendent Welcker; to Professor Ira More, Principal of the State Normal School at Los Angeles, the preparation of an Arithmetic; and to Professor C. H. Allen, Principal of the State Normal School at San Jose, the preparation of a Grammar. W. H. V. Raymond is employed by the Board as editor-in-chief in compiling the several books of the series; W. L. Willis was employed by Professor Welcker upon the compilation of the Speller, and Frank Morton is employed by Professor Moore in the compilation of the Arithmetic.

The Third Reader, prescribed by the Legislature as the highest book of the series, is necessarily graded to occupy about the field of the Fourth and Fifth Readers in series heretofore in use. The reading matter of this book embraces selections from more than one hundred standard authors, being such selections as experience has shown to be best adapted for use in school Readers. The limited number of specimen pages which can be given here cannot properly represent the variety and quality of these selections. Their character may be inferred from the names of some of the authors. Representing writers of the sixteenth century, we have Shakespeare; from the seventeenth century, Milton and Addison; from the eighteenth, Pitt, Dr. Johnson, Gray, Goldsmith, Beattie, Barbauld, Grattan, Aikin and others; from the nineteenth, Scott, Hogg, Webster, Southey, Irving, Campbell, Story, De Quincy, Poe, Pierrpont, Drake, Sprague, Mitford, Byron, Halleck, Sigourney, Hemans, Everett, Bryant, Holland, Mitchell, Dickens, Tennyson, and some fifty more of the most distinguished literary names in England and America. The extracts herewith given are selected merely with a view to showing the typographical style of the work, and something of the methods employed in presenting the reading matter to the pupil and the teacher.

Pages 58 and 59 illustrate methods suggested for introducing the pupil to a more intimate understanding of the writer's thought. The method entitled "seeing pictures" has been employed in the schools of Sacramento with the most satisfactory results, and the work on page 59 is specimen work done by pupils in pursuance of this method. It shows how it may be done by others.

Page 432 suggests a pleasant method of leading pupils to become acquainted with good authors. Familiarity with the biographical notices in the Reader will enable the pupil to identify the author described.

These page are all printed from the electrotype plates of the First and Third Readers and the Speller.

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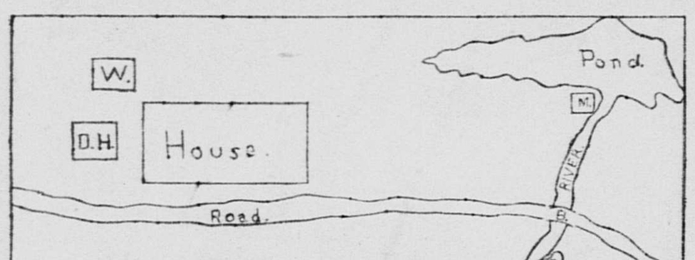
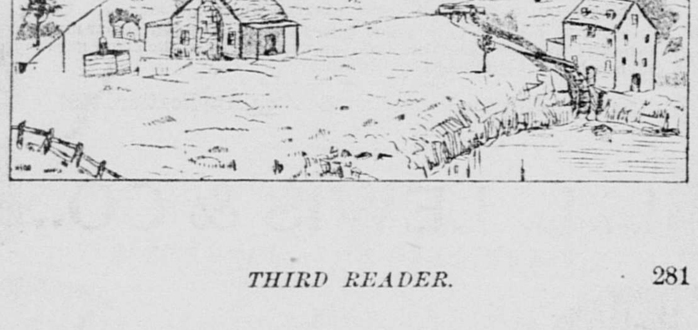
1. As seen, and told in writing, by a second grade pupil.

I see, on a hill, a farm house; a little way back, a dairy-house. A well is just in front, and near by, on the left, a river, crossed by a bridge, flows into a pond; beside which is a mill. Over a rock above the bridge falls a cataract.

2. As seen, and told in diagram, by a first grade pupil.



3. As seen, and told in picture, by a first grade pupil.



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ington," "Goldsmith," and "Bracebridge Hall," are among his best known works, though it is difficult, when one begins, to stop without enumerating the complete list of his writings, so full are they all of the spiciness of a delicate humor and the play of a brilliant fancy.

The *Spectator* and *Tattler* were two periodicals which owed their fame mainly to the writings of Addison. [*See Lesson 90.*]

1. The fame of his discovery had resounded throughout the nation, and as his route lay through several of the finest and most populous provinces of Spain, his journey appeared like the progress of a sovereign. Wherever he passed, the surrounding country poured forth its inhabitants, who lined the road and thronged the villages.

2. In the large towns, the streets, windows, and balconies were filled with eager spectators, who rent the air with acclamations. His journey was continually impeded by the multitude pressing to gain a sight of him, and of the Indians, who were regarded with as much admiration as if they were natives of another planet.

3. It was impossible to satisfy the craving curiosity which assailed himself and his attendants, at every stage, with innumerable questions. Popular rumor, as usual, had exaggerated the truth, and had filled the newly-found country with all kinds of wonders. It was about the middle of April that Columbus arrived at Barcelona, where every preparation had been made to give him a solemn and magnificent reception.

4. The beauty and serenity of the weather, in that genial season and favored climate, contributed to give splendor to this memorable ceremony. As he drew near the place, many of the more youthful courtiers, together with a vast concourse of the populace, came forth to welcome him. His entrance into this noble city has been compared to one of those triumphs which the Romans were accustomed to decree to conquerors.

5. First were paraded the Indians, painted according to their savage fashion, and decorated with tropical feathers,

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Lesson 6.

ā (a long), as in fāte.

[Call attention to the silent letters.]

drake	*drake*	snake*	*snake*
crate	*crate*	grate	*grate*
grape*	*grape*	scrape	*scrape*
paste	*paste*	chaste	*chaste*
range	*range*	strange	*strange*
plague*	*plague*	vague	*vague*
lathe	*lathe*	swathe	*swathe*
haste	*haste*	taste*	*taste*
phrase	*phrase*	quake	*quake*

The chaste moon looks down.
The earth shall quake.
Come! Turn the lathe.
Oh haste! crimson morning.
Write the phrase nicely.
See the berries in the crate.

[Instruct pupils in punctuation and the proper use of capitals.]

Lesson 328.

Tools.

nail	shears	saw	ham′mer
file	brace	gauge	chis el
plane	bit	gim′let	lev el
gouge	vise	for ceps	joint er
wrench	punch	pinch ers	draw-knife
screw	square	mal let	spoke shave
plumb	drill	hatch et	au ger

Lesson 329.

Terms Used by Builders and Carpenters.

[Find out what they mean. You will find pictures of many of them in Webster's Unabridged Dictionary, as well as definitions of all.]

scroll	groin	bridg′ing	ten′on
scarf	groove	king-post	dove tail
bond	tongue	bind er	mold ing
clamp	plow	shoul der	cham fer
brace	cleat	cross-piece	wall-plate
notch	new′el	pan el	hip roof
joint	dow el	bev el	pur lin
joist	rab bet	re bate′	brack et
span	gird er	mor′tise	mi ter

Lesson 330.

Terms Used by Machinists.

[Find out what they mean. See Webster.]

slot	cog	le′ver	ec cen′tric
cam	crank	pit man	mi′ter-wheel
box	crane	bab bitt	driv ing-wheel
shaft	flange	gud geon	spur-wheel
rod	man′drel	col lar	coup ling
valve	jour nal	pin ion	gov ern or
chuck	ratch et	piv ot	steam-gauge
clutch	pis ton	guide-bars	con nect′ing-rod

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115. THE GLOVE AND THE LION.

LEIGH HUNT—1784-1859. ENGLAND.

PREPARATORY EXERCISES.

Questions. "King Francis" was Francis I, of France. Can you learn from the Cyclopedia during what period he was king?

Words often Mispronounced. Lēigh (lee); de Lōrge (lōrzh).

For Definition. Hearty; court; ramped; vanity.

Leigh Hunt, at school, showed much aptitude in the composition of verse, but his prose composition was so bad that the master used to twist it up and throw it at the boys for amusement. His contemporaries speak of his conversation as "simply perfection," and of his nature as "the happiest and sunniest" in the world. Simplicity, guilelessness, and sincerity were his distinguishing traits of character. Even such a character, however, was not secure against the venom of the party feeling of his time. That a political magazine could speak of him as "the meanest, the filthiest, and the most vulgar of cockney poetasters," and call attention to that "loathsome vulgarity that constantly clings around him like a venomed garment from St. Giles," is a significant commentary upon the bitterness and unfairness of party spirit. Hunt's intimate associates among men of letters were Wordsworth, Coleridge, Hazlitt, and Proctor. Which of these four writers contribute to this Reader?

1. King Francis was a hearty king, and loved a royal sport,
And one day as his lions fought, sat looking on the court;
The nobles filled the benches round, the ladies by their side,
And 'mong them sat the Count de Lorge, with one for whom he sighed:
And truly 't was a gallant thing to see that crowning show,
Valor and love, and a king above, and the royal beasts below.

2. Ramped and roared the lions, with horrid, laughing jaws;
They bit, they glared, gave blows like beams, a wind went with their paws;
With wallowing might and stifled roar, they rolled on one another:
Till all the pit, with sand and main, was in a thunderous smother;
The bloody foam above the bars came whizzing through the air:
Said Francis, then, "Faith, gentlemen, we 're better here than there."

3. De Lorge's love o'erheard the king, a beauteous, lively dame,
With smiling lips, and sharp, bright eyes, which always seemed the same;

RECREATIONS AMONG AUTHORS.

BY A COUNTRY TEACHER.

Good writers are our best society. For a method of pleasant intercourse with these delightful people, on occasional days, exercises like the following have been found full of interest and healthy stimulus. The two friends introduced below are from those who have contributed to this Reader:

Who is he? What did he write? What, of his writings, have you read? Tell all of interest that you can learn about him.

I. American prose writer; born in the city of New York; father, Scotch; mother, English; died within thirty years, at the age of seventy-six; was never married; pure private and public life; wrote under several *noms de plume;* wrote a biography of the man for whom he was named.

Who is she? What did she write? What, of her writings, have you read? Tell all of interest that you can learn about her.

II. English writer of poems; excelled in descriptions of nature; wife of a poet laureate; married late in life; maiden name, Caroline Anne Bowles; died within forty years.

The teacher may select any author, whether contributing to this Reader or not, and place upon the blackboard an outline, as above, of his or her career. Request the pupils to have ready, for the general exercises of Friday afternoon, an answer to the interrogatories proposed, if they, in the meantime, shall have been able to ascertain, by reading or inquiry, who is described. Especially, let them gather anecdotes of authors. To assist them in their research they should be referred, if possible, to some book of general biography. The volumes named below, in addition to some general cyclopedia, have been found exceedingly useful for this purpose:

Handbook of American Authors, 204 pages; brief notices.
Handbook of English Authors, 171 pages; brief notices.
Authors [*in "Little Classics" series*], 262 pages; 151 notices.
Personal Traits of British Authors, 4 vols.

If pupils are referred to the Cyclopedia, or to either of the first three books named above, usually it will be found necessary to state the letter of the alphabet under which the name occurs.

Lesson 11.

ĭ (i short), as in ĭt.

link	mink	twink′le*	sprink′le
hint	tint	print er	splin ter
give	live	riv er *	quiv er
lisp	wisp	whis per	sis ter
rift	gift	fif ty	stiff en
rich*	itch	kitch en	pitch er
thin	chin	din ner	win ter
grit	quit	bit ter	twit ter*
slim	swim	nim ble	thim ble
trick	quick	crick et	thick et
cling	swing*	king dom	ring let
since	rinse*	in sect	tin sel

[Write these sentences from dictation.]

With one blue rift of sky between.
The last link is broken that bound me to thee.
There 's not a tint that paints the rose.
He saw six slick, slim saplings sailing down the stream.
It is more blessēd to give than to receive.
The placid water quivers in the sun.

[Write these sentences, filling blanks from words marked with a *.]

We will —— the clothes in clear water.
I flow to join the brimming ——.
—— me high, and —— me low.
The —— man is not always the happiest.
The blue birds —— on the old oak tree.
——, ——, little star.

Lesson 410.

Word-Building and Word-Analysis.

Many derivative words have both a prefix and a suffix, and not a few of them have more than one prefix or suffix; as, en+**joy**+able, **joy**+ous+ness, ir+re+**spons**+ibil+ity.

Combine and define the words given below according to the following

METHOD OF STUDY.

[See pp. 171, 174-5-6 for prefixes and suffixes.]

Rad., **greg**, *flock*
Prefix, **con**, *together*
Suffix, **ate**, *to make*
= con+**greg**+ate or congregate, *to make+a flock+together; hence, to come together.*

EXAMPLE.—They congregate in the park.

GIVEN.			REQUIRED.	
ROOT WORD.	RADICAL.	MEANING OF ROOT WORD.	MEANING OF.	
grex, gregis	**greg**	*a flock.*	se+**greg**+ate	con+**greg**+ate
dig′nus,	**dign**	*worthy.*	**dign**+(i)fy	in+**dign**+ity
cur′rere, cursum	**curr, curs**	*to run.*	**curr**+ent	**curs**+ory
no′men, nominis	**nomen, nomin**	*a name.*	cog+**nomen**	**nomin**+al
huma′nus,	**human**	*human.*	**human**+ity	**human**+ize
monstra′re, monstratum	**monstr**	*to show.*	de+**monstr**+ate	

Lesson 411.

The following words are derived from the root words of Lesson 410. Analyze and define them according to the following

METHOD OF STUDY.

Congregation or con+**greg**+ate+ion { Rad., **greg**, *flock*; Prefix, **con**, *together*; Suffix, **ate**, *to make*; Suffix, **ion**, *state of* } = *The state of+making+a flock+together; hence, a gathering.*

EXAMPLE.—The congregation slowly left the church.

Congregation	dignified	undignified	inhumanity
occurrence	currency	precursor	accommodation
nominee	demonstrate	remonstrate	remonstrance
nominate	demonstration	nomination	denomination

She thought, "The Count, my lover, is brave as brave can be,
He surely would do wondrous things to show his love for me;
King, ladies, lovers, all look on; the occasion is divine;
I 'll drop my glove to prove his love; great glory will be mine."

4. She dropped her glove to prove his love, then looked at him and smiled;
He bowed, and in a moment leaped among the lions wild;
The leap was quick, return was quick, he soon regained the place,
Then threw the glove, but not with love, right in the lady's face.
"In faith," cried Francis, "rightly done!" and he rose from where he sat;
"No love," quoth he, "but vanity, sets love a task like that."

116. RETURN OF COLUMBUS.

WASHINGTON IRVING—1783-1859. NEW YORK.

PREPARATORY EXERCISES.

Questions. V. 3. Can you find Barcelona on the map? V. 7. What was Castile? [*See Cyclopedia or a school history of the United States.*]

Words often Mispronounced. Ru′mor (rōō-); Bär-çe-lō′nä; cōur′tiers (kōrt′yers); cŏn′(kong′-)cōurse; cŏn′quer-ors (kŏnk′er-urs); Căs-tīle′.

Articulation Drill. Bal′co-nies; cu-ri-os′i-ty; sol′emn; mem′o-ra-ble; pop′u-lace; dec′o-ra-ted.

For Definition. Acclamations; impeded; craving; serenity; genial; memorable; courtiers; coronets; conspicuous; cavalcade; saloon; vassalage; punctilious; aromatic; proselytes.

Washington Irving, one of the most celebrated of modern authors, was the son of a Scotch father and an English mother. Nothing is known of him that is not to his credit. As a man, his character, both private and official, was an honor to human nature; while as a writer, his career has reflected the highest luster upon letters and upon his country. If his style can be said to resemble that of any other writer, it is the style of Addison. It is, in its simplicity, sweetness, and unfailing charm, not unworthy to be compared with the soft and rich lights that made the *Spectator* luminous without heat, and transparent without shallowness. He wrote at different times under the *noms de plume* of "Jonathan Oldstyle," "Geoffrey Crayon, Gent.," "Deidrich Knickerbocker," and "Launcelot Langstaff." The "Sketch Book," "Knickerbocker's History of New York," "Life of Columbus," "Life of Wash-

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201. THE BELLS.

EDGAR A. POE. [See Lesson 129.]

PREPARATORY EXERCISES.

Words often Mispronounced. Crȳs′tal-line; Ru′nic; mōlt′en; jin′gling.

Articulation Drill. Mer′ri-ment; mu′sic-al-ly; jin′gling; tink′ling.

For Definition. Crystalline; Runic; tintinnabulation; molten-golden; euphony; voluminously; turbulency; palpitating; jangling.

1. Hear the sledges with the bells—
Silver bells—
What a world of merriment their melody foretells!
How they tinkle, tinkle, tinkle,
In the icy air of night!
While the stars that oversprinkle
All the heavens, seem to twinkle
With a crystalline delight;
Keeping time, time, time,
In a sort of Runic rhyme,
To the tintinnabulation that so musically wells
From the bells, bells, bells, bells,
Bells, bells, bells—
From the jingling and the tinkling of the bells.

2. Hear the mellow wedding-bells,
Golden bells!
What a world of happiness their harmony foretells!
Through the balmy air of night
How they ring out their delight!
From the molten-golden notes,
And all in tune,
What a liquid ditty floats
To the turtle-dove that listens, while she gloats
On the moon!

3. Oh, from out the sounding cells,
What a gush of euphony voluminously wells!
How it swells!
How it dwells
On the Future! how it tells

Lesson 213.

s=sh, ti, si, ci.

su′gar	ac′tion*	mis′sion*	ver′sion*
mar tial	auc tion	na tion	op tion
man sion	cau tion*	pas sion*	ten sion
as sure′*	frac tion	ra tion	pen sion*
in sure	ses sion*	cen sure*	press ure
en sure	çes sion	quas si a	nau se a*

Lesson 214.

g silent.		l silent.	
gnat*	stalk*	chalk	calves
gnarl*	psalm	balk*	calm*
gneiss	halves	calk*	folks
gnash	qualm*	alms*	palms
gnome	would*	balm	half
gnawed	fal′con	could	should*

Lesson 215.

k silent.		w silent.	
knave*	knelt	wrath*	wrench*
kneel	knife	wreath*	wrist
knew	knot	wreck*	writhe
knell	knock*	wren	writ
knack*	knoll*	wretch	wry
knead	knout*	wrong	wrin′kle*

Lesson 216.

Military Terms.

tat too′	gui′don	gre nade′	cav′al ry
ri′fle	col ors	hus sar	in fant ry
mus ket	scab bard	cais′son	reg i ment
cut lass	hal berd	ram mer	ar til′ler y
sa ber	knap sack	am bu lance	bat tal ion
mor tar	hav e lock	broad sword	hav′er sack
car tridge	ban ner	bay o net	ep au let

Lesson 419.

Words Variously Used.

[The words on the right of the line indicate the various meanings which the word on the left has acquired by common use. Study the difference in use, and employ them in sentences.]

apt	ready; liable; appropriate.
bad	corrupt; infirm; hurtful; unwholesome; unskillful.
blind	unable to see; dark; obscure; ignorant of.
late	near the end; recent; after the usual time.
poor	needy; barren; inferior; of little value; lean.
pure	genuine; mere; unadulterated; free from stain.
bright	quick to learn; shining; encouraging; illustrious.

☞ Which of the above meanings has the italicized word in each sentence below? Construct similar sentences, using the word in its various meanings. **Model:** You came late (after the usual time).

We are very *apt* to find fault without just cause. An *apt* pupil learns quickly. That was a very *apt* quotation.

James has *bad* health. *Bad* provisions often cause sickness. *Bad* men sometimes hold the reins of government. Fine print is *bad* for the eyes. He is a *bad* penman.

The *blind* man fell. Many are *blind* to their own interests. We follow a *blind* trail. This is a *blind* corner.

Late in the day they halted at the creek. The harvest will be *late* this year. *Late* events will probably cause a war.

The old man lived in a *poor* house. His son paid a large price for a *poor* farm. Do not forget the *poor*. This is very *poor* bread. See how *poor* the horse is.

Pure liquors are very hard to find. His religion was *pure*, and seldom doubted. Many people injure their business by *pure* perversity. His character is *pure*, and commands the respect of all.

See that *bright* light on the hill. The outlook is *brighter* this year. That *bright* boy keeps at the head of his class. Washington is a *bright* example of patriotism.