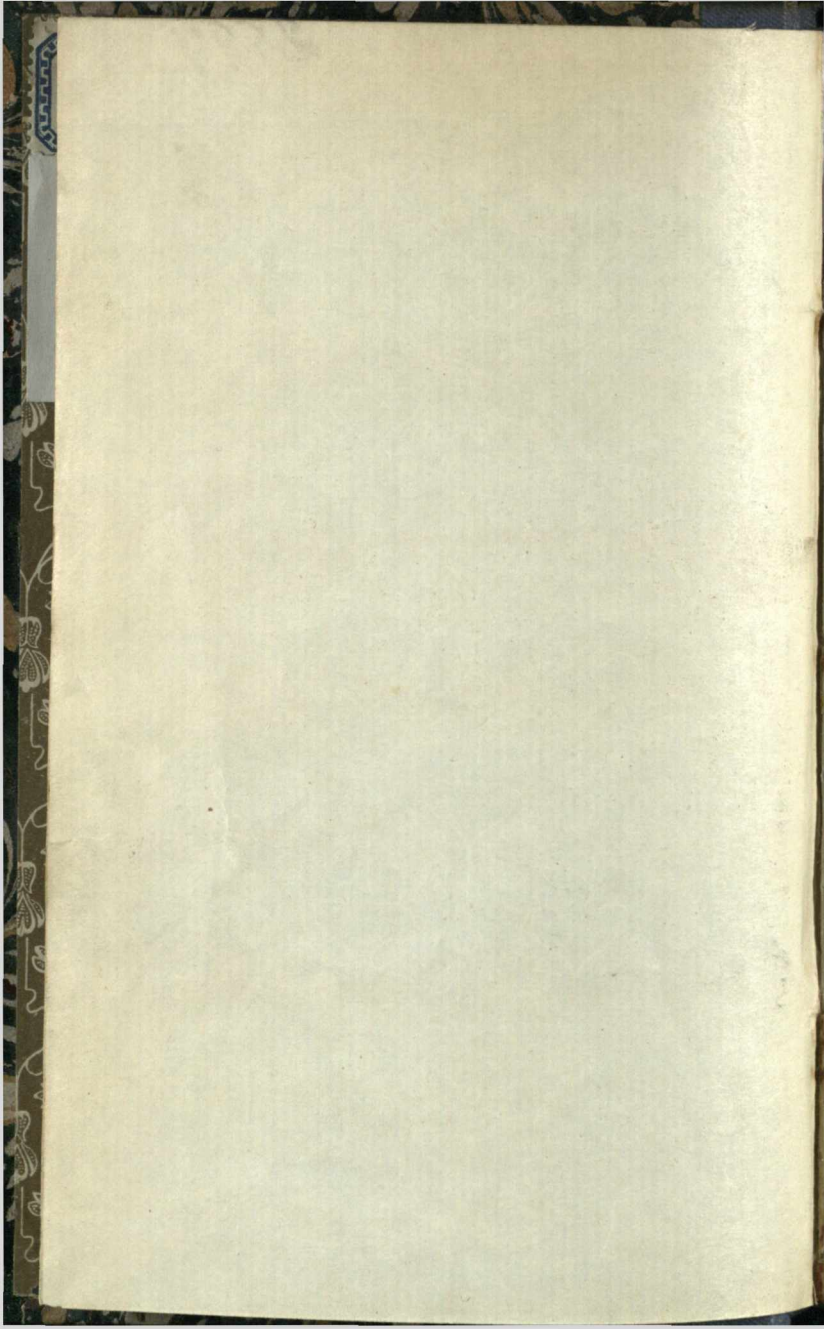


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THE NORMAL SERIES.

WEBB'S
NORMAL READER.

No. 2.

COMBINING

SPELLING AND READING;

AND CONTAINING AN

EXTENSIVE VARIETY OF MENTAL EXERCISES.

Man is what he is,
but
CAN BE WHAT HE WILL.

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BY J. RUSSELL WEBB.

BIBLIOTECA NACIONAL
DE MAESTROS

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1852.

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TO
THE TEACHER
WHO AIMS TO
EDUCATE THE WHOLE MAN,
BY DIRECTING PROPERLY EVERY FACULTY OF THE INFANT MIND,
THIS LITTLE VOLUME
IS RESPECTFULLY INSCRIBED, HOPING IT MAY RENDER
THIS PLEASING YET ARDUOUS TASK STILL MORE
DELIGHTFUL AND ENSURE ITS EARLIER ACCOM-
PLISHMENT, BY THEIR HUMBLE FRIEND
AND FELLOW LABORER,
THE AUTHOR.

TO

THE TEACHER

AND HIS PUPIL

EDUCATE THE WHOLE MAN

BY DR. J. W. B. WOODRUFF, D. D., OF THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO

IN RESPONSE TO THE CALL OF THE BOARD OF EDUCATION

OF THE CITY OF CHICAGO, 1893

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THE AUTHOR

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INTRODUCTION

TO THE TEACHER.

LEARNING to read is the most important part of a child's education. If this is done *right*, all the other branches are acquired with ease;—they almost '*come*,' as a matter of course.

We believe it better for the child to be a good *reader*, *only*, at the age of fifteen, than to be a *poor* reader, and possess a smattering of all the branches of a common or ordinary education. A *good* reader *never* fails to *ob*-tain knowledge—a *poor* reader *ever* fails to *re*-tain knowledge.

For the manner of teaching the *first* principles of reading, see our '*FIRST READER*,' a work introductory to this, for beginners.

To read well, necessarily requires a knowledge of the elementary sounds of the language, and the power of uttering and readily combining them. To facilitate the acquisition of this knowledge, we have given a "*TABLE OF ELEMENTS*" and various "*COMBINATIONS*," which should be taught to every scholar, large and small, at as early a day as practicable, when occasional exercises on them should be continued. Spelling by sound is a good exercise.

There are two causes which occasion hesitation in reading, viz. :

1. A want of familiarity with the *forms* of words, and
2. A want of familiarity with the *sounds* composing them.

The first is completely obviated, in this book, by having all the different words of the several *reading* lessons arranged in columns, for spelling and pronunciation at sight, over them. No word is seen for the *first* time in any reading lesson.

These *spelling lessons* are to be learned and pronounced readily, *at sight*, from the columns, *before* the several *reading* lessons are commenced. By doing this, the Form, Spelling, and Pronunciation of *every word* in the book, become familiar.

The *second* is obviated only by continued practice on the "Table of Elements," which is not simply a pleasant task, but an *amusement*. *Ten* minutes, at *most*, should be the length of any exercise. Only a few days will be required for every pupil to be perfect master of it.

Should the spelling and reading *not* form the same exercise, it would be well to have the class pronounce the columns at the reading exercise, prior to reading.

At the spelling exercise, the pupil should *always* pronounce the word *before* spelling, the *syllables* as they are spelled, and the *word* when it is spelled. This will give a greater control over the voice and words, and render the art of spelling much more available. We conceive one great reason why many grown persons spell so indifferently, to be the result of neglecting this mode of spelling, in learning the art. Another is, they were not accustomed to *write* the words. Composition writing is one of the most sure aids to correct spelling.* Besides, we consider composition writing absolutely necessary to a correct scientific education: nor can its importance in the every day concerns of life be exaggerated; but to secure the "blessings" which it has laid up in abundant stores, it must be practiced from quite early

* See Lesson 24.

youth. If we view this correctly, *teachers* will at once perceive their duty in this matter.

What in the reading lessons is difficult for the child to understand, the teacher should explain, and also illustrate by practice the manner of reading. This, however, should not always be done. The child, to a certain extent, should be allowed to exercise his own judgment and taste;—to assist him in this, *Rule First* should be observed.

To most of the lessons questions are appended, which, generally, should be used at the close of the reading exercises. It is very desirable that appropriate questions on each lesson be used, and as we have not been particular to form such, the teacher will do so; and also ask as great variety on *general* subjects as circumstances will allow.

It will be well, both before and after reading, to call on the pupils of the class promiscuously, to arise and relate the substance of the lesson, or some anecdote which it may suggest. This will be found a very beneficial exercise,—giving the pupil confidence and the power of expression—very desirable accomplishments.

OUR TABLE OF ELEMENTS

Is quite different from that given by any other person; but we hope *this* will not cause any to turn from it, contemning, without examining, it and its author. Should we be thought correct after an examination, we shall be glad, for we *think* we are *right*; but should we be thought *in-correct*, please condemn, allowing *us* to enjoy *our own* opinion.

The arrangement is so plain that we think no one can mistake. The sound of the antique letter in the word given as an example, is the elementary sound represented by the same kind of a letter opposite in the column; thus, *a*, with the figure '1' over it represents the sound of *a* in *an*. The sound, *only*, of the letter is to be given,—not the *name* as many erroneously suppose. Our Table represents simply the *elementary* sounds—such as have no component parts and therefore can not be separated: the letters representing two or more sounds are placed under their appropriate head, "COMPOUNDS," and their component parts given. Perhaps we mistake in not allowing a difference in 'o' in 'pot' and 'a' in *pa*, but think not. Several "COMBINATIONS" often given as representing simple sounds, we class under this head, giving what we deem their elements. We submit our 'Table' for the verdict of an intelligent public.

TABLE OF ELEMENTS.

VOCALS.

1	¹ a	as heard in	an.	6	¹ o	as heard in	on.
2	² a	..	all.	7	² o	..	own.
3	¹ e	..	end.	8	³ o	..	ooze.
4	² e	..	eel.	9	¹ u	..	up.
5	¹ i	..	in.	10	² u	..	full

ASPIRATES.

SUB-VOCALS.

CORRELATIVES.

11.	¹ p	as heard in	cap.	19.	¹ b	as heard in	cab.
12.	² t	..	hat.	20.	² d	..	had.
13.	³ c	(k & q)	cot.	21.	³ g	..	got.
14.	⁴ f	..	fan.	22.	⁴ v	..	van.
15.	¹ th	..	thigh.	23.	² th	..	thy.
16.	⁶ s	..	seal.	24.	¹ z	..	zeal.
17.	⁷ sh	..	shy.	25.	² z	..	a-zure.
18.	⁸ h	..	hay.	26.	¹ r	..	ray.
				27.	⁹ l	..	lay.
				28.	¹⁰ m	..	may.
				29.	¹¹ n	..	nay.
				30.	¹² ng	..	sing.
				31.	¹³ w	..	way.
				32.	¹⁴ y*	..	you.

NOTE.—It will be seen that of the eight *Aspirates* only *h* wants a correlative; and that of the fourteen sub-vocals, the first seven are respectively correlatives to the first seven aspirates.

* The sound of this letter (*y*) is considered by many very difficult to make by itself. Some call it 'ye' in *year*,—some 'ye' in *yet*, and some say it is nearly *e second*, and give it this sound.

COMPOUNDS.

1	³ a	in	^{1 2} ate	=	^{1 2} ee.	5	² i	in	^{1 2} ire	=	^{1 2} oe
2	² r ⁱ	..	^{1 1} fire	=	^{1 1} ur.	6	¹ j	..	² jug	=	² dz.
3	³ u	..	^{1 3} rue	=	^{1 3} io.	7	¹ x	..	¹ ox	=	¹ ks.
4	⁴ u	..	³ use	=	³ yu.	8	² x	..	¹ exist	=	¹ gz.

COMBINATIONS.

(Given by many as Elements.)

1	ch	in	chip	=	tsh.	3	ou	in	out	=	^{1 3} oo.
2	wh	..	why	=	hw.	4	oi	..	oil	=	^{2 1} ai.

All these we think are in error. In the first place the sound is well defined; and in the second, it is neither ¹ye, ²ye, nor e, but a *compound*,—made of ¹i and ²e so closely and delicately united as to require much practice and close attention to separate readily; and for this reason we have placed it under the head of 'Elements.'

Perhaps we may with propriety consider all the *sub-vocal* correlatives—compounds,—composed of their correlative Aspirates and a certain, indescribable —. But we have no term that will definitely define it. By practicing on *t* and *d*, *p* and *b*, *k* and *g*, we shall be understood; yet we do not consider it expedient to class them under the head '*Compounds*.'

† This is a compound we believe never before recognized. It is heard in very many words; indeed, it is as common as any in the language. It is the second and last sound in *her*, *burr*, *fur*, *sir*, *pur*; it is the only sound in *earth* except *th*. It is heard in *more*, *store*, *floor*, *sore*, *gore*, making each to sound as though composed of *two* syllables: it is also heard in *air*, *fare*, *hare*, *mare*, *there*, *where*. In the first four words *a* sounds like *e* in *met*, the *i* in *air*, and the final '*e*' in the remaining five examples being *mute*.

Some, in examples similar to our first four, give '*a*' the compound ^{1 1}sound, e u, which, it will be perceived, gives precisely the same pronunciation to the word which we give to it; but as the sound ¹*u* is as distinctly heard in the *last two* examples as in the *first four*, we prefer making '*r*' the compound as this will answer the demands of the pronunciation of all such words; while admitting '*a*' to be the compound would satisfy but comparatively few.

COMPOUNDS.

1	³ a	in	ate	=	^{1 2} ee.	5	² i	in	ire	=	^{1 2} oe
2	² r ¹	..	fire	=	^{1 1} ur.	6	¹ j	..	jug	=	² dz.
3	³ u	..	rue	=	^{1 3} io.	7	¹ x	..	ox	=	¹ ks.
4	⁴ u	..	use	=	³ yu.	8	² x	..	exist	=	¹ gz.

COMBINATIONS.

(Given by many as Elements.)

1	ch	in	chip	=	tsh.	3	ou	in	out	=	^{1 3} oo.
2	wh	..	why	=	hw.	4	oi	..	oil	=	^{2 1} ai.

All these we think are in error. In the first place the sound is well defined; and in the second, it is neither ^{1 2}ye, ye, nor ²e, but a *compound*,—made of ¹i and ²e so closely and delicately united as to require much practice and close attention to separate readily; and for this reason we have placed it under the head of 'Elements.'

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It will be found to aid much in establishing a clear, distinct voice, to practise the school on forcibly uttering, or pronouncing, combinations formed of a Vocal and one other element, or more; as,

COMBINATIONS. 1.

¹ ba	¹ pa	¹ ra	¹ sta
--------------------	--------------------	--------------------	---------------------

² ba	² pa	² ra	² sta
--------------------	--------------------	--------------------	---------------------

¹ be	¹ pe	¹ re	¹ ste
--------------------	--------------------	--------------------	---------------------

² be	² pe	² re	² ste
--------------------	--------------------	--------------------	---------------------

¹ bi	¹ pi	¹ ri	¹ sti
--------------------	--------------------	--------------------	---------------------

¹ bo	¹ po	¹ ro	¹ sto
--------------------	--------------------	--------------------	---------------------

² bo	² po	² ro	² sto
--------------------	--------------------	--------------------	---------------------

³ bo	³ po	³ ro	³ sto
--------------------	--------------------	--------------------	---------------------

¹ bu	¹ pu	¹ ru	¹ stu
--------------------	--------------------	--------------------	---------------------

² bu	² pu	² ru	² stu
--------------------	--------------------	--------------------	---------------------

¹ ats	¹ pra	¹ spra	¹ stra
---------------------	---------------------	----------------------	----------------------

² ats	² pra	² spra	² stra
---------------------	---------------------	----------------------	----------------------

¹ ets	¹ pre	¹ spre	¹ stre
² ets	² pre	² spre	² stre
¹ its	¹ pri	¹ spri	¹ stri
¹ ots	¹ pro	¹ spro	¹ stro
² ots	² pro	² spro	² stro
³ ots	³ pro	³ spro	³ stro
¹ uts	¹ pru	¹ spru	¹ stru
² uts	² pru	² spru	² stru

Combining each of the sub-vocals and their several correlative aspirates, alternately, with the vocals, will give the voice still more flexibility ; thus,—

COMBINATIONS. 2.

¹ pa	¹ ta	¹ fa	¹ ca
¹ ba	¹ da	¹ va	¹ ga
² pa	² ta	² fa	² ca
² ba	² da	² va	² ga

¹ pe	¹ te	¹ fe	¹ ce
¹ be	¹ de	¹ ve	¹ ge
&c.	&c.	&c.	&c.
¹ sa	¹ sha	¹ ¹ tha	¹ cra
¹¹ za	²¹ za	² ¹ tha	¹ gra
² sa	² sha	¹ ² tha	² cra
¹² za	²² za	² ² tha	² gra
¹ se	¹ se	¹ ¹ the	¹ cre
¹¹ ze	²¹ ze	² ¹ the	¹ gre
&c.	&c.	&c.	&c.

In practising on No. 1, the teacher will utter, *forcibly*, the columns by couplets, and at the close of each couplet require the school to repeat; thus, teacher—¹ba, ²ba; pupil—¹ba, ²ba; teacher—¹be, ²be, pupil—¹be, ²be; &c. No. 2, will be used in the same manner.

Spelling by sound is a good exercise, and should be much practised.

In writing and printing, we use certain characters, to make the meaning more obvious, called

PUNCTUATION MARKS.

.	Period.
:	Colon.
;	Semi-colon.
,	Comma.
!	Exclamation.
?	Interrogation.

The *Period* [.] denotes a full stop—a completion of the sentence; as, A period is a round dot.

The *Colon* [:] denotes a full stop, but *not* a completion of the sentence; as, James came home : he was taken sick ; and in three days died.

A *Semicolon* [;] denotes, *not* a *full* stop, but a *relative* stop, whose length depends on the rapidity of the reader; as, To err is human ; to forgive—divine.

The *Comma* [,] denotes a stop, half the length of a *semi-colon*; as, I saw James, but not John.

The *Exclamation* [!] denotes surprise; as, What ! has Peter returned ?

The *Interrogation* [?] denotes that a question is asked; as, Who will run?

Other marks are used for various purposes: the principal, are the

- Hyphen.

— Dash.

() Parenthesis

☞ Index.

“ ” Quotation.

* Star.

The *Hyphen* is used to make *one* word of *two*; it is also used to separate words into syllables.

The *Dash* denotes an indefinite suspension of the voice.

The *Parenthesis* is used to enclose a word, or words, explanatory of some part of the sentence.

The *Index* is used to direct the attention to a particular passage.

The *Quotation* is placed at the extremes of a word, or *words*, previously used by some other person: it is also used to make a word or phrase *prominent*. [See Introduction.]

The *Star*, and many other marks, refer the reader to the margin or bottom of the page.

FIGURES.	LETTERS.	SCRIPT ALPHABET.	
1	I	<i>A a</i>	<i>N n</i>
2	II		
3	III	<i>B b</i>	<i>O o</i>
4	IV		
5	V	<i>C c</i>	<i>P p</i>
6	VI		
7	VII	<i>D d</i>	<i>Q q</i>
8	VIII		
9	IX	<i>E e</i>	<i>R r</i>
10	X		
11	XI	<i>F f</i>	<i>S s</i>
12	XII		
13	XIII	<i>G g</i>	<i>T t</i>
14	XIV		
15	XV	<i>H h</i>	<i>U u</i>
16	XVI		
17	XVII	<i>I i</i>	<i>V v</i>
18	XVIII		
19	XIX	<i>J j</i>	<i>W w</i>
20	XX		
30	XXX	<i>K k</i>	<i>X x</i>
40	XL		
50	L	<i>L l</i>	<i>Y y</i>
100	C		
200	CC	<i>M m</i>	<i>Z z</i>
500	D		

MONEY TABLE.

Money coined (or made) in the United States is called "FEDERAL MONEY." It is also called "Decimal Money," (from decem, which is ten,) because

- 10 mills equal in value 1 cent ;
- 10 cents equal in value 1 dime ;
- 10 dimes equal in value 1 dollar ;
- 10 dollars equal in value 1 eagle.

These several coins ; viz. : the Mill, Cent, Dime, Dollar, and Eagle, constitute " United States currency."

The Eagle, Dollar, and Dime, are divided, which gives us pieces of money, called the

Eagle*	=10 dollars	= \$10.00	} made of Gold ;
Half Eagle	= 5 dollars	= \$ 5.00	
Quarter Eagle	= 2½ dollars	= \$ 2.50	

Dollar*	=10 dimes	= \$1.00	} made of Silver ;
Half Dollar	= 5 dimes	= \$0.50	
Quarter Dollar	= 2½ dimes	= \$0.25	

Dime	=10 cents	= \$0.10	} made of Silver.
Half Dime	= 5 cents	= \$0.05	

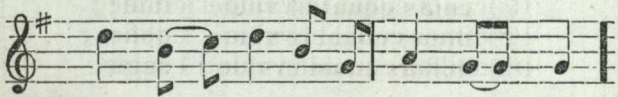
NOTE TO TEACHER :—As Eagles, Dollars, Dimes, and Cents are the established currency of the United States, it is highly improper, indefinite, and inconvenient to designate money by any other terms. We have a *Spanish* piece of silver, whose value is twelve and a half cents, called in several States a 'shilling,' in several a 'nine-pence,'

* Congress has just passed a Bill authorizing the coinage of " Double Eagles," and " Gold Dollars."

MULTIPLICATION SONG.



2 times 1 is* 2, 2 times 2 is 4, 2 times
 2 times 5 is 10, 2 times 6 is 12, 2 times
 2 times 9's eighteen, 2 times 10's twenty, 2 times



3 is 6, 2 times 4 is 8.
 7's four - teen, 2 times 8's six - teen.
 11's twenty-two, 2 times 12's twenty four.

NOTE.—Not only can the whole Multiplication table be easily and

in several a 'seven-pence,'—a 'levee,'—an 'eleven-penny-bit,'—an 'eighteen-penny-bit,'—'eighteen-pence,' &c., &c.; and half its value is called a 'six-pence,' 'fourpence,' 'ninepence,' 'fip,' &c., &c., which terms have no *definite* meaning, and consequently cannot be understood without an explanation; hence the *necessity* of *discarding all terms but our own*, to designate *our own* money.

Let the pupil be *required* to call an Eagle, an *Eagle*; a Dollar, a *Dollar*; a Dime, a *Dime*; a Cent, a *Cent*; and so with their several parts, as given above; or to use the general terms, *Dollars* and *Cents*.

The Cent is made of copper. We have no piece of money less than a Cent.

* We presume some, at first, will object to this form of expression, as heretofore the plural verb (are) has generally been used; but we believe a moment's reflection will convince them that the form used by us is correct. It will be observed that the word 'times,' is *not* the *nominative* or subject of the verb; nor is this word in connection with the word preceding it, but that the *phrase*, (including the word preceding and the word following 'times,') is the simple, *single* subject of the *verb*, and therefore requires its *singular* form.

pleasantly taught by singing it to this tune, but the Addition and Subtraction tables. The Addition table must read thus,

2 and 1 are 3, 2 and 2 are 4, 2 and 3 are 5, 2 and 4 are 6.
2 and 5 are 7, 2 and 6 are 8, 2 and 7 are 9, 2 and 8 are 10.
2 and 9 are 11, 2 and 10 are 12, 2 and 11—thir-teen, 2 and 12—four-teen, &c.

The Subtraction table must read thus,

2 from 2 leaves naught, 2 from 3 leaves 1, 2 from 4 leaves 2,
2 from 5 leaves 3.
2 from 6 leaves 4, 2 from 7 leaves 5, 2 from 8 leaves 6, 2 from
9 leaves 7.
2 from 10 leaves eight, 2 from 11 leaves 9, 2 from 12 leaves 10,
2 from 13 leaves 11, &c.

The Division table will be found more difficult to 'set' to this tune, but the teacher can readily do it. It may read thus,

2 in 2 one time, 2 in 4 two times, 2 in 6 three times, 2 in 8 four
times, &c.

RULES TO BE OBSERVED IN READING.

RULE FIRST.

Study well the *meaning* of the lesson before you attempt to read aloud; and read it once, aloud, before called on to read in class, or to company.

BIBLIOTECA NACIONAL
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RULE SECOND.

Give every letter, syllable, and word, a fair understanding, i. e. speak them plain—so as to be *distinctly* heard.

RULE THIRD.

Read as though you were TALKING YOUR OWN THOUGHTS.

NOTE A.—It is very desirable that the teacher should explain the nature of these rules to the pupil, and *insist* on their being observed.

NOTE B.—To enable the pupil to enunciate accurately and distinctly, the “Table of Elements” and “Combinations” should be daily used, till each pupil can give them readily and accurately, when their *occasional* use should be continued. By thus becoming familiar with each element of the language, and many difficult combinations, and being shown their *practical application to reading and speaking*, PERFECT enunciation is the *necessary* consequence.

NOTE C.—Good reading and good speaking are alike. *Reading* is simply *speaking at sight*.

NOTE D.—Great care should be taken to keep the speaking organs *free*, while speaking or reading. The reader or speaker should always sit or stand *erect*, with “head up,” shoulders thrown back, so that the neck is nearly in a line with the back, and then open the throat and mouth sufficiently to let out the voice without cramping or *muzzling* it. The same should be regarded in singing. The book should be held in the *left* hand, that the leaves may be conveniently turned with the *right*.

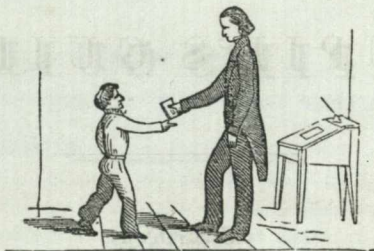
If the body is generally kept in this position, and the voice *freely* exercised, there is little to fear from consumption, dyspepsy, and the like. Singing is perhaps the most useful exercise in which children can engage. It should be much practised in schools.

THE
PUPIL'S GUIDE.

LESSON 1.

ah	can	you	yes
here	be	know	John
is	guess	Dan	good
new	Frank	Read	so
book	Cobb	may	well
it	no	that	too
nice	not	name	boy
whose	do	in	all

have think best say
let me put now



THE NEW BOOK.

Ah! here is a new book!

O, it is a nice book!

Whose book can it be?

I guess it is Frank Cobb's.

No it is not Frank Cobb's.

Do you know whose it is?

Is it not Dan Read's?

It may be that a name is in it.

Yes ; here it is : 'John Good.'

It is John Good's book.

Do you know John Good ?

Yes, I know John Good.

So do I, so do I!

Well, I know John Good, too.

John Good is a good boy,

Do you all say so ?

**Yes ! yes ! he is the best boy I
know.**

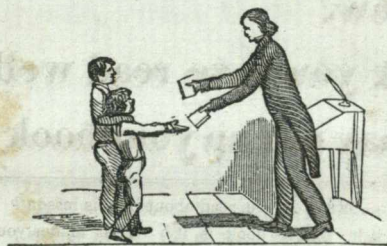
I think you have read well.

You may put up your book now.

QUESTIONS :—What do you read about in this lesson ? What kind of a book is it ? Whose book is it ? What makes you think it is John's book ? What kind of a boy is John ? Do you all like John ? Why ? Are good boys always liked ? Do good boys love to do right ? Is it right to disobey your mother ? Why is it not right ? (God has said "Children obey your parents in the Lord, for this is right.") Who are your parents ? Should we not love our parents and try to please them ?—why ?

LESSON 2.

this	your	was	a-gain
one	they	read	ev-er
for	are	you	nev-er
each	kind	may	lit-tle
of	call	take	read-er
boys	looks	seats	pa-pa
girls	name	at	ma-ma
come	such	sail	sis-ter
like	but	them	broth-er
mine	first	what	teach-er



THE NEW BOOK.—CONTINUED.

Well, here is the new book again.
And here is one more for you.

Here is one for each of you.

You are all good boys.

Now let the girls come.

Girls ; here is one for each of
you. It is a new book.

You may now look at the book.

O what nice books we all have !

Jane ; is your book like mine ?

Let us all hold up our books.

Good, good ! they are all like
mine !

What kind of a book is it ?

O it is a nice good book !

I know it is a nice book,

But what shall we call it ?

O look, look! what a pretty name! "The Normal Reader."

Did you ever hear of such a pretty name for a book?

I never did.

But I did. The first book I read in:—its name was the same; "The Normal Reader, No. 1."

Now my little boys and girls, you may take your seats and look at your books. Do not soil them.

QUESTIONS:—What is the name of this book? What is a *pupil*? Are you a pupil? How many pupils in this class? What other book is mentioned? What name of a girl, is found in this lesson? Do you know a Jane? What is her other name? Which name was given to her? (Jane.) What is Jane then? (Given name.) Have you a given name? What is it?

LESSON 3.

fly	air	sun	hot
says	sip	out	tea
cups	see	sit	rim



cup	try	kill	pat
can	but	go	get
gay	be	to	use
try	way	cat	lap
rat	for	run	new
lie	sun	rug	bed
hay	rat	eat	her
hen	Tom	Tit	eggs
lay	man	fox	sly
dogs	men	odd	hens

WHAT THE ANIMALS SAY.

1. Now all the little boys and girls who have new books, may come and read 'What the animals say.'

2. The Fly says, I fly in the air, if the sun is hot. I sip out of the tea cups.

3. If I see a boy at tea, I sit on the rim of his cup, and sip his tea.

4. If he sees me, he may pat me if he can.

5. But I fly off, and go up in the air; so he can not get me. I am a gay fly.

6. The Bee says, I fly too if

the sun is hot, and if it is not wet.

7. I sip too, but I do not get into the tea cups. I am of use.

8. Boys do not try to pat me, for I do not get in their way ; and boys see I am of use.

9. The cat says, I do not sip, I lap. I can get a rat, and I can get you, Mr. Fly, if you do not go too far up in the air.

10. I can run, I can mew, and I can lie in the sun ; or if it is not hot, I lie on the rug, or in my bed of hay.


11. The Rat says, I eat all I can get. The cat may get me

if she can, but I can run out of her way.

12. The Hen says, I can fly, but not far ; nor can I fly in the air, as the Tom Tit can.

13. I lay eggs, and am of use to man ; but the fox can get me, and so may the rats.

14. The Fox says, I am sly, I eat all the old hens I can get. I run to get the hens. The dogs and men run to get me ; but I am so sly, it is odd if the dogs and men can get me at all.

NOTE :  The Teacher should be very careful, in these reading lessons, to see that, by the child, *every word and sentence is well UNDERSTOOD*. It will be very *necessary* to ask *many* questions about what has been read. If these can not be answered, it is quite certain that the lesson is *not* understood, and it should be read again, and, if *necessary*, read *again*, and *even* AGAIN ; at any rate, make the child *master* of each lesson *before* the *next* is read. Impress on his mind, that

QUESTIONS:—What is this story about? Who were to read it? How many have new books? What do all that have new books form? (A class.) What does the fly say? Did you ever see a fly on the rim of a cup? What is the *rim* of a cup? Did you ever try to catch a fly? Does the *bee* fly? Is it of any use?—what? Did you ever eat any honey? Does the cat sip?—what then? Did you ever see a cat lap? What are cats for? What is the noise of a cat called? (Mewing.) &c.

LESSON 4.

what	small	thing	pin
yet	takes	ten	more
make	draws	wire	next
straight	third	cuts	fourth
points	fifth	grinds	head
sixth	puts	eighth	white
ninth	tenth	stick	rows
could	count	heap	them

the *only* object of reading is to *get the* IDEAS, not to *say the words*. Much better for the child to while away his hours in sleep, than to “*call off*” words, to him, of *no meaning*. Practice makes *habits*, and HABITS cause serious results. “Shun the *first* appearance of evil”, should be our maxim in Science, as well as in Morals.

The columns must *first* be *learned*, and *spelled*, and *pronounced* at SIGHT, *readily*;—then the lessons read. This Book is a Speller as well as a Reader.

THE PIN.

1. What a small thing a pin is ; and yet it takes ten men, if not more, to make it.

2. One man draws the wire ; the next makes it straight ; the third cuts it ; the fourth points it.

3. The fifth grinds it for the head ; the sixth makes the head ; the next puts it on.

4. The eighth makes the pins white ; and the ninth and tenth stick them in rows on paper !

5. What a heap of pins they will make in a day ! More, I am sure, than you or I can count.

QUESTIONS :—Every man has one nose, how many noses has a boy ? If a boy has but one nose, how many has a girl ? How many have a girl and a boy ? What is a nose for ? How many mouths have you ? Does every boy and girl have a mouth ? What is it for ? Suppose two boys stand on the floor, how many mouths will they have ? How many noses ? How many mouths and noses ? Let a little girl stand by them, now how many on the floor ? How many mouths have they all ? How many noses ?—mouths and noses ? Let one of the boys take his seat, how many on the floor now ? How many noses went away ? How many remain ? One from three leaves how many ?

LESSON 5.

bear	mind	that	God
who	made	gave	hope
life	food	home	live
take	care	help	were
sent	him	Son	his
show	will	did	sake
word	know	hath	done
bids	sure	that	sees
dark	well	day	light
tell	say	mind	when
seek	this	pray	love
rise	down	keep	ev-er

THINK OF GOD.

1. It is God who made you, and who gave you all that you have, and who will give you all you will have.

2. He gave you life, and food, and a home to live in. All, who take care of you and help you, were sent you by Him.

3. He sent his Son to show you his will, and to die for your sakes.

4. He gave you His word, to let you know what He has done for you, and what He wants you to do.

5. He sees you in the dark, as well as in the day light. He

can tell all that you do, and all that you say, and all that you think of, or can think of.

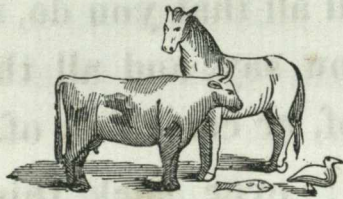
6. O! ever seek this God. Pray to him when you rise, and when you lie down.

7. Keep His day, read His word, and do His will, and He will love you, and will be *your* God for ever.

QUESTIONS :—Who made you? Who takes care of you? Whom did God send into the world? What for? Does God see you all the time? Should we love God? If we love Him, will we try to please Him?

LESSON 6.

cow	has	horn	fish
gill	bird	wing	high
sail	horn	hoof	duck
bill	paw	tail	they
swim	walk	feet	with



OF ANIMALS.

The cow has a horn, and the
fish has a gill ;

The horse has a hoof, and the
duck has a bill ;

The bird has a wing, that on
high it may sail ;

And the cat has a paw, and the
dog has a tail ;

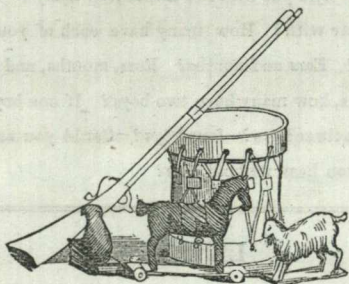
And they swim, or they fly, or
they walk, or they eat,

With fin, or with wing, or with
bill, or with feet.

QUESTIONS :—One put with two makes how many ? Two with one ?
 What do we hear with ? How many have each of you ? How many
 ears and noses ? Ears and mouths ? Ears, mouths, and noses ? If one
 boy has two ears, how many have two boys ? If one boy has one nose,
 how many have three boys ?—four boys ? Could you smell without a
 nose ? Could you hear without ears ?

LESSON 7.

which	these	toys	choose
should	like	gun	both
buy	here	goat	look
face	how	al-so	lamb
wool	just	feed	long
tail	sharp	ears	cut
care	now	ma-ma	but
oth-er	dear	mind	trick
harm	spend	much	thus
fall	George	bad	in-to
shop	good	some	hab-its
thank	keep	would	oth-er



THE TOY SHOP.

Mother. Now, my son, which of all these toys will you choose.

Boy. I should like a gun. No, I will have this dog. May I not have both?

Mother. Yes; I will buy two toys for you.

Boy. Let me see. Here is a goat! Do look at his face; how like it is to a goat?

Here is a cow, also; and here is a lamb, with wool on it, just like my lamb that I feed at home! I should like the lamb.

O! here is a horse. I like this horse. I like his long tail and sharp ears.

He shall not have his tail cut off. Do buy this horse, Mama, I do not care for the lamb now.

Mother. If I give you the horse, I can give you but one other. My dear, I would have you know your own mind.

If you get the habit to like, now this, now that, and now—you know not what, it will do you harm all your life.

So it is that boys and men spend too much, and thus fall into bad habits.

I would give you all the toys in the shop, if it was for your good. The horse you have chosen; now take some other one; take the gun if you like it.

Boy. I do like it, and I thank you, Mama. I will keep the horse, and give the gun to George.

QUESTIONS:—What are animals with two legs called? (bipeds.) Is a man a 'biped'? What other bipeds can you mention? Is a goat a biped? How many legs has a goat? How many more has it than a man? How many more is 4 than 2? 2 from 4 leaves how many?

LESSON 8.

two	dogs	Tray	Snap
went	walk	hurt	least

thing cross snarl bite
lost town near them
grin third fell limb
death same time share
fate best their should



TRAY AND SNAP.

1. Two dogs, Tray and Snap, went out to walk. Tray was a good dog, and would not hurt the least thing in the world.

2. But Snap was cross, and would snarl and bite at all that came in his way. At last they came to a town.

3. All the dogs came near them. Tray hurt none of them; but Snap would grin at this, snarl at that, and bite a third.

4. At last the dogs all fell at him, and tore him limb from limb; and as poor Tray was with him, he met his death at the same time.

5. We should not go with bad boys and girls; if we do, we shall be *called* bad, and in time we shall *be* bad like them.

6. Shun all *bad* boys, for *they* will lead *you* into sin. Be with the *good*, or be with *no one*.

QUESTIONS :—What do you use to see with ? How many have you ? How many have two boys ? How many ears and eyes have you ? Ears and noses ? Ears, eyes, and noses ? Eyes, mouths, and noses ? Mouths, noses, ears and eyes ? What do you walk with ? How many have you ? How many arms have you ? How many more arms have you than eyes ? Take 2 from 2 and how many will be left ? A little boy lost one leg, how many arms and legs had he left ? Take 1 from 4 and how many will be left. If instead of a leg the boy had lost an arm, how many arms and legs would have been left then ?

LESSON 9.

where	when	work	play
down	sleep	night	sides
though	blows	round	pure
times	hear	speak	ask
kind	pray	those	great
right	fine	rich	art
thee	wish	strive	e-vil
guard	harm	child	tru-ly
teach	serve	please	bet-ter
still	kept	peace	ev-er-y

GOD SEES ME.

1. God sees and knows all things, for God is every where. He sees me when I rise from my bed, when I go out to work, or play, and when I lie down to sleep at night.

2. Though I do not see the wind; yet it blows round me on all sides; so God is with me at all times, and yet I see Him not.

3. If God is with me, and knows all that I do, He must hear what I say. O! let me not speak bad words, for if I do, God will not love me.

4. Let me be just, and kind, and then God will be kind to me, and will hear me, when I pray to Him to do me good.

5. For God will give all things which He sees to be fit for them, to those who ask Him. But are there not things for which it is not right for me to pray ?

6. O yes, there are. I must not pray for fine things. I must not pray to be rich.

7. No ; these things may not be fit for me. It may be that they would do me much hurt.

8. But I may pray to be good, and if I truly wish, and strive

to be good, God will help me to be so.

9. O, then, as soon as I rise from my bed I will pray to God, and say,

‘O God ; Thou hast made me, and art with me all the time : guard me from harm this day, and keep me from all evil. Make me a good child, and teach me to serve and please Thee in all things.’

10. When I lie down at night, I will say,—‘O God ; I do thank Thee, that Thou hast kept me from all harm this day. I pray Thee to be good to me still, and let me sleep in peace this night ;

and may I, each day, love Thee
more, and serve Thee better.'

QUESTIONS:—On 1 leg is 1 foot, how many on 2 legs? How many are 2 ones? 2 times 1? How many feet has a boy with 2 legs? 2 boys, with 2 legs each? 1 boy with 1, and 1 boy with 2? 1 boy with 2, and 1 with 1? How many arms have you? Arms and feet? How many hands? Hands and feet? 2 time 2 is how many? How many hands have you? Hands and arms? Arms, hands, and feet? 3 twos are how many? 3 times 2 how many? 2 times 3? How many hands, arms, feet, and legs have you? 4 twos are how many? 4 times 2? 2 times 4? Twice 4?

LESSON 10.

Ned	game	ball	stand
hit	shut	eyes	catch
hands	save	once	more
bound	soft	hard	trap
leave	race	start	gets
post	wins	best	stone
tree	left	next	right
both	quite	ache	home



GAME AT BALL.

1. Now, Ned, we will have a good game at ball. You stand there, and I will stand here.

2. Ah! you fear the ball will hit you;—you shut your eyes. How can you see to catch it if you shut your eyes?

3. Look out for the ball, and use your hands and eyes to save your head. That is the way.

4. Now you catch well. One, two, three, four, five, six. O!

you have let it fall. Try once more. Now make it bound.

5. This ball is soft, but when we can catch this well, we will buy a hard ball, and a bat, and a trap; we can then play 'trap ball.'

6. I do not wish to play ball more now, so let us leave off, and run a race.

7. Well, when I say 'Off,' we must start, and he who gets to that post first, wins the race.

8. Now for it. One, two, three,—'Off!' You have won the race. I won the game at ball, and you have ~~won the race.~~

9. Now let us try who can hop the best. We will hop from this stone to that tree; first with the left leg up, and then with the right leg up.

10. Well, we both touched the tree at the same time. I am quite hot, and my legs ache. Let us go home.

QUESTIONS:—Count and see if you can tell how many arms, hands, legs, feet, ears, eyes, mouths, and noses you have? How many do you find? How many fingers on your left hand? How many thumbs on your left hand? How many fingers and thumbs on your left hand? How many thumbs on both hands?—fingers on both hands?—thumbs and fingers on both hands? 1 added to 4, how many? 4 added to 4? 4 and 1? 4 and 4? 5 added to 5, how many? 2 times 5? 5 times 2? Twice 5? 5 and 5? 5 and 2? 3 and 4?

LESSON 11.

day	old	sheep	young
lamb	field	flock	vine
gay	play	down	row
most	hedge	high	wine
glee	bush	full	thorn

took	hold	coat	held
fast	free	heard	bleat
vain	pull	could	ram
horns	loss	wool	dare
near	long	time	sound



THE OLD SHEEP AND LAMB.

1. One day, an old sheep and her lamb were in a field with the rest of the flock. The sun was warm, and the lamb was gay and full of play.

2. It ran here and there, up and down, round and round; but it ran most by the hedge, as it was a warm spot, and the high hedge kept off the wind.

3. At last, the lamb in its glee ran into a thorn bush, and the thorns took hold of its coat, and held it so fast that it could not get free.

4. The old sheep, which was not far off, heard the lamb bleat, and ran to it to help it

out ; but in vain did the old sheep pull the bush ; she could not set her lamb free.

5. At last the old sheep left the bush, and ran as fast as she could to the next field, where was a ram with horns.

6. She told the ram, in her way, the sad case of her lamb. The ram ran with her to the bush, and with the help of his horns, he and the old sheep set the lamb free, with the loss of some of its wool.

7. I dare say the lamb did not go near that bush for a long time.

QUESTIONS:—What are sheep good for? What is a lamb? What color are sheep generally? How many legs have they? What are animals with 4 legs called? (Quadrupeds.) Do all quadrupeds have 4 legs? Is a boy a quadruped? If a dog should lose one of his legs what would it be then? What have all beasts that eat grass? (hoofs.) A goat has hoofs, what does that eat? Hoofs are of two kinds, double, like the hoofs of the sheep and cow, or single, like the hoofs of the horse.

LESSON 12.

Lu-cy	why	cry	shoe
string	want	walk	lost
night	room	shop	floor
new	week	told	hair
lose	keep	slips	lift

ground	slip	slide	wild
beasts	wait	arm	sweep
fault	own	soon	black
dear	puss	found	wet
torn	neat	times	hold



LUCY AND THE MAID.

Maid. Lucy ; why do you cry ?

Lucy. I have lost my shoe string.

M. Well, it is of no use to cry. Look for it.

L. I have done so, and I can not find it. I want to walk out with Mama, and my string is lost.

M. When did you have it last ?

L. I had it when I was at play last night in the play room. It came out of my shoe, and I did not like to stop just then to put it in.

I ran out of the room to go to tea, and left it on the floor, and now that I want it, I can not find it. What can I do ?

Mama gave me a new pair of shoe strings last week, and told me to take care of them ; she said, " Lucy, take care of these strings, for I can give you no more if you lose these."

And now I have lost one ! I can not walk out, for my shoe will not keep on. It slips off, when I lift my foot off the ground, so that I must go, slip, slip, slide, slide, to keep it on at all.

We were to have gone to see the wild beasts, and now I must stay at home ! They will not wait for me, I know !

How bad Ann was to sweep my shoe string in the fire ! I am sure she did, for how else can it have been lost ? It is all her fault.

M. No, Lucy, it is all your own fault ; if you had put the string in your shoe as soon as it came out, you would not have lost it. But what is this black string the cat has to play with ?

L. O dear me ! it is my string ! Puss, puss ! how did you get my shoe string ? She must have found it on the floor. It is wet and torn,

but it will just hold my shoe on my foot. But now Mamahasgoneand left me at home!

M. Well, dry your tears, and be neat, and take care of all your things, and then you will have what you want at all times.

LESSON 13.

cold	tree	tales	place
deal	falls	hills	large
some	sky	folks	pass
sink	snow	weak	faint
sleep	frost	apt	sure
die	midst	large	teach
seek	drifts	heaps	blown
wind	lump	scent	smell
means	dark	found	bark
bring	till	aid	poor
help	where	food	sad
fire	warm	fast	blew
long	shrill	star	seem
sky	sent	might	want
help	hour	heard	bark
gate	look	back	child
stiff	took	lain	ill

pull	coat	close	put
hair	hope	drew	hurt
stand	neck	mean	round
rode	house	gone	him-self



THE BOY FOUND BY A DOG.

1. Let us sit round the fire this cold night, and I will tell you a true tale of a dog.

2. A long way from this place, in a land where there is a great deal of cold, and much snow, and where the hills are so large and high that their tops seem to reach the sky, there live some good men, who do all they can to help people that pass by these hills.

3. Some times people sink in the snow, and the cold makes them so weak and faint, that they sleep till the cold kills them.

4. Great cold makes us apt to sleep, and those who sleep a long while in the snow are sure to die.

5. Well, these good men who live in a house, in the midst of the hills, keep a large dog, which goes out to seek those who may be lost in the snow drifts.

6. Snow drifts are large heaps of snow made by the wind.

7. The dogs have so fine a scent, or smell, that they can find people by means of it.

8. When they have found a man, they bark till they bring some of the good men to them, when the men take out the poor man, and take him to their own house, where they give him food to eat, and a warm fire.

9. One sad cold night, when the snow fell fast, and the wind blew loud and shrill, and it was quite dark, these men sent out a dog to seek for those who might want help.

10. In an hour or two, the dog was heard to bark at the gate, and when the men went out, they saw the dog there with a boy on his back!

11. The poor child was stiff with cold, and could but just hold on the dog's back. The men took the boy in.

12. When he was warm, he told them he had lain a long time in the snow, and was too weak and ill to walk.

13. The snow fell fast on him, and, by and by, he felt some thing pull him by the coat, and at the same time heard a dog bark.

14. The boy then put out his hand, and felt the hair of a dog. The dog then gave him one more pull, which took the boy out of the bank.

15. The boy then got on the dog's back, and put his arms around its neck, and the dog took him safe to the house of the good men, who took care of him a few days, and then sent him to his home.

QUESTIONS :—The finger next your thumb is called your first finger, the one next to this your second, the next your third, and the next your fourth, or 'little' finger.

Open your left hand ; now shut your first and second fingers ; how many are still open ? Take 2 from 4 and how many will be left ? 2 from 5 ? 2 from 3 ? Open your first finger ; how many are now shut ? 1 from 2 leaves how many ? How many are now open ? 1 and 2 are how many ? A little girl made 1 picture on her slate and then made 1 more, how many did she make ? She now rubbed out 1 and made 2 more ; how many now on her slate ? How many has she made in all ? Have dogs hoofs ? What then ? Do beasts with claws eat grass ? What do they eat ? (flesh.) How can you tell what an animal eats ? (By the feet,—that is, whether it subsists on grass principally or flesh.) The teacher will please continue these questions.

LESSON 14.

drops	though	earth	o-cean
grains	years	lit-tle	pleas-ant
sand	lead	wa-ter	min-utes

land	soul	might-y	hum-ble
er-rors	a-way	vir-tue	kind-ness
be-low	heav-en	a-bove	e-ter-ni-ty

LITTLE THINGS.

1. Little drops of water,
Little grains of sand,
Make the mighty ocean
And the pleasant land.
2. Thus the little minutes,
Humble though they be,
Make the mighty years of time,
And of eternity.
3. Thus our little errors
Lead the soul away
From the path of virtue,
Off in sin to stray.
4. And little deeds of kindness,
Little words of love,
Make our little earth below,
Like the Heaven above.

13. The snow fell fast on him, and, by and by, he felt some thing pull him by the coat, and at the same time heard a dog bark.

14. The boy then put out his hand, and felt the hair of a dog. The dog then gave him one more pull, which took the boy out of the bank.

15. The boy then got on the dog's back, and put his arms around its neck, and the dog took him safe to the house of the good men, who took care of him a few days, and then sent him to his home.

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Open your left hand; now shut your first and second fingers; how many are still open? Take 2 from 4 and how many will be left? 2 from 5? 2 from 3? Open your first finger; how many are now shut? 1 from 2 leaves how many? How many are now open? 1 and 2 are how many? A little girl made 1 picture on her slate and then made 1 more, how many did she make? She now rubbed out 1 and made 2 more; how many now on her slate? How many has she made in all? Have dogs hoofs? What then? Do beasts with claws eat grass? What do they eat? (flesh.) How can you tell what an animal eats? (By the feet,—that is, whether it subsists on grass principally or flesh.) The teacher will please continue these questions.

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1. Which one of you will try it? I think if you should try it once, you would try it all the time.

2. Who would not like to be happy? We all want to be happy; and we can only be happy by being kind.

3. Be kind in little things. Never look cross, act cross, or speak cross, but all the time try to please, then you will be happy.

4. You all hope to go to Heaven, and be happy; but you can not go to Heaven *above*, but from Heaven *below*, yes, from Heaven here.

5. Heaven is a *place* of happiness, made so by *goodness*. You can not be happy where all are good, if you are not good.

6. If you are good, you will be happy; if all are good, all will be happy, and where all are happy, *there* is Heaven.

7. Which one of you will try most to make your home a Heaven? Act kindly to your Ma and Pa, to your brothers and sisters, and speak kindly to them; this is the way to make it Heaven.

8. This school can be made a Heaven, if all here will be kind, and good, and try to please. Would it not be a pleasant school?

9. I hope all of you will try to make it a pleasant place. How *many* of you will try?

hap-py	on-ly	be-ing
nev-er	be-low	good-ness
broth-ers	sis-ters	pleas-ant
ma-ny	school	hap-pi-ness

QUESTIONS :—What made the ocean?—the land? What do minutes make? What lead the soul away? away *from* what? away *to* what? What makes earth like Heaven? Would you not like to have this earth a Heaven? What kind of a place is Heaven? What will make us happy? How should we always be? Can you make a school a pleasant place?—a home? How? When we go to Heaven above, what must we go from?

LESSON 15.

wish	read	tasks	maid
fear	tales	meals	watch
least	Hall	toys	ought
trick	Lot	great	rude
fault	slate	nurse	pray
names	heard	born	dress
worse	cure	whole	pa-pa
treat	week	knew	ma-ma

LOT HALL.

1. I wish all my tales were of good boys and girls; but I fear there are but few boys and girls who have not one bad fault.

2 I hope all who read this will be good—if they have a bad habit of any kind, that they will leave it off at once.

3. Lot Hall was eight years old. He could read and spell, and do sums on his slate.

4. He would lend his play things to the little boys and girls, and tried to please his Pa and Ma.

5. But still Lot Hall was not a good boy.

6. “Why was he not a good boy?” do you ask?

6. Well, I will tell you: when his papa and mama were not by, he was cross to the maid.

8. Now, this maid had taken care of him all the time since he was a *small* boy, so small that he could but just cry and laugh.

9. Now and then, she had sat up with him all night, when he was sick, to cure him, but still he was cross to her.

10. “O what a bad boy,” you say, “he was!” I hope none of you will be so bad as he was, but I almost think you are.

11. This maid was a good maid, and she felt badly, for she knew that if Lot did not leave off this fault soon, he would be a bad man.

12. So she told Lot's Pa and Ma what he did. They felt sad to think their dear little Lot should act so.

13. Your Ma and Pa always feel badly when you do wrong. O, how bad it is to make your Pa and Ma feel sad!

14. When Lot's papa and mama told him how wrong it was to act so, he was sorry, and said he would do so no more, and he was as good as his word; for after this Lot was a good boy, and was happy. All good boys and girls are happy.

15. I hope when you are told of your faults, you, like Lot, will leave them off, for this is the way to be a *man*.

QUESTIONS :--There are 4 pictures on a slate; if you rub out 3, how many will be left? 3 from 4 leaves how many? 2 from 3? 2 from 4? 2 and 3, how many? 3 and 2? 3 boys and 5 girls read in this book, how many in all? How many more girls than boys? All these girls and boys recite arithmetic from this book, now how many read and recite from this book? If each recites 2 questions, how many will you all recite?—how many will each recite at 2 lessons? All at 2 lessons?

LESSON 16.

moon	light	wake	swims
stars	work	flies	much
sea	night	speak	love
fish	earth	moves	does
things	beast	dwell	ought

WHAT GOD MADE.

1. God made all things. He made the sun to give light by day, and the moon and the stars to give light by night.

2. He made the earth, and the sea, and all that dwell in them.

3. The beast that moves on the face of the earth, the bird that flies in the air, and the fish that swims in the sea, are the works of his hands.

4. How ought we to love God, who does so much for us!

QUESTIONS:—Sam had 2 apples and James had 3 more, how many did both have? 2 and 3, how many?—3 and 2? If Charles has 4 pears and Tom 3 more, how many have both? How many are 4 and 3?—3 and 4?—4 and 2? Peter had 5 apples but he gave John 2; how many had he left? 2 from 5, how many? A girl had 5 oranges, she gave away 2 then got 4 more; how many had she then? 2 from 5 and 4 added, how many? 4 boys are in one row and 5 in another; how many in all? 2 boys take their seat; how many left? 4 and 5,

how many? 2 from 9, leaves how many? 4 and 5 less 2, how many? 4 and 2 less 1, how many? 4 and 3 less 7? 3 and 4 less 5? 4 and 3 less 6? 4 and 4 less 2?—less 3?—2?—5?—7?—6?—1? 7 geese are in one pond and 3 in another; how many in both? 3 ducks were in the brook when 4 geese came and joined them; how many *ducks* in the brook then? Geese?—ducks and geese? If 5 more ducks come, how many *geese* then?—how many ducks?—ducks and geese.

LESSON 17.

north	keep	rolled	warm-er
wind	worm	ball	dor-mouse
doth	hide	snug	weath-er
blow	head	small	chil-dren
snow	know	rob-in	les-sons
poor	much	him-self	them-selves
thing	ours	un-der	ink-stand
barn	passed	swal-low	school-house
sleep	spring	coun-try	hon-ey-bee

WINTER SONG.

- The north wind doth blow,
And we shall have snow;
And what will the robin do then?

Poor thing!

2. He'll sit in the barn,
And keep himself warm,
And hide his head under his wing,
Poor thing!

3. The north wind doth blow,
And we shall have snow ;
And what will the swallow do then ?
Poor thing !

4. O, do you not know,
He is gone long ago,
To a country much warmer than ours,
Poor thing !

5. The north wind doth blow,
And we shall have snow ;
And what will the honey-bee do ?
Poor thing !

6. In his hive he will stay,
Till the cold's past away,
And then he'll come out in the spring,
Poor thing !

7. The north wind doth blow,
 And we shall have snow ;
 And what will the dormouse do then ?
 Poor thing !
8. Rolled up like a ball,
 In his nest snug and small,
 He'll sleep till warm weather comes back,
 Poor thing !
9. The north wind doth blow,
 And we shall have snow ;
 And what will the children do then ?
 Poor things !
10. When lessons are done,
 They'll jump, skip and run,
 And play till they make themselves warm,
 Poor things !

NOTE :—The tune to which these words are set, will be found in
 BRADBURY'S YOUNG MELODIST, p. 89.

LESSON 18.

heard	round	cone	catch
seal	large	feet	ship
James	bright	oars	Moth-er

part	eyes	fins	Fa-ther
beast	teeth	used	some-thing
fish	each	swim	cous-in
lives	side	drag	larg-est
land	ears	thin	bod-ies
sea	shape	found	mon-ey
head	much	food	an-i-mal



THE SEAL.

1. *Child.* Mother ; I heard Father say something of a seal to Cousin James, the other day ; will you tell me what a *Seal* is ?

2. *Mother.* My dear ; a seal is an animal, in part like a beast, and in part like a fish. It lives on the land and in the sea, but most of the time in the sea.

3. The head of the seal is round. It has large, bright eyes, and its teeth are like those of a dog. In each side of its head is a hole : these holes are its ears. In shape the seal is much like a cone, being the largest near the head.

4. A seal has four feet. The two hind feet are more like oars, or fins, and are only used to swim with. When on land, seals use their fore feet to drag their bodies along. They are found in the north seas, where it is very cold. Their food is fish.

5. Their skins and oil are of much value, for which men catch them. It is very cold where the seal lives, but men care little about that, if they can make money. A number of men will get into a large ship, and go far off to this cold place, away from all their friends, just to get the oil and skin of the seal, which they bring back and sell for money.

6. From the skin of the seal, caps, and many other useful things, are made.

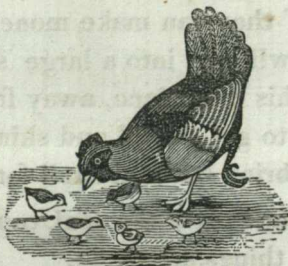
QUESTIONS:—What is this lesson about? Where do seals live? What is their shape? Is a seal a biped? What then? For what does it use its hind feet? Describe their ears. What part of the seal is of value?

If the skin of a seal is worth two dollars, and the oil one dollar more than the skin, how much is the oil worth?—the oil and skin? How much would 2 skins be worth?—why? ANS. Because, if one skin is worth 2 dollars, 2 skins, which are twice one skin, must be worth 2 times 2 dollars, and 2 times 2 dollars is 4 dollars. What will the oil of two be worth?—why?

LESSON 19.

Hen	flesh	hatch-es	com-mon
known	food	pa-tience	dur-ing

girls	lay	noth-ing	sup-plies
birds	year	ex-ceed	pleas-ant
eggs	though	off-spring	ten-der
with	brood	help-less	up-wards
death	great	du-ty	hund-red
owe	which	kind-ness	sud-den
hatched	think	use-ful	chick-ens



THE HEN.

1. The common hen is known to all little boys and girls, as one of the most useful birds. During her life, she supplies us with eggs; and, after her death, her flesh is very tender and pleasant food.

2. If the hen is well fed, she will lay more than two hundred eggs in a year, though she seldom has but one brood of chickens.

3. The hen hatches her eggs with a great deal of patience; to do this she must keep

them warm, by sitting on them, nearly three weeks; and when they are hatched, nothing can exceed the care which she takes of her little offspring.

4. When you look at the hen and her chickens, think of the care which your mother took of you during your helpless years, and of the love and duty you owe her for all her kindness.

QUESTIONS:—Will you tell me what this story is about? Did you ever see a hen? What are they good for? How many does a hen sometimes lay in a year? What are eggs good for? How much are they worth apiece? How much are 2 worth? If a hen lays one egg a day; how many will she lay in a week?—why? If each egg is worth one cent how many cents worth will a hen lay in a week?—how many cents worth and how many eggs will 2 hens lay? How long will it take one hen to lay as many eggs. If James eats 2 eggs for his breakfast, 2 for supper and 1 for dinner; how many will he eat in a day? If he eats as many every day; how many hens will it take to keep him in eggs a week? &c.

LESSON 20.

cross	tricks	please	small-er
would	years	hide	him-self
strike	school	seek	sev-en
pinch	soon	looked	be-gan
with	some	might	be-cause
whom	strong	friends	a-shamed
chose	struck	lone-ly	striking

dared	cried	look-ing	al-though
lest	asked	with-out	mas-ter
should	could	for-give	play-ing
while	served	be-come	oth-er
played	ought	sto-ry	un-hap-py



THE CROSS BOY.

1. Lot White was a cross boy. He would strike and pinch those with whom he was at play, if they did not do what *he* chose, and *just* as he told them.

2. He did not do so to the big boys, for he dared not, lest they should hurt him in turn, but all the while played these tricks on boys smaller than himself.

3. When Lot was seven years old, he was sent to school, where he began to cut up his tricks, with boys less strong than himself.

4. One day he struck Job Small so hard that he cried, and the boys asked him why he cried; Job told them that Lot White had

struck him very hard, because he could not run as fast as *he* did.

5. John Good now told Lot White that he would be served right, if some one should strike him as hard, and that he ought to be ashamed of himself for striking so small a boy as Job Small.

6. But I will not hurt you, nor shall any one else; none of us wish to hurt you, although you have hurt this boy; we only wish you would keep away from us, for we do not like to play with bad boys.

7. Now, boys, said John, let us leave him and go and play. Come, Job; and play with us; we will not hurt you; and you, Master Lot, may go where you please, only do not please to come near us.

8. So the boys went off and left Lot all alone. They had a very fine time playing hide and seek. But poor Lot went and sat on a stone, and looked very sad. Lot knew he had done wrong, and I think he was sorry.

9. A week after this, Lot was looking very lonely and sad, and Job Small went to him and said, Lot, I think you are sorry you struck me; you must be very unhappy with-

out any one to play with ; if you will not hurt me I will play with you.

10. Lot cried when Job said this, for he felt badly to think he had used Job so, and told him he would not hurt him any more, and asked Job to forgive him. Job did. Lot and Job were now good friends, and had a fine play.

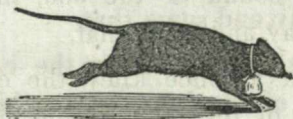
11. Job was glad Lot had become a good boy, and ran to the other boys and told them the whole story. They were all glad, too, and ran to Lot and told him so, and said as he was now a good boy, he might now play with them.

QUESTIONS :—What is this story about? Which was the bad boy? What did he do that was bad? Did the other boys hurt him for this? What then? What did John Good say to him? What did the boys now play? Did you ever play Hide and Seek? If 3 boys hide and 1 boy seeks; how many are in the play? What did Tom now do?—how feel? How long did he *do* and *feel* so? What happened then? Would it not be better to be good all the time?

LESSON 21.

large	boards	loud	heeds
house	quick	fled	rich
rats	plague	tires	eat
teeth	chance	lone	slow

climb	caught	longed	crept
walls	young	back	puss
hams	trap	dragged	grief
shelves	sport	pulled	trice*
roof	thought	wears	once
strings	bell	skin	cause
guard	join	neck	rang
cheese	strange	vain	which
bread	knew	been	heard
pies	flight	pride	sound
gnaw	joke	curse	fear



THE RAT WITH A BELL.

1. A large house was so full of rats, that not a thing could be kept from their teeth. They would climb the walls to get at the hams.

2. Shelves, hung from the roof by strings, were no safe-guard to the cheese, and bread, and pies; and they would gnaw their way through floors, and doors, and walls.

* Trice, instant, a short time.

3. They were so sly and quick, that the cat could not get them.

4. So great was the plague of these rats, that it was thought the house must be torn down, as the only way to get rid of them, when two boys, by a rare chance, caught a young one in a trap.

5. For mere sport, and with no thought of the good that would come from the act, they made fast a small bell to his neck, and let him go.

6. The rat ran with great joy to the first hole, to join his friends; but when they heard the strange sound of the bell, they made off, some this way, and some that.

7. Our rat at once knew the cause of their flight. Full of the joke, he rang his bell as loud as he could, and drove them from hole to hole, and from room to room, till at last, in fear, they all fled out of the house.

8. The young rat now had the house for his own use, and ate much of the good things in it. But at last he was tired of this lonely way of life, and longed to have his old friends back.

9. He now tried to get rid of the bell, and dragged and pulled it with his fore feet till he

wore the skin off his neck ; but all in vain. The bell, which had been his pride and joy, was now his curse.

10. He cares no more for the rich food, when there is no one to eat it with him ; and one day, as sad and slow he crept from room to room, he fell in the way of puss, who put an end to his life and grief in a moment.

QUESTIONS :—Will you tell me what this story is about ? How was the rat caught ? What was the result of putting the bell on the rat ? How did the rat feel ; and what did it do ? What became of the rat at last ? What does ' trice ' mean ? How many legs has a rat ? What are animals with four legs called ? To what class does a boy belong ? A cat ? A dog ? Pig ? Bird ? Cow ?

LESSON 22.

Lord	crime	bade	Je-sus
dared	thought	fear	con-science
earth	word	for-give	judg-ment
pray	heart	sin-ful	naught-y
thee	son	ho-ly	for-giv-en
taught	like	a-way	dis-o-bey

THE CHILD THAT IS SORRY FOR A FAULT.

1. Lord ; I have dared to disobey
My friends on earth and Thee in heaven ;

O, help me now to come and pray,
For Jesus' sake to be forgiven.

2. I can not say I did not know,
For I've been taught Thy holy will;
And while my conscience told me so,
And bade me stop,—I did it still.
3. But Thou wast there to see my crime,
And write it in Thy judgment book:
O, make me fear another time,
A sinful thought, or word, or look.
4. Forgive me, Lord,—forgive, I pray,
This naughty thing that I have done,
And take my sinful heart away,
And make me holy, like Thy Son.

QUESTIONS;—What is it that tells us when we do wrong? Who always sees us? Does He see us in the night? Does He see us when we do bad as well as when we do good? Is it wicked to do what God does not wish us to do? To whom should we pray? Can God forgive sins? Can any one else?

LESSON 23.

Elk	short	roots	light
Moose	thick	legs	hair

deer	neck	tail	strong
climes	horns	gray	coarse
grown	spread	brown	mane
graze	ground	woods	shoots



THE ELK.

1. The Elk, or Moose Deer, is found in cold climes. When full grown, he is as large as an ox.

2. He has a short, thick neck, a large head, horns which spread out wide from the head, long legs, and a short tail.

3. He is of a dark gray brown, all but his legs and tail, which are more light. His hair is strong and coarse, and on the neck forms a kind of mane.

4. The Elk lives in the woods, and eats the shoots of trees, for his legs are so long and his

neck so short that he can not graze on the ground.

TABLE.*

$$1+1=2. \quad 2-1=1. \quad 2 \times 1=2. \quad 2 \div 2=1.$$

$$2+2=4. \quad 4-2=2. \quad 2 \times 2=4. \quad 4 \div 2=2.$$

$$3+3=6. \quad 6-3=3. \quad 2 \times 3=6. \quad 6 \div 2=3.$$

QUESTIONS :—Two boys each have an orange; how many have both? One boy has two oranges, he gives one to his sister; how many has he left? If one boy has an orange, how many will two have? If 2 boys have 2 oranges, how many will 1 have?

[The teacher will go through the table with similar questions, and also require the pupil to recite the table.]

LESSON 24.†

Some men are very tall.

I have seen black boys.

Horses have four legs.

Fish live in the water.

A goat looks somewhat like a sheep.

A kid is a young goat.

* The teacher will explain the meaning of each of these signs used, and show the connection between multiplication and division, addition and subtraction. $\times =$ times.

† This lesson is not designed for *reading*, exclusively, but for *spelling*. There are a variety of ways of teaching spelling, all good in their place. But *too* much of *any* thing spoils it. Spelling can be made as interesting and amusing as any other class exercise. Make it

A young hog is called a pig.

We all admire honest boys.

amusing, and it will be interesting. Make it interesting, and you teach it successfully.

This lesson is intended to illustrate the following method:—The teacher (or a pupil) will read the first sentence and then call on some one in the class to repeat it. After it has been repeated, another pupil will be required to distinctly pronounce, spell and pronounce again, the first word of the sentence. The next pupil will, in like manner, pronounce and spell the next word,—the third pupil, in the same manner, will take the third word and so on till the sentence is all spelled, when the next pupil will repeat the whole sentence.

Each sentence in the lesson should be spelled in the same or a similar manner, the teacher exercising his own ingenuity and good sense in the matter.

The sentences are short, and will require but little effort on the part of the pupil to recollect them.

Four objects will be gained by practicing, much, this method, viz:—

1. Correct spelling ;
2. Correct and easy pronunciation ;
3. The power of attention ; and
4. A retentive memory.

By continuing the spelling lessons on this plan, and gradually increasing the length of the sentences, in a short time, the pupils will be able to repeat, *verbatim et literatim*, long sentences by simply reading or hearing read—*once* ; and by continuing this process, only occasionally, during the child's pilgrimage in (what is called) Orthography, he will be found able to repeat whole pages.

The pupil should be taken by surprise on this, and all spelling lessons given on this plan ; i. e. he should not be allowed to study them, otherwise you fail in the principal objects (the 3d and 4th) designed to be gained.

neck so short that he can not graze on the ground.

TABLE.*

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 3+3=6. & 6-3=3. & 2\times 3=6. & 6\div 2=3.
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3. The power of attention ; and
4. A retentive memory.

By continuing the spelling lessons on this plan, and gradually increasing the length of the sentences, in a short time, the pupils will be able to repeat, *verbatim et literatim*, long sentences by simply reading or hearing read—*once* ; and by continuing this process, only occasionally, during the child's pilgrimage in (what is called) Orthography, he will be found able to repeat whole pages.

The pupil should be taken by surprise on this, and all spelling lessons given on this plan ; i. e. he should not be allowed to study them, otherwise you fail in the principal objects (the 3d and 4th) designed to be gained.

Little girls and boys should learn to sing.
 In some schools all the children sing.
 It takes a long time to learn to spell well.
 Children should learn to think.
 Let us all try to do right.
 We will love and obey our teacher.
 I will never say "I can't," but "I will try."
 A cross child must feel bad.
 Cross girls! Who ever saw a cross girl?
 A person with little sense is often vain.
 Mind and actions make the man.
 Always be clean and neat.
 Early to school is a very good rule.

 LESSON 25.

years	oft-en	be-cause	in-stead
asked	Mar-tha	bod-y	think-ing
struck	min-ute	beau-ty	min-ute
told	re-plied	re-ply	ev-er-y
best	pa-pa	oth-ers	for-ci-bly
knew	un-less	be-gin	re-solved
talked	sto-ry	my-self	re-al-ly

HOW TO BE LOVED.

1. One evening Martha's father told a story of a little girl, who, when six years old, was asked by her father, why every body loved her? She replied, "I don't know, papa, unless it is because I love every body."

2. The beauty of this reply, struck Martha very forcibly; "If that is all," thought she, "I will soon make every body love me. I will begin to day to make every body happy."

3. Instead of thinking of myself all the time, every minute I will ask what I can do for others. Pa has often told me that this is the best way to be happy myself, and I am resolved to try.

4. Martha did try it, and in a few weeks she had made all who knew her love her. How many of you will try the same?

5. Children; this is the way to be happy. You can all be happy if you only *will*. Do you not know what I told you in the last lesson in the First Book? I said "Be good children,—love every body, and every body will love you."

6. This is really so; and I hope you will all prove its truth, by making the trial.

QUESTIONS:—How many of you are happy? How many will make the trial as Martha did? How can you make others love you? In what book and where in the book have I already told you the same?

LESSON 26.

looks	gold	o-ver	bod-y
much	stripes	ver-y	bel-ly
large	none	cru-el	ti-gers
colt	played	wheth-er	hun-gry
thick	quite	de-lights	at-tack
claws	young	li-on	un-less
fierce	sucks	riv-er	car-ries
coat	chance	es-cape	east-ern
tinge	size	na-tive	A-sia



THE TIGER.

1. A Tiger is a fine beast, and looks much like a cat, though he is as big as a colt, and has thick, strong legs and claws. His eye is very fierce.

2. His coat has a tinge of gold, and there are rich, dark, and black spots all over his body, which run from his back to his belly.

3. He is very cruel, and none can tame him, though some tigers have been played with when quite young.

4. He kills all the beasts and men that he can find, whether he is hungry or not; and when he is hungry, he sucks their blood with delight.

5. He often attacks the lion, though the lion is much the stronger, and always destroys the tiger, unless the lion is young or weak.

6. He catches a man or beast in his mouth, and carries him off, as a cat does a mouse. He will even run off with an ox, as a cat does with a rat.

7. The tiger is a native of Asia. His skin is of use, and is thought to be very rich and fine.

QUESTIONS :—Three boys were running in the street, each having 2 apples, 1 boy fell and lost his; how many apples did the 3 now have? How many had they at first? $3 \times 2 =$ how many? $6 - 2 =$ how many? $2 \times 2 =$ how many? Which is the most $6 - 2$, or 2×2 ? 3 boys have 6 apples; how many have each? Giving 2 apples to each boy; how many boys will 6 apples supply? How many 2's in 6?

LESSON 27.

loaves	size	be-lieve	mean-ing
grow	shape	coun-tries	larg-est
tries	ripe	Char-lotte	ap-ple
baked	soft	morn-ing	yel-low
laughed	sweet	Hen-ry	gath-er
strange	owned	a-loud	con-vert
guess	green	smil-ing	roast-ed
mean	dressed	Sa-rah	tor-rid
bread	turned	tell-ing	pro-duce
great	stale	pla-ces	mis-take
grew	harsh	peo-ple	hun-ger
sense	juice	troub-le	coun-try
fruit	droll	read-y	re-al-ly



THE BREAD FRUIT TREE.

1. "Do you believe that in some countries loaves grow on trees, ready baked?" asked little Charlotte one morning, of her mama.

2. Her brother Henry, who was present, laughed aloud. "No, my dear," said her mother, smiling; "I do not think there is such a strange tree, though I can guess what you mean."

3. "You need not laugh so, Henry," said Charlotte, "for when Sarah put me to bed last night, after telling me how our bread is made," she said, "There are places a great way off, where people have no trouble in making their bread, for it grows on a large tree ready for them to eat."

4. "You have not taken Sarah's meaning in the right sense, my dear. She spake of the Bread-Fruit tree; but she did not mean that it bore loaves.

5. "The Bread-Fruit tree is about the size of our largest apple trees, and bears a fruit, as large as a man's two hands, which is the shape of an apple.

6. "When the fruit is ripe, it is yellow, soft, and sweet. It is made into food by the use of the fire.

7. "If it is kept in the oven till the rind is turned black, it is done. The inside, which is white and soft, is then very good and wholesome food, if ate the day it is cooked.

8. "This fruit grows in the Torrid Zone, where it is very hot. It can be had seven months in the year, during which time the natives eat no other bread.

9. "So you must own, Charlotte, that the BREAD-FRUIT tree, is, after all, a very useful one, though the loaves do not grow *ready baked*."

10. Charlotte laughed and owned it was a droll mistake.

QUESTIONS :—What did Charlotte think? What made her think so? What did her mother say to her? What did her brother Harry do? Tell what you know of this *bread-fruit*? Is it good to eat? If one tree will furnish food for one family of four persons, one week; how long will it for two families?—for three families?—how long will it for a family of two persons? How long will it furnish one person? How many times as much will it take to supply 2 persons as it will 1? If it is worth one dollar to supply one person with food one week; how much is the fruit on one worth if it will supply four persons? One family of 3 persons?—of 2?—5?—8?—two families of 3 persons each?—three families of 2 persons each?

LESSON 28.

neat	wash-es	re-sem-ble
dirt-y	nev-er	re-sem-blance
gree-dy	sus-pect	la-zi-ness
rea-son	per-haps	in-dus-tri-ous

THE PIG AND CHILDREN.

“In what three things,” said a father to his son, “does our pig resemble some children?”

“In looks,” said the boy, “for he never washes his face.”

F. Well, in what else?

S. In laziness, for he does not work.

F. Well, what is the third resemblance?

S. He eats and sleeps too much, I suspect, and I think this is the reason why he is so lazy.

F. Now, can you tell me in what respect the pig differs from these dirty, lazy, and greedy children?

S. No sir.

F. Well, I will tell you. The dirty boy knows he ought to be neat; the lazy boy knows that he ought to be industrious; the greedy boy knows that he ought *not* to eat too much; but the dirty, lazy, and greedy pig does not know any better.

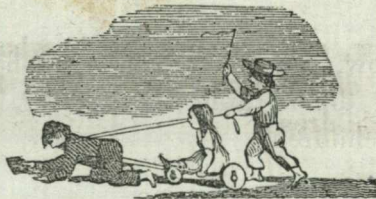
QUESTIONS :—In what respect are dirty boys and girls like pigs? In what not? Who made this difference? Then is it not wicked for children to make themselves like pigs?

TABLE.*

$4+4=8.$ $8-4=4.$ $2\times 4=8.$ $8\div 2=4.$
 $5+5=10.$ $10-5=5.$ $2\times 5=10.$ $10\div 2=5.$

LESSON 29.

played	noth-ing	Will-iam
fault	safe-ly	soon-er
watch-es	Nan-cy	min-ute
gar-den	car-ried	wag-on
Car-lo	trow-sers	pan-ta-loons



SPOILING THE TROWSERS.

1. Three little children had a dog named Carlo. One night, as soon as they had come from school, they said "let us harness Carlo to the wagon."

* The pupil should learn these tables. The teacher can readily make many interesting questions requiring their knowledge, and thus show their use; when the child understands *this*, (their use,) learning them is a pleasure.

2. So off they ran to the garden, where Carlo and the wagon were, to do it ; but James, the man who was at work in the garden, said that was not right.

3. "Why?" said William ; "he has had nothing to do, but to sleep, all the time we have been at school. He can not need so much rest. You would think me lazy, if I slept all day like Carlo."

4. "That is true," said James, "but do you not know that Carlo watches the house all night, so that we may sleep safely."

5. All the children saw that James was right ; and they went off to find some other play.

6. "I think," said William, "that I have hit upon a good plan. Charles ; you get on your hands and knees, and take this string in your mouth and draw the wagon."

7. "Nancy shall ride on the wagon, and I will drive. When you have drawn her once across the garden, I will draw her and you may drive."

8. This was no sooner said than done. In this way they played one hour, and thought it was as good sport as to see Carlo draw the wagon.

9. At length, William said, "stop a minute ;

it seems to me that my knees are a little sore."

10. This made both of the boys look at their knees, when, lo! a great hole was worn through their pantaloons, on each knee!

11. "What shall we do?" said each one. "What will mother say to this?"

12. "It is very sad," said Nancy, "but the sooner we go to her and tell her our fault, the less she will blame us."

QUESTIONS:—What is the dog's name you read of in this piece?—the children's? Relate all you remember of this story. How do you like Nancy's advice?

What is the shape of the earth? Of what two substances is it composed? ANS. Solid and fluid. What is a solid? ANS. Any substance that will not flow like water? What is a fluid? ANS. That which flows like water. What is the fluid on the earth's surface called? (water.) What is the solid called? (land.) Is there more land or water on the surface? (water.) How many times more? (nearly three times as much.)

LESSON 30.

Lion	flee	yel-low	larg-er
called	leaps	lon-ger	pie-ces
beasts	goat	oft-en	thun-der
strong	quick	oth-er	a-long
fierce	steep	A-sia	sto-ry
brown	crept	cun-ning	man-ner

high	rock	a-lone	fol-low
claws	dashed	dan-ger	crag-gy
sharp	down	be-hind	a-bove
tear	be-cause	mov-ing	tum-bled
prey	ac-tion	sit-ting	lit-tle
roar	col-or	sli-ly	Af-ri-ca



THE LION.

1. The Lion is called the king of beasts, because he is so strong and active, that all the other beasts fear him.

2. The color of the lion is a yellow brown. He is four or five feet high, and is as long as an ox. His head is large, and he has long hair, or mane, on his neck.

3. His teeth are a great deal larger and longer than the teeth of a dog; and his claws are so long and sharp that he could tear you in pieces.

4. When it is night, and the lion and other

beasts go forth to hunt their prey, he will often roar so loud that his voice sounds like thunder.

5. Then the other beasts flee away from him, and he has to lie down all alone.

6. The lion lies still till his prey comes along, then leaps on it like a cat; he will kill a goat or cow as quick as a cat would kill a mouse.

7. Lions live in Asia and Africa, which are a great way from where we are.

8. I must tell you a story of a man in Africa, who killed a lion in a very cunning manner.

9. The man was alone, and far from any house. He saw the lion follow him, and knew that when it was dark, he would be in great danger.

10. So he found a steep craggy hill, and went to the top of it. Then he crept behind a great rock on the brow of the hill, and lay down.

11. He put his hat and coat on a stick, and set them up just above him, so that the lion might think that they were himself.

12. When it was dark the lion came, and saw the hat and coat moving a little, like a man, sitting.

13. The lion now crept along slyly, till he came quite near, and then leaped upon the hat and coat, and tumbled down the craggy hill, and was dashed in pieces !

QUESTIONS :—What is the Lion called? Why? What is the color? What has it on its head? What is this hair called? Do you know any other animal that has a mane? When does the lion get its food? What does it eat? How does he catch it? Where is the lion to be found? What means did this man use to kill a lion?

What live on land? What in water? What sail on water? What is the great body of land called? (A continent,) How many continents are there? What are their names? What is the great body of water called? (Ocean.) How does the water of the ocean taste? Is it good to drink? What are men that sail on the water called? (Sailors.) How long do they often stay on the ocean? (3 years.)

LESSON 31.

fol-low	self-ish	bound-ing
puz-zles	un-kind	hap-py
pleas-ant	per-son	sol-i-taire
kit-tens	chil-dren	hap-pi-est
flow-ers	cheer-ful	du-ti-ful
treas-ures	ac-tions	un-hap-py
nev-er	ev-er	dis-o-be-di-ent

WHAT MAKES ME HAPPIEST.

1. What is it makes me happiest?

Is it my last new play?

Is it my bounding ball, or hoops,
I follow every day ?

2. Is it my puzzles or my blocks—
My pleasant solitaire ?*
My dolls, my kittens, or my books ?
My flowers fresh and fair ?

3. What is it makes me happiest ?
It is not one of these ;
Yet they are treasures dear to me,
And never fail to please.

4. O, it is looks and tones of love
From those I love the best,
That follow me when I DO RIGHT ;
These make me happiest !

1. Did you ever see a disobedient child happy ?
Never. Did you ever see a selfish or unkind
child happy ? Never.

2. Did you ever see a cross child happy ?
Never. Did you ever see a cross, harsh, or
selfish person happy ? Never.

3. Let all children, then, strive to be pleasant,

* Solitaire means *retirement*, being *alone*.

cheerful, and dutiful in looks, words, and actions, for no such child was ever unhappy.

QUESTIONS:—Do sailors drink the water of the ocean while at sea? (No.) What do they do for water? (Carry it with them in large barrels.) Do sailors ever suffer much on the sea (ocean)? (Yes; storms often break their boats to pieces and they are drowned. Sometimes they get out of water, and die for want of drink, sometimes their food 'gives out,' and they starve; and many other ways they suffer.)

LESSON 32.*

John and Samuel wrote a letter.

Horses eat grass and oats.

Peter threw the ball into the barn.

A drunken man stole the watch.

I tied a string to Julia's finger.

A good boy loves his father and mother.

I heard a bad boy swear!

* This lesson is to be spelled in the same manner as the 24th; but it is intended more especially to teach the meaning of words.

Instead of requiring the pupils to spell all the words, they should pass through the lesson spelling only those words which are *names of objects*, which words they must determine for themselves. By practising thus every few days, (the teacher will select or prepare his own lessons for practice,) in a short time the pupils will be able to distinguish a noun or name whenever and wherever seen.

This lesson should be repeated in the same manner, the pupils selecting the *verbs* instead of the *nouns*. This or other lessons should be repeated till each part of speech can be readily designated by the learner.

When this can be done, a prominent property (say a certain Gender)

Henry Clay is a very great man.

John Quincy Adams was his friend,

And *he* was a very good man.

This block was formed by Peter Jones, from a
large piece of white marble.

Black boys are often lazy.

I knew a lazy white boy.

My book is on the black table by the stove.

of the name, may determine the words to be spelled. In the same manner, this mode of spelling should be continued, till the parts of speech and their grammatic distinctions are learned. If the teacher is expert, he will be surprised at the interest manifested by the pupils. It is not necessary nor even desirable, that the teacher should let the pupils know they are learning grammar.

This method, thoroughly pursued, will be found very useful, not only in strengthening the memory, teaching to spell, grammar, &c., but for *training the mind to THINK*,—an accomplishment of more importance than *all others*, combined. We hope the teacher will use much ingenuity in devising methods to accomplish this object.

The great distinguishing feature of the present age—notwithstanding the numerous and important inventions,—is the **LACK OF THOUGHT** with the **MASS**. We can not, therefore, urge upon the teacher too strenuously, the importance of devising some means to secure **THE GREAT object—the OBJECT of THOUGHT**. But we would, at the same time caution him against trying to *force* this habit upon children. *Force* will never secure the object.

Presenting agreeable subjects at appropriate times, and making the exercise amusing and *well understood* will ensure success.

In *spelling* and *reading* a greater variety of ways may be introduced than in any other exercise, and perhaps to more advantage; and the teacher who deserves the name will be sure to avail himself of them.

Joshua rode the horse across the long bridge.
The little ball is in the box, but the big ball
is in the drawer under the window.
Daniel Webster and John C. Calhoun are
very great thinkers, and great *men*.
Abner speaks fluently, but Job walks fast.
John walks slow and looks very studious.
Texas is a new State, but the largest in the
Union.

LESSON 33.

blind	ball	blind	name
when	sport	street	whose
James	George	poor	coat
Frank	Luke	Paul	boots
piece	eat	two	thank
such	long	pray	Lord
shoes	bread	cheese	cheeks
looks	dear	pair	glad
help	bless	tears	know



THE BLIND BOY.

1. One day when James came to see Frank, he brought his new kite, and a large ball. Now, said he to Frank, we will have fine sport. Come, let us go and play.

2. Here comes George and Luke : they are good boys, and will go and play with us.

3. But while at play they saw a poor blind boy in the street, whose name was Paul. He had no hat, no coat, no shoes.

4. Poor boy ! see how sad he looks : he has no one to take care of him.

5. You know, says Frank, we must be kind to the poor, and do all we can to help them. I will go and get some bread and cheese for the poor lad, and some cake, too.

6. I will give him my old coat, says James, for I have a new one at home.

7. And George says he will give him a cap ; and Luke says he will give him a pair of shoes.

8. While Paul ate his bread and cheese, the tears ran down his pale cheeks, for he had not had a piece of bread to eat in two days.

9. Thank you, thank you, dear good boys, said Paul; I am glad to meet with such good boys, and as long as I live, I will pray the Lord to bless you all.

10. Paul has gone now, and we will go to our play. Poor lad! How glad he was to have a cap, a coat, and a pair of shoes!

11. All who know these good boys, love them; and God, who sees and knows all they do, will love and bless them too.

QUESTIONS:—How many senses has a blind boy? Which of these boys was blind? What did Frank say to the boys? Tell me what each boy did for Paul? How did Paul feel while eating? What did he say just as he left them? What did the boys then do?

LESSON 34.

spea-k	dress	self	si-lence
gay	plain	al-ways	use-ful
clothes	learn	bab-bling	noth-ing
small	thinks	a-void	ac-tions
minds	fool	dis-play	to-geth-er

MAXIMS.

Avoid display.

Dress plain and neat.

Gay clothes and *small* minds go together.

Mind and ACTIONS make the MAN.

Say little of self.

An empty wagon proclaims its own approach.

A wise child *says* little but *thinks* much.

Say nothing without an object.

Silence is a useful lesson for children to learn.

A fool is always babbling.

Speak ill of no one.

Always give a good word for a bad one.

Be cheerful—always in good humor.

LESSON 35.

pet	where	shield	teach-er
just	pleased	harm	wait-ed
large	turned	cried	fol-lowed
soon	feeds	quick	lin-gered
fond	kind	Ma-ry	ap-pear

house	fleece	fol-lows	a-fraid
yard	snow	aft-er	re-plied
head	sure	start-ed	lit-tle
fields	ride	be-hind	friend-ship
school	laugh	run-ning	con-stant
arm	near	a-cross	start-ed
thought	grass	go-ing	be-cause
floor	laid	laugh-ing	a-bout
sees	you'll	schol-ar	po-e-try



MARY'S PET LAMB.

1. Mary's pet lamb is now quite large. It is very fond of play, and follows her all about the yard, and the fields.

2. One day after Mary had started for school, the lamb thought it would go, too: so on it went just behind her.

3. Soon after she arrived at school, and took her seat, the little lamb came running into the house and looked all about for Mary.

4. See! there it goes, running across the

floor! It sees Mary and is going where she is.

5. The children are all laughing; and are very much pleased to see the "new scholar," as they call the lamb.

6. But the teacher did not like to have the lamb in school, so he turned it out of the house.

7. But the little lamb would not go home. It waited till the school was out, and as soon as Mary started, it ran after her.

8. The little lamb loves Mary, because she feeds it, and is always very kind to it.

9. Now, here is some poetry about the little lamb and Mary:

-
1. Mary had a little lamb,
Its fleece was white as snow;
And every where that Mary went,
This lamb was sure to go.
 2. It followed her to school one day;
That was against the rule,
The children all did laugh and play,
To see the lamb at school.

3. And so the teacher turned it out,
But still it lingered near ;
And on the grass it fed about
Till Mary did appear ;
4. And then to her it ran, and laid
Its head upon her arm,
As if to say I'm not afraid—
You'll shield me from all harm.
5. " What makes the lamb love Mary so ?"
The little children cried :
" O Mary loves the lamb, you know,"
The teacher quick replied.
6. " If you, like Mary, are but kind,
And feed the lambs with grass,
Their love and friendship you will find,
Are constant to the last."

QUESTIONS :—What is this lesson about ? What kind of an animal is a lamb ? (A quadruped.) What kind of feet has it ? (hoofed feet.) What does it eat then ? (grass.) What kind of hoofs has it ? (split or double.) Is the flesh of all animals with split hoofs good for man to eat ? (Yes.) Is the flesh of animals with solid hoofs eaten by man ? (very seldom, only in cases of necessity.)

LESSON 36.

beat	said	a-gain	there-fore
laugh	some-thing	prop-er	mo-ment
treat	Monk-ey	be-gan	mas-ter
kill	en-ter	o-ver	on-ly
pulled	school-house	chil-dren	be-haved
flew	go-ing	think-ing	ex-am-ple
screamed	aft-er	chat-ter	sup-pos-ing



THE MONKEY AT SCHOOL.

1. A Monkey, seeing some boys enter a school-house, thought they were going after something very good, and therefore he went in and sat down as they did.

2. When they took up their books, he also picked up one and began to turn over the leaves as he saw them do.

3. All the children began to laugh ; and the monkey, thinking this was part of the treat began to grin and chatter.

4. One boy then threw something at him, and the monkey threw back again. Then one of the boys pulled the monkey's *tail*, and the monkey in return pulled the boy's *hair*, till the boy screamed for help.

5. Just at this moment the teacher came in, and took off the monkey. Some of the boys cried out "beat him," some "kill him." No, said the teacher, he has only done what he saw you do. If you had set him a good example, he would have behaved as well as the best of you.

QUESTIONS:—Tell me all you can about this lesson? What kind of a looking animal is a monkey? What are its fore feet like?—hind feet? Does it ever walk like a boy? Can it ride a horse? What is it remarkable for? (imitation.)

LESSON 37.

room	shall	fired	should-er
arms	said	kept	per-son
fire	broke	sis-ter	broth-er
might	should	in-to	par-lor
once	while	pis-tols	win-dow
fetch	meet	ly-ing	touch-ing
sticks	serve	ta-ble	pre-sent
guns	meant	stand-ing	hap-pened
what	died	cor-ner	com-mand



FIRE ARMS.

1. One day, a little boy and his sister went into a room, where they found two pistols lying on a table, and a gun standing in a corner.

2. "O! come," said the boy, "let us try to shoulder arms." "I do not not know how to do any such thing," said the girl; "besides, you know *girls* never play with fire arms."

3. "But sister," said he, "as I have no person to play with me, you might try it *once*; come *do*." "Well, I will, brother, if you will fetch two *sticks* for guns."

4. "I do not know what we shall do for sticks," said the boy, "for the other day when I broke the parlor window, Mother said I should not have a stick for a long while."

5. "Then we must play at something else," said the girl.

6. Her brother now began to look around the room, to see if he could meet with any thing that might serve for guns, and seeing the

two pistols lying on the table,—“O!” said he, “let us take these two pretty little pistols.”

7. “But,” said the girl, “you have forgotten that mother forbid us ever touching such things.”

8. “You may be sure she only meant when they were loaded, and these are not loaded; if they were, they would not be lying here.”

9. He then gave one of the pistols to his sister, and kept the other for himself; and going to one end of the room, he said “I will give the word of *command*.”

10. He then pointed his pistol at his sister, and she pointed hers at him. He then said—“*present—fire!*” both fired! and *both fell dead!*

11. If these children had not done what they were told *not* to do, this would not have happened; but they disobeyed—and *died!*

QUESTIONS:—If an orange costs 2 cents, how many will 2 oranges cost? [It may be best for the teacher to require the pupils to often solve the examples similar to this, somewhat as follows: 1 orange costs 2 cents, 2 oranges must cost 2 times as much as 1 orange; 2 times 2 cents is 4 cents; therefore 2 oranges will cost 4 cents;—each time repeating the problem before solving it. This may *appear* too difficult, but we think when the child is made to understand the *reasons* for the several steps, (which can readily be done,) it will be found very beneficial.] At the same rate, what will 3 oranges cost?—4? &c.

LESSON 38.

beast	eat	catch	leop-ard
marked	lean	pits	in-stead
black	found	used	clus-ters
spots	their	prized	coach-es
blood	skins	sell	dol-lars
kill	great	a-piece	fif-ty



THE LEOPARD.

1. The Leopard is a beast of the same kind as the tiger, but not so large ; and instead of being *striped*, he is marked all over his body with yellow spots, which are in clusters, here and there.

2. Leopards love blood, and will kill man and beast without mercy. Though they eat much they are always *lean*. They are found in all hot climates.

3. As their skins are of great value, men catch them. This they do in pits which they dig for them to fall into.

4. Leopard skins are sometimes used to

cover the bodies of coaches. They are much prized, and sometimes sell for fifty dollars a-piece.

QUESTIONS :—If one apple costs 1 cent, how many will five cost ? If a lemon is worth 4 cents, how much are three worth ? How much is 3 times 4 ? 4 times 3 ? If five apples cost 5 cents, how many cents will one apple cost ? How many will 2 cost ? If a boy spends 1 cent every day for writing paper, how many will he spend in 4 days ? If 1 cent buys 1 sheet of paper, how many does he use in 4 days ?

LESSON 39.

can't	till	clock	sim-ply
Charles	found	learned	mean-ing
sounds	learn	min-utes	try-ing
mean	been	stud-ied	bet-ter
hours	your	stud-y	com-menced
throw	tick	mas-ter	stud-y-ing

I CAN'T!

Why Charles! what a word that is! I CAN'T! Only think how that sounds! What do you *mean* by that word?

Why Pa; I mean I *can't*—I can't get this lesson. I have been studying it two hours, and I do not know any more about it now than I did when I commenced, so I will throw

down my book and not try any more—'tis of no use, for I *can't*!

My son; I am very sorry to hear you say so, even if you can not; it would be much better to keep trying till you find that you can not learn it, and then let it be, and not say any thing about it.

But then you *can*,—there is no such thing as "*can't*;"—you can do any thing you *try*. You may think you can not, but you *can*.

You have been studying two hours! What of that? You have two hours more to study, and if two hours more will not make you master of it,—why, study two hours *more*.

But you have not been *studying* two hours; you have simply *read* it over; your mind has been on something else.

Now sit here. Read it carefully,—try to find out the *meaning*, not to learn the words: study so ten minutes, and then let me see if you can not tell all about it.

(Tick, tick, goes the clock: Charles studies hard. The ten minutes are up: here comes Charles smiling.)

O Pa! I've got it! I studied just as you told me to, and I have learned it. I will not say "*I can't*," again, but "**I'LL TRY.**"

Well, my son ; I am glad to hear you say that. Try, keep trying, but *first* be sure you are trying *right*, then "Go Ahead,"—*never* give up ; keep in mind that *what* you *WILL to do*, you *CAN do*.

QUESTIONS :—Is the title of this piece true ? Can *you* do any thing within the power of man ? When you try, what should you first be sure of ? What then should be your motto ? If we do as well as we can who will help us to succeed ? (God.)

LESSON 40.

mouse	year	snug	hap-py
house	pass	mice	gai-ly
leaves	work	trice*	sum-mer
grass	play	bore	gent-ly
quite	three	poor	thought-less
once	rest	when	dis-tressed
'twas	next	lit-tle	ta-ble

THE MOUSE.

I. A little mouse

Once had a house,—

* *Trice*, in a short time.

'Twas made of leaves and grass ;
Quite happy here,
From year to year,
Her time did gaily pass.

2. One summer day,
For work or play,
The mouse did leave her nest ;
Her young ones three,
Snug as a bee,
Were snugly put to rest.

3. But now a boy,
With thoughtless joy,
Did find the little mice ;
And in his hat,
To an old cat,
He bore them in a trice.

4. The poor old mouse,
Came to her house,
When all her work was done ;
And, much distressed,
She found her *nest*,
But all her *young ones* gone !

LESSON 41.

world	class-es	lan-guage	com-mands
thin	per-sons	Sab-bath	quar-rel-some
scoff	re-moved	bar-rel	a-void-ed
waste	par-ents	poi-son	com-pa-ny
forms	de-stroys	ap-ple	rid-i-cule
suc-cess	dead-ly	tru-ant	dis-o-bey
un-fit	rot-ten	crab-bed	re-lig-ion
un-less	cru-el	giv-en	un-faith-ful
be-ware	pro-fane	ly-ing	i-dle-ness
a-void	filth-y	steal-ing	im-pu-dent
sev-en	re-form	your-self	as-so-ci-ates

WHOM TO AVOID.

There are seven classes of company which you should avoid, if you wish to do well in the world :

First,—Those who ridicule or disobey their parents ;

Second,—Those who use profane or filthy language ;

Third,—Those who profane the Sabbath, or scoff at religion ;

Fourth,—Those who are idle, unfaithful, or play truant ;

Fifth,—Those who are crabbed or quarrelsome ;

Sixth,—Those who are given to lying, or stealing ; and

Seventh,—Those who are impudent, or cruel.

All these classes are unfit for associates, and should be avoided ; if they are not, you are sure to become like them. One rotten apple in a barrel does not become sound, but unless removed, *destroys the whole*.

Never, while young, associate with a *bad* boy ; no, not even to reform him ; if you do, you will fail of success, and yourself become like him. Keep *good* company, or *no* company.

Beware, boys,—beware, girls ; know *now* and *for ever*, that *Sin*, in all its forms, is a **DEADLY POISON**.

LESSON 42.

since	sail	creek	prom-ise
write	string	glee	let-ter
school	dress	sad-dle	Ma-ry
spend	neat	dan-ger	Sa-rah

fawn	eighth	cher-ry	seam-stress
each	sure	Su-san	won-der
please	po-ny	Will-iam	An-na
been	un-cle	sus-pect	be-gin-ning
sent	anx-ious	play-ful	gal-lop-ing
seems	fish-ing	chas-ing	for-got-ten
aunt	pres-ents	bri-dle	hol-i-day
perch	ce-dar	suc-cess	re-mem-ber
proof	ear-ly	slug-gard	but-ter-flies
paints	pret-ty	birth-day	grand-fa-ther
doll	fast-ened	sum-mer	be-gin-ning
large	break-fast	Thom-as	e-ques-tri-an
silk	dress-es	bring-ing	con-grat-u-late
blue	frol-ic	al-though	af-fec-tion-ate

AUNT ANNA'S LETTER.

DEAR WILLIAM AND SUSAN :

1. Although I have not written you since you left, I have not forgotten you, nor the promise I made to write you a letter.

2. Charles and Mary have come home from school to spend the holidays. You remember how playful Jane's fawn was last summer. I often think of the fawn, as I see Charles and

Mary in their frolic and glee, chasing each other, or the butterflies.

3. Charles has made him a kite, and to day I was called to see it sail for the first time. He fastened the string to the little cherry tree your father gave him, and the kite soon rose quite above the old oak by the well.

4. His grandfather has sent him a beautiful little black pony ; and I am sure he likes that better than his kite or ball, or *all* his play things.

5. His Uncle Thomas has given him a saddle and bridle, and Charles seems very anxious to make himself a perfect master of the Equestrian* art.

6. He rides to Cedar Creek every morning before breakfast, and this morning he came galloping home in great glee, bringing five little perch as a proof of his success in fishing.

7. By this you know he must rise very early : indeed, I may say he is in no danger of becoming a sluggard while he has his pony.

8. I suspect you are beginning to wonder what new presents Mary may have. Well, she has some very pretty books, a box of

* Equestrian, horsemanship ; skill in managing horses.

paints, and a large doll. It takes much of her time to keep her doll in clothes.

9. She makes them all herself, and a more industrious little seamstress is not often seen. She has named her doll Susan. So we have a Susan here though you are gone.

10. Mary is now very busy in making a sky blue dress for it, which she wishes very much to finish before next Thursday, as she intends to pay you a visit that day, and wants to bring the 'little lady' to congratulate Susan on her eighth birthday!

11. Charles is to go with her, and will ride his pony, which he is very sure he shall be able to teach both of you to ride, during the visit.

12. I hope you enjoy yourselves very much, and that when Charles and Mary visit you, all will be happy; and remember, nothing will please your aunt more than to know you have all been good children.

From your affectionate

AUNT ANNA.

QUESTIONS:—Which was created first, man or beast? Who was the first man? Who was the first woman? Where were they placed? Where was the Garden of Eden? (It is supposed that it was in the southern part of Asia.) Were Adam and Eve happy when first placed in the Garden? Did they continue to be happy, long?

Why did they not? What was the sin they committed? (The sin of Disobedience.) Does disobedience to proper authority always bring misery? Do you like to be miserable? Then what must you not do? (disobey.) Who were the first two sons of Adam and Eve? What did Cain do? Why did he do it? Who was the oldest man? How old? Who and family were saved in the Ark? Saved from what? Who was sold into Egypt? Why, and by whom sold? What did Joseph afterwards become? Who led the Children of Israel through the Red Sea? Who was Israel? (Jacob, Joseph's father.) How was the sea divided? Were Moses and the Israelites pursued? By whom? What happened to Pharaoh? Can any person prosper, always, who continually disobeys God?

 LESSON 43.

lie	passed	meas-ure	act-ed
tied	found	car-ry	be-fore
loose	guessed	say-ing	oth-er
catch	head	want-ed	chil-dren
field	caused	go-ing	rath-er
fond	sta-ble	tak-ing	care-ful
oats	pas-ture	be-fore	al-ways
caught	bri-dle	shak-ing	an-oth-er
took	trot-ted	be-lieve	Wash-ing-ton

 DO NOT TELL A LIE.

1. A horse that was kept tied in the stable, one day got loose and went into the pasture. A man seeing the horse loose in the pasture, took the bridle and went to catch him.

2. The horse would rather eat grass, and run in the field, than be tied up in the stable all the while ; so he would not let the man catch him, but trotted about in the field.

3. The man knew the horse was very fond of oats, so he went back to the house, got the measure which he always used to carry oats to the horse, but put no oats in it. He then went again to the field, and held out the measure to the horse, which in fact was saying to the horse, "come, horse, and get some oats."

4. The horse went to the man and the man caught him, put the bridle on him, and took him back to the stable.

5. Only a few days had passed, before this same man wanted the horse to use ; but on going to the stable for him, he saw no horse there. He guessed where the horse had gone, and again took the bridle and set out for him, being careful to take the measure with oats in it, with him.

6. As he came near the horse, he held out the measure as before, but the horse would not mind it, but trotted away to another part of the field, shaking his head, as much as to say, "You told me a lie the other day, and now I will not believe you."

7. The poor man was sad, for he wanted the horse very much, but he knew it was all caused by the *lie* he had 'acted' a few days before, and this made him feel still worse.

8. Know by this, my little children, that you can 'act' a lie as well as 'say' a lie, and that one is as bad as the other.

QUESTIONS :—Relate the substance of this story. Is it right to deceive. What is deceiving? (lying.) What *great man* would never tell a lie? (Washington.) Who was Washington? How many Presidents have we had? Who is President now?

LESSON 44.

shed	years	ne'er	burn-ing
tears	young	reft	a-mong
bowed	chased	trem-bling	home-less
died	spent	be-neath	dark-est
light	storm	flow-ers	sor-rows
weight	glide	saint-ed	con-tend-ing
score	roamed	life-less	but-ter-fly

THE TEARS I SHED WHEN MOTHER DIED.

AN OLD MAN'S STORY.

BY REV. SIDNEY DYER.

1. My life has been a life of tears,
And bowed is now my trembling form,

Beneath the weight of four-score years,
All spent contending with the storm ;
But from the heart no tear can glide,
Like those I shed when Mother died !

2. I then was young, and roamed all day
Out o'er the fields among the flowers,
With steps so light, and heart so gay,
The butterfly I chased for hours ;
But thus again, though oft I've tried,
I ne'er can feel since Mother died !
3. They called me to the room of death,
Where on the bed my mother lay,
And told me that her sainted breath
Had left for heaven this lifeless clay—
O! then I shed, while at her side,
Such burning tears when Mother died !
4. I've seen my friends and children die,
And homeless oft I have been left,

NOTE.—This piece was presented to us, at our request, by its author. We think it a *choice* piece. Perhaps *local* influence has an effect, but it is very rarely we meet with poetry which we prefer to Dyer's. We hope soon to see his poems in an *available* form, when all will have an opportunity for enjoying a rich feast. His poetry is characterized by force and clearness of expression, depth of thought and intensity of feeling. The above piece is set to the tune, "Those Evening Bells."

And on the ground so cold would lie,
 Of every ray of comfort reft ;
 Still darkest far in sorrow's tide,
 Are tears I shed when mother died !

 LESSON 45.

proud	pea-cock	va-ri-ous	de-ter-mine
shine	sil-ly	pret-ti-est	ex-ceed-ing
wear	re-spect	stand-ard	mis-er-a-ble



THE PEACOCK.

1. The Peacock is one of the most beautiful birds in the world. Its colors are so rich and various that we can not make any thing like them.

2. The tail is by far the most beautiful part of the bird, exceeding much the prettiest flowers. The tail feathers drop off every spring ; and are often four feet long.

3. The peacock is a very proud bird, and loves to show its fine colors. In this respect

it is very much like some silly boys and girls, who are very proud of their nice clothes.

4. I am sorry to say, that these proud children do not always become wiser, when they grow to be men and women. Many of them, even then, are proud of their fine things, and respect others just because their clothes shine, and cost a great deal of money.

5. But this is not so with all. No, children; all persons are not so fond of dress; for they know that fine clothes do not always cover good folks. Fine clothes can not make any person good or bad; *nor* can poor clothes.

6. Actions and mind can do this. It matters not what we wear, only be plain and neat. None but silly persons care much about what they wear. I hope none of you will think the 'one thing needful' is fine things. If you *do*, all persons of good sense, will despise you.

7. How wise it is that this is so! As actions and mind determine your standard in the world, it all depends on *you* to determine your *place*.

8. If you wish to be wise and good, and loved by all whose love is worth having, you

must *strive all the while* to DO RIGHT—to BE GOOD, and you will succeed.

9. If you do not thus strive, no one will respect you; no, not even *yourselves*. If you respect yourselves, you will respect *others*, and others will respect *you*.

10. My dear children; I feel the truth of what I say. I have lived a long while, and have seen little boys and girls grow to be men and women: some of these were loved by all, and were happy; while others were *hated* by all, and were miserable.

11. In every case they determined, *themselves*, which it should be, and *as* they determined, *so* it was.

12. And now let me say to you, while the tears stand in my eyes, dear children; *Do not be silly Peacocks*; but BE *wise*; *learn to THINK*; DO RIGHT; and *all* will be WELL.

QUESTIONS:—If 3 boys have each 2 cents, how many do they all have? If 3 cents will buy 1 orange, how many oranges can they buy? If 3 oranges cost 6 cents how many cents will 1 cost? If a pound of butter is worth 1 dime how much are three pounds worth? 4 pounds? Is a dime enough money for a pound of butter? How many cents is 1 dime? How much is butter generally worth?

LESSON 46.

choose	whip	de-cide	rat-ting
George	round	mat-ter	sat-is-fied

walk	mill	fan-cy	black-smith's
drive	loud	pre-fer	rasp-ber-ries
wait	heard	wait-ing	un-fast-ened
large	choice	a-long	com-pa-ny
whole	chose	tum-bled	con-clud-ed
road	car-riage	fish-es	de-cid-ed
wheel	Lau-ra	leis-ure	al-read-y
Jack	min-ute	driv-ing	un-eas-y
please	bask-et	squir-rel	fick-le-ness

CHOOSE AND BE SATISFIED.

Laura. Where are your raspberries, George?

George. I have put them in the carriage; and I will put yours there too, as soon as I have unfastened the horse.

Father. Now, children; I shall walk home; and you, George, may drive the horse for your mother; and as for *you*, Laura, which will you do; ride with them or walk with me.

Laura. Why, which would you do, father? Will you let me drive a little, George?

George. Yes, you may drive a little way, when we get by the blacksmith's.

Laura. Well, then I will ride.

Father. Hold the horse a minute, George, while I help mother in.

Mother. Wait; let me put the small basket behind the large one—there.

Father. Now, Laura ;—

Laura. But, father; you will be all alone. I believe on the whole, I will walk with you. Which *would* you do ?

Father. You must decide. It is a mere matter of fancy. You must not walk to keep me company; I shall have company enough. Do just which you prefer.

George. Come, Laura; get in. I'm waiting.

Laura. Well, father; which road shall you take ?

Father. Along the bank.

Laura. And over the brook by the great log ?

Father. Yes; where you almost tumbled in.

Laura. Well, father; I will walk. Perhaps I shall see some more little fishes.

George. Well, good-bye, then, Laura: stand back from the wheel. Go on, Jack.

Laura. I have a great mind to ride. Take good care of my raspberries, George.

Father. Come, Laura; now they are gone, and we will walk along at our leisure.

Laura. Yes, father ; I have a great mind to run and take hold behind the carriage till they get up the hill. George ; look round here and see us.

George. Ah ! Laura ; you will wish you had concluded to ride.

Father. Please to mind your driving, George, and whip up.

Laura. Father ; I wish I had rode.

Father. Well, Laura ; it is not too late ; but then you will lose the fishes.

Laura. No,—I will walk. I can ride at any time. He may go. George ; which way do you think you shall go ?

George. Round by the mill, and then across through the woods. But I can not talk to you any more,—I must drive on.

Laura. Now, Father ; after all I am sorry I did not ride. I like very much to ride through the woods. The last time I went through the woods, I saw a squirrel. I'll call him.

Father. No, Laura ; it is too late now,—you have decided.

Laura. No, father ; I will run. I can stop him, for I can call very loud. George ! *George!*
GEORGE !

Father. No, Laura; *Laura!* Come back. The wheels make too great a rattling. You must walk now.

Laura. O, Father! he will not stop! How I do wish I had got into the carriage! He would not stop, and yet I know he heard me; and now I can not ride!

Father. No, you can not ride now. You had your choice, and you chose to walk with me. You can not ride, but you can go over the log and see the fishes.

Laura. But, father; I do not care about the fishes; I have seen them already. I say I don't care about the fishes! I wanted to ride; and now I must walk all the way home: and I shall get so tired! O dear me! Why did he not stop?

LESSON 47.

breast	sweet	sooth	cra-dle
hushed	rocked	'twill	sick-ness
cheek	watched	watch	in-fant
pressed	gazed	hear	health-y
sleep	taught	kiss-es	lull-a-by
eye	cease	for-sook	af-fec-tion

MY MOTHER.

1. Who fed me from her gentle breast,
And hushed me in her arms to rest,
And on my cheek sweet kisses pressed ?

My Mother.

2. When sleep forsook my open eye,
Who was it sung sweet lullaby,
And rocked me that I should not cry ?

My Mother.

3. Who sat and watched my infant head,
When sleeping in my cradle bed,
And tears of sweet affection shed ?

My Mother.

4. When pain and sickness made me cry,
Who gazed upon my heavy eye,
And wept for fear that I should die ?

My Mother.

5. Who ran to help me when I fell,
And would some pretty story tell,
Or kiss the part to make it well ?

My Mother.

6. Who taught my infant lips to pray,
To love God's holy word and day,
And walk in wisdom's pleasant way?
My Mother.

7. And can I ever cease to be
Affectionate and kind to thee,
Who wast so very kind to me?
My Mother.

8. O no! the thought I can not bear;
And, if God please my life to spare
I hope I shall reward thy care,
My Mother.

9. When thou art feeble, old, and gray,
My healthy arm shall be thy stay,
And I will sooth thy pains away,
My Mother.

10. And when I see thee hang thy head,
'Twill be my turn to watch thy bed,
And tears of sweet affection shed,
My Mother.

LESSON 48.

cakes	swarm	with-out	sweet-meats
cook	asked	sil-ly	with-out
heart	brought	heav-y	say-ing
said	thanked	car-ry	be-held
plums	Hen-ry	sli-ly	or-ang-es
smooth	Bet-sy	Bil-ly	bed-fel-low
pleased	cit-rons	dear-ly	pres-ent-ly
piece	sug-ar	fid-dler	cam-o-mile
gnawed	doc-tor	un-der	to-mor-row
stuffed	bit-ter	mat-ter	hap-pi-er
stairs	Pe-ter	hun-gry	no-bod-y
locked	stin-gy	eat-en	an-oth-er
crept	writ-ten	noth-ing	hap-pi-ly
grieved	pret-ty	les-sons	some-bod-y

 THE BOY AND THE CAKES.

1. There was once a little boy whose name was Henry, and his parents sent him to school. This Henry was the *first* in his class.

2. One morning his mother called Betsy the cook, and said, "Betsy; I think we must make a cake for Henry, for he has learned his lessons very well." And Betsy said, "Yes, with all my heart."

3. So they made a large cake, and stuffed it full of plums, sweetmeats, oranges and citrons; and covered it over with white sugar, which made it look white and smooth as snow.

4. Henry was much pleased when he saw the cake, and jumped about for joy. He did not even wait for a knife to cut a piece, but gnawed it like a dog.

5. He ate till the bell rang for school, and after school he ate till bed time; and his bed-fellow told me that he put the cake under his pillow, and sat up in the night to eat. So he did till it was all gone.

6. But presently after, this boy was very sick, and they had to send for the doctor. Doctor Camomile came and gave him—O, I do not know how much bitter stuff. Poor Henry did not like this at all; but “he *must* take it or die,” said the doctor. Henry at last got well, but you may be sure his mother sent him no more cakes.

7. Now, there was another boy, one of Henry's school-mates, whose name was Peter: the boys called him “Stingy Peter.” Peter had written a very neat, pretty letter to his mother, without one blot in it all. His mother, to reward him, sent him a cake.

8. Now Peter thought he would not be so silly as Henry, and eat so much as to make him sick, but would keep it a long time; so he took the cake up stairs into his room: it was so heavy that he could hardly carry it.

9. He locked it up in his box, and once a day crept silyly up stairs, and ate a piece, then locked it up again. But after a day or two, behold! the mice got into the box and ate it all up! Peter was very much grieved, but nobody was sorry for him.

10. Well, there was another boy by the name of Frank, at the same school. Frank loved his mother dearly, and his mother loved him and sent him a cake. When the cake came, Frank said to his school-mates, "I have a cake, boys; come, let us go and eat it."

11. They came around like a swarm of bees; and Frank gave a piece of cake to each one, and then took a piece himself so that it was nearly gone. Then Frank said, "We will save the rest to eat to-morrow."

12. But an old blind fiddler came into the yard soon after: he had a little dog tied with a string to him. The dog led him under a tree where the old man sat down.

13. Frank saw that he looked very sad, and

asked him what was the matter. The poor old man said he was very hungry : he had eaten nothing for a long time ; and he could not work as he was old and blind.

14. Then Frank went, without saying a word, and brought the rest of the cake, and said, " Here, old man ; here is some cake for you ;" and he put it into the old man's hand. The fiddler thanked him ; and Frank was happier than if he had eaten ten cakes.

QUESTIONS:—What was Henry ? What did his mother send him ? What was the cook's name. What was put in the cake ? What was the top covered with ? What did Henry do with his cake ? What was the effect ? What can you tell us about " Stinky Peter ?" What got into the box and ate his cake ? Now tell us all you know about Frank. What do you think of him ? Which boy do you think acted the best ? Which do you like the best ?

Is the water of the ocean salt ? Is salt made of this water ? (Yes.) Are there any salt mines where salt is dug from the earth ? (There are.) Are there not salt *springs* from which salt is made ? (There are.) What is salt good for ? Of what is our paper made ? (cotton or linen rags.) When was it first made ? (A. D. 1000.) What did people write on before paper was made ? (parchment.) Of what is *parchment* made ? (Sheepskin.) When was *printing* invented ? (A. D. 1430.)

LESSON 49.

tired	par-ty	sup-pose	ig-no-rance
dull	dis-like	af-ford	prej-u-dice
clean	stu-pid	will-ing	a-muse-ment

fault	crea-ture	in-deed	un-fin-ished
clothes	por-ing	rich-ly	ex-pens-ive
wrong	play-ing	cost-ly	cheer-ful-ly
neat	play-mate	stud-ies	at-ten-tion
proud	dress-es	sup-port	un-feel-ing
Sally	find-ing	pun-ish	self-de-ni-al
Plain-ly	com-pared	teach-er	im-i-tat-ing

IGNORANCE THE MOTHER OF PREJUDICE.

Jane. I do not like Sally Plainly :—she shall not come to my party.

Mother. Why do you dislike her, Jane ? she seems to be a good girl.

J. She is a stupid creature, and always por-ing over her lessons.

M. Does she never play ?

J. Yes ; but never till she has learned her lessons, and then every body else is tired.

M. You learn *your* lessons, then, while *she* is playing ?

J. O, no, I do not ; I play as long as she does.

M. Then when do you learn your lessons ?

J. O, I study them when I can find nothing to play with ; and sometimes when I do not know them she tells me.

M. Very well, Jane, she must be very stupid, if she not only knows her own lessons, but tells you yours ! She must be a dull playmate, too, if she only plays when she has done her duty ! for my part I can not enjoy any amusement, if I have any unfinished work on hand.

J. Sally is well enough in *her* way, but then she dresses so, that I am almost ashamed to speak to her.

M. Does she not dress cleanly ?

J. Yes ; she is clean enough.

M. And neatly ?

J. Yes ; she is always finding fault with me for not being as neat as she is.

M. What then is the matter with her dress ?

J. O, it is so coarse compared with mine !

M. Do you think that is *her* fault ?

J. Why,—no ; I suppose her parents can not afford to buy her expensive clothes.

M. Should you be willing to wear such plain clothes ?

J. No ; indeed !

M. Not if your father was poor ?

J. But he is not poor.

M. He may be so. Sally's father was once rich.

J. Was he ?

M. Yes ; Sally dressed as richly as you do. But when her father became poor, she cheerfully gave up her costly dresses, and became more attentive to her studies that she might become a teacher, and support herself. Do you think it was wrong in her to do so ?

J. O, no ; I should think it was right.

M. And yet you would punish her for it, by not allowing her to come to your party !

J. Dear Mother ; I did not know all that you have told me. I am not naturally proud or unfeeling, and shall *show* that I am not so, by inviting Sally, and imitating her self-denial and industry.

QUESTIONS:—What is the name of this piece ? What kind of a piece is it ? (A dialogue.) How many persons talking ? Who are they ? Which introduced the conversation ? About whom do they converse ? What kind of an opinion had Jane of Sally ? Did she form her opinion from Sally's actions ? What then ? Was not this very foolish in her ? Are there many persons who like Jane, judge

of others by their clothes? Are such persons generally useful to society? To such persons we can well sing

THE WAY OF THE WORLD.

When for - tune smiles and looks se - rene, 'Tis
Your fam - i - ly are well I hope, Can

"Sir, pray how d'ye do? } But turn the scale, let
I serve them or you? }

for-tune frown, And ills or woes be - tide ye, 'Tis

"Sir, I'm sorry for your loss, But times are hard, *good bye t'ye.*"

Did Sally get her lessons well? Did Jane? Who helped Jane? What did Jane's mother say about this? What did Jane finally conclude? Do you think this a wise conclusion?

LESSON 50.

coat	praise	sense	hand-some
head	heard	clothes	Ed-ward
Charles	paints	bought	rea-son
dunce	show	found	moth-er
grew	points	coat	ci-pher
vest	guest	wise	scarce-ly
chair	strange	vis-it	re-gard
fruit	please	a-bout	ev-er-y
quite	dressed	la-dies	stud-y-ing

A NEW COAT AND A WISE HEAD.

1. There was once a boy who was fond of fine clothes. His name was Charles. He was a dunce at school; for he thought, as he was well dressed, there was no need of his studying his books.

2. He would tell the boys that he should be rich when he grew to be a man, and that every body was fond of those who were rich. One day he went to visit one of his mother's friends; and he had on a new blue coat and a handsome vest.

3. The lady of the house gave him a chair, and sent him some cakes and fruit; but no one talked to him and he felt quite dull: he thought some one ought to praise his new coat, but no one said a word about it.

4. At last a boy came in whose clothes were coarse, but plain and neat. The lady of the house took hold of this boy's hand, gave him a kiss, and made him talk to her a long time.

5. The rest of the ladies then spoke to him; one said, "How are you, Edward? Pray, when will you come to my house, and play with my son?" "You must come and see me, too," said the next lady, "for I am told you are one of the best of boys."

6. Then a third lady said she had heard how well he could draw, and that when he came to see her, she would show him some fine prints, and give him a box of paints: and so it went on all about the room; each guest had a kind word for Edward.

7. Now Charles thought it strange, that a boy with plain clothes should please more than he did, who was so well dressed.

8. The reason was this; Edward had much good sense. He could read and write well,

and draw and cipher; but Charles could scarcely read at all.

9. Charles now found out that *fine clothes* will not win regard, and that a *wise head* is better than a *new coat*.

QUESTIONS:—What are the names of the two boys you read of in this lesson? Which was dressed very nice? Which knew the most? Which was loved the most? Which makes a child loved the most, actions or looks? Should you not be very careful then how you act? On what does our station in life depend? (on effort.) Who must make this effort? (we ourselves.) What is the motto in the title of this book? Should we not strive to be wise and good?

LESSON 51.

leave	per-haps	to-geth-er	ad-van-tage
treat	ad-vice	se-lect-ing	un-pleas-ant
bound	es-teemed	com-pa-ny	es-ti-mat-ed
spoil	en-joy	gen-er-ate	ap-pear-ance
sort	de-cayed	di-rect-ed	prof-it-a-bly
scorn	doubt-less	ap-prov-ing	com-mu-ni-ty
aim	con-science	so-ci-e-ty	rep-u-ta-tion
school	bar-rel	as-so-ci-ate	pro-gres-sive



UNCLE JOHN'S LETTER

TO EACH OF HIS LITTLE FRIENDS AND READERS

My dear young Friend:

I must now take leave of you again. We have been together so long, and spent our time so pleasantly and profitably, that it makes me feel sad to think I must leave you.

2. It is always sad for friends to part. I love my friends: I love you; and I hope what I have said to you in this book you will often think of, and be better children for it.

3. I shall not meet you again in a long time, —perhaps never; but before we part I wish to give you a little advice, and as I am older and know better than you, I hope you will take it as kindly as I give it.

4. You will find it much to your advantage to adopt the motto, "Do unto others as you would they should do unto you."

5. If you would have friends, you must be friendly: if you would be respected and esteemed, you must respect and esteem others: if you would be treated well, you must treat others well: if you would be happy, you must try to make others happy.

6. No person can prosper who is bound up in *self*. The Bible says, "It is not good for man to be *alone*;" and we will add, it is not good for boys to be alone—it is not good for girls to be alone.

7. They must associate with each other; but they can not do so unless they agree, for they would make each other so unhappy; and to agree, each must *try to please*.

8. One unpleasant child makes all around unhappy. Our happiness, to a great extent, depends on those around us. How careful then, should you be of your society; and how much more careful in selecting *friends*.

9. I do not wish to say anything to make you enjoy any less a fine play with your school-mates, or the company of your associates and friends; but I do wish you to look well to the *kind of company* you keep.

10. I suppose you have often seen decayed or rotten apples, and have often heard your mother say, "the apples must be sorted, the decayed ones must be taken out, or all the apples will spoil."

11. Well, your mother was right. A few decayed apples in a barrel would soon spoil the whole barrel of apples.

12. Just so it is with children. You must *sort* your company: do not allow a bad child to be in it; if you do, like the decayed apple which spoiled the whole barrel of apples, this bad child will destroy the happiness of the whole company, and perhaps ruin you.

13. Do not be too hasty, or too anxious, to choose your friends, yourself. Let your mother help you select; and never be intimate with a child against your mother's will. She knows

best: her greatest wish is to make you happy.

14. Do not then fret, and pout, and show ill temper, if sometimes you disagree, and she refuses to gratify your desire.

15. It is a bad sign for children to look cross; and O, how wicked it is for children to be angry at their mothers! Who ever heard of such a thing?—a little boy or girl *angry at their MA!* their poor ma, who loves them and would work all day and half of the night to please her child! I hope none of you ever saw or heard of a child so wicked.

16. One thing I wish you to remember:—You are growing older and larger;—soon you will be a man or a woman: you, no doubt, wish to prosper in this world, to be respected and happy; but you never *can*, unless you respect yourself enough to respect and love your mother.

17. I say so much to you about loving your mother, because I know that unless you love *her* you will always be unhappy.

18. God has so made us that our happiness is based on LOVE ; and if we can not love her who has borne us, and watched over us, in infancy, in sickness and in health, with all the anxiety which a Mother, alone, can know ; *who* in this wide world *can* we love ?

19. And if we treat our mothers so ill that they can not love us, who can ?

20. My young friend ; I wish you would answer these questions. Stop a moment and think, and you will answer each with me—
NO ONE ! Be thankful you have a mother, and pray God to help you to treat her *as* a Mother.

21. Every person makes himself :—I mean, whatever you are in this world, you will become by *your own* efforts.

22. Never fear that you will be falsely estimated. Water seeks its own level ; so does man ; and so do boys and girls, and *you* will be sure to find your *place*. Community will value you for *just what you are*.

23. The wealth or reputation of your Father,

or your own external show, will not so blur your 'page' that it can not be read.

24. No, no. '*Man is what he is,*' and the world, sooner or later, will know you. For a time you may "appear unto men" to be what you are not, but man is a progressive being, and he will learn to read you "like a book."

25. Be careful, then, and not trust to '*appearance,*' for this has been the ruin of many a noble youth, and doubtless will be of many more.

26. '**BUT YOU CAN BE WHAT YOU WILL.**' Remember this, and make the effort. Let "**RIGHT IS RIGHT**" be your '*Motto,*' and, shunning every appearance of *wrong*—"Go ahead."

27. Some may laugh at you, some may point at you the finger of scorn, but heed them not, for "*Right is Right,*" so "**GO AHEAD.**"

28. Aim high, and resolve, once for all, to gain the object of your ambition: but always bear in mind, that no one can be really *great* without being really **GOOD.**

29. Know whom and what to avoid, and

shun them as a deadly poison. Never be ashamed to DO RIGHT but *always* to DO WRONG.

30. Respect the Bible; love your God; strive to do good; keep within yourself the elements of happiness, to generate at your will;—LIVE AS I HAVE DIRECTED, and your conscience will give an approving smile, the world will admire, and GOD will own you HIS.

Very truly your Friend,

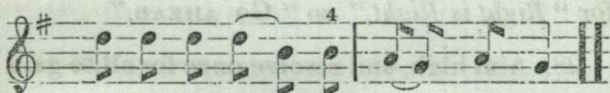
UNCLE JOHN.

DO RIGHT.*

(ROUND FOR FOUR VOICES.)



1. I love to "Do Right," And I love the "Truth," And I
2. And when I grow old, And when I grow gray, I'll

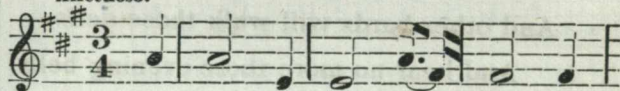


al - ways will love them While in my youth.
stick to them still De - part who may.

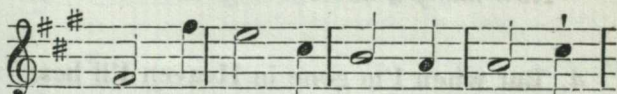
* Let this tune be sung as a *round*, four times through, using the *first* verse; as the *fourth* division leaves the verse for the *fourth* time, let the *first* division commence using the *second* verse. The several divisions will observe the order in taking their parts.

THOSE EVENING BELLS.

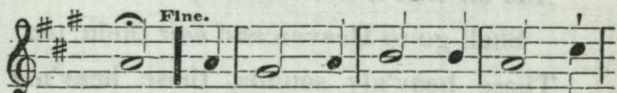
Affetuoso.



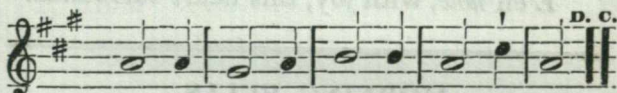
1. "Those even - ing bells, those even - ing
Those even - ing bells, those even - ing



bells, How many a tale their mu - sic
bells, How many a tale their mu - sic



tells, Of friends, and home, and that sweet
tells.



time, When first I heard their sooth-ing chime.

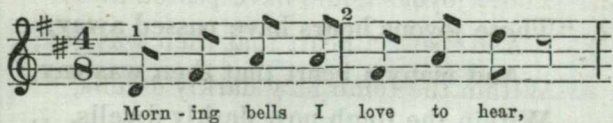
2. "Those joyous hours have passed away,
And many a heart that then was gay,
Within the tomb now darkly dwells,
And hears no more those evening bells.
Those evening bells, those evening bells,
How many a tale their music tells.

3. "And so 'twill be when I am gone,
 Those tuneful bells will still ring on,
 And other bards will walk those dells—
 And hear no more those evening bells.
 Those evening bells, those evening bells,
 How *many* a tale their music tells."

4. But when I'm gone in Heaven I'll hear
 More joyous sounds ring loud and clear,
 And all who'll live for God, below,
 Shall go to Heaven and *hear* them, too.
 Those heav'nly sounds, those heav'nly
 sounds,
 E'en *now*, with joy, this heart surrounds.

MORNING BELLS.

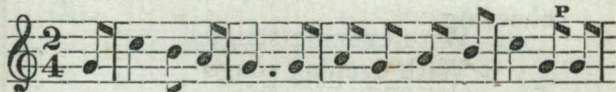
(ROUND FOR FOUR VOICES.)



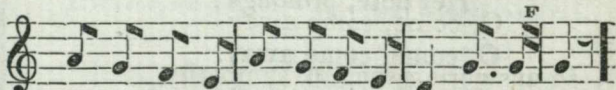
O, COME, COME AWAY.

W. E. HICKSON.

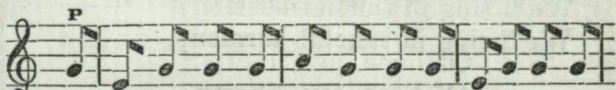
Music—German.



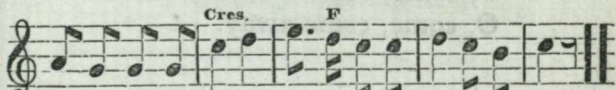
O, come, come away, from la - bor now re - posing, Let



bu - sy care A-while forbear, O, come, come a - way.



Come, come our so - cial joys renew, And there, where love and



friendship grew, Let true hearts welcome you, O, come, come away.

2. From toil and from cares on which the day
is closing,

The hour of eve

Brings sweet reprieve :

O, come, come away.

O, come where love will smile on thee,

And round its hearth will gladness be,

And time fly merrily :

O, come, come away.

3. While sweet Philomel, the weary traveler
cheering,

With evening songs

Her note, prolongs ;

O, come, come away.

In answering song of sympathy,

We'll sing in tuneful harmony,

Of hope, joy, liberty ;

O, come, come away.

4. The bright day is gone,—the moon and
stars appearing

With silver light,

Illume the night :

O, come, come away.

We'll join in grateful songs of praise, ♪

To him who crowns our peaceful days,

With health, hope, happiness :

O, come, come away !

YES, OR NO.

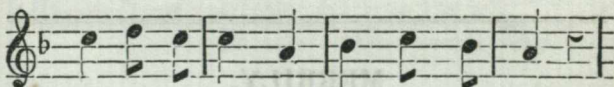
Mason and Webb's Collection.

Lively.

1. Short speech suf - fi - ces deep thought to show,



When you with wis - dom, say Yes, or No.



Save me from speech - es, Long, dull, and slow,



Oh, how much bet - ter, Plain Yes, or No.

2. Time never lingers,

Moves never slow,

While he permits it,

Say yes, or no.

If he escapes you,

Ne'er can you know,

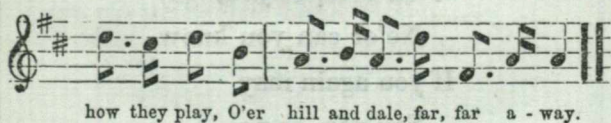
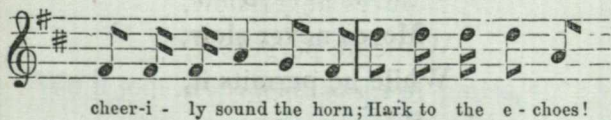
If you again may

Say yes, or no.

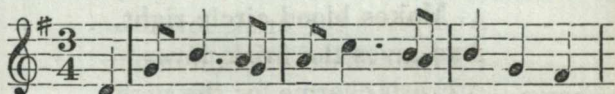
3. Deep may the import,
 For joy or wo,
 Be in the utterance
 Of yes, or no;
 If even these, then,
 You would forego,
 Eyes, sparkling eyes, shall
 Say yes, or no!

MERRILY.

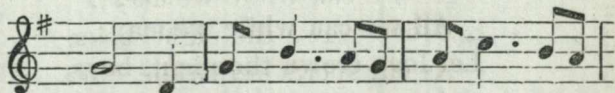
(ROUND FOR FOUR VOICES.)



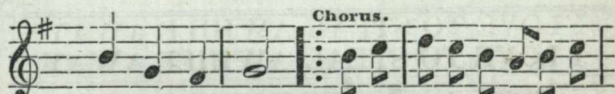
THE BRIGHT ROSY MORNING.



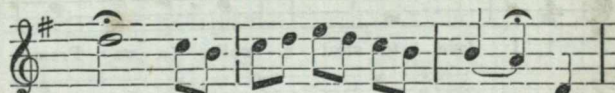
The bright ro - sy morn - ing Peeps o - ver the



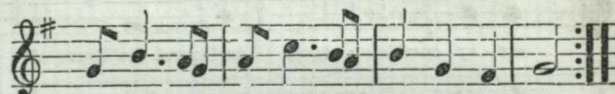
hills, With blush - es a - dorn - ing The



mead-ows and fields. While the merry, merry, merry



horn Calls come, come a - - way, A-



wake from your slum-bers, and hail the new day.

2. The stag rous'd before us,
 Away seems to fly,
 And pants to the chorus,
 Of hounds in full cry.

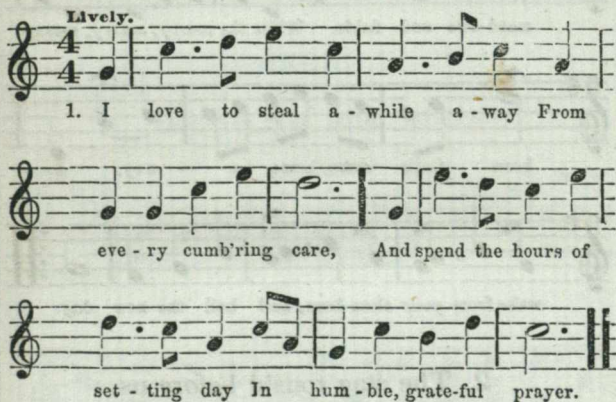
Chorus. Then follow, follow, follow,
 The musical chase,
 Where pleasure and vigor,
 And health all embrace.

3. The day sport, when over,
 Makes blood circle right,
 And gives the brisk lover
 Fresh charms for the night.

Chorus. Then let us, let us now enjoy
 All we can while we may;
 Let love crown the night, boys,
 As our sports crown the day.

I LOVE TO STEAL AWHILE AWAY.

Lively.



1. I love to steal a - while a - way From
 eve - ry cumb'ring care, And spend the hours of
 set - ting day In hum - ble, grate - ful prayer.

2. I love to think on mercies past,
 And future good implore,
 My cares and sorrows all to cast
 On Him whom I adore.

APPENDIX.

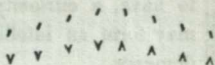
KOMSTOK'S INGLIC ALFABET.

THE 38 SIMPLE LETTERS.

15 Vowels.			14 Subvowels.			9 Aspirates.		
<i>E e</i>	<i>E e</i>	<i>ale</i>	<i>B b</i>	<i>B b</i>	<i>bow</i>	<i>P p</i>	<i>P p</i>	<i>pit</i>
<i>A a</i>	<i>A a</i>	<i>arm</i>	<i>D d</i>	<i>D d</i>	<i>day</i>	<i>T t</i>	<i>T t</i>	<i>tin</i>
<i>O o</i>	<i>O o</i>	<i>all</i>	<i>G g</i>	<i>G g</i>	<i>gay</i>	<i>K k</i>	<i>K k</i>	<i>kite</i>
<i>A a</i>	<i>A a</i>	<i>an</i>	<i>V v</i>	<i>V v</i>	<i>vile</i>	<i>F f</i>	<i>F f</i>	<i>fame</i>
<i>X x</i>	<i>X x</i>	<i>eve</i>	<i>A a</i>	<i>A a</i>	<i>then</i>	<i>Θ θ</i>	<i>Θ θ</i>	<i>thin</i>
<i>E e</i>	<i>E e</i>	<i>end</i>	<i>Z z</i>	<i>Z z</i>	<i>zone</i>	<i>S s</i>	<i>S s</i>	<i>sin</i>
<i>I i</i>	<i>I i</i>	<i>ile</i>	<i>J j</i>	<i>J j</i>	<i>azure</i>	<i>C c</i>	<i>C c</i>	<i>shade</i>
<i>I i</i>	<i>I i</i>	<i>in</i>	<i>L l</i>	<i>L l</i>	<i>light</i>	<i>H h</i>	<i>H h</i>	<i>hut</i>
<i>Ω ω</i>	<i>Ω ω</i>	<i>old</i>	<i>R r</i>	<i>R r</i>	<i>roll</i>	<i>Q q</i>	<i>Q q</i>	<i>what</i>
<i>Y y</i>	<i>Y y</i>	<i>lose</i>	<i>M m</i>	<i>M m</i>	<i>met</i>			
<i>O o</i>	<i>O o</i>	<i>on</i>	<i>N n</i>	<i>N n</i>	<i>no</i>			
<i>U u</i>	<i>U u</i>	<i>tube</i>	<i>U u</i>	<i>U u</i>	<i>song</i>			
<i>U u</i>	<i>U u</i>	<i>up</i>	<i>W w</i>	<i>W w</i>	<i>wo</i>			
<i>U u</i>	<i>U u</i>	<i>full</i>	<i>Y y</i>	<i>Y y</i>	<i>yoke</i>			
<i>Φ φ</i>	<i>Φ φ</i>	<i>out</i>						

~~~~~

*Marks to represent Accent,  
Inflection, and Melody.*



### THE 6 COMPOUND LETTERS.

|            |            |            |            |            |             |            |            |             |
|------------|------------|------------|------------|------------|-------------|------------|------------|-------------|
| <i>A a</i> | <i>A a</i> | <i>oil</i> | <i>D d</i> | <i>D d</i> | <i>job</i>  | <i>C c</i> | <i>C c</i> | <i>etch</i> |
| <i>Θ θ</i> | <i>Θ θ</i> | <i>air</i> | <i>G g</i> | <i>G g</i> | <i>tugs</i> | <i>X x</i> | <i>X x</i> | <i>saks</i> |

## REMARKS.

ALTHOUGH we have placed the Alphabet first, the letters should be taught as the child progresses in the following lessons.

We have no comment to make on this Alphabet, save that we think it *much preferable* to any other we have seen; nor have we any to make on the propriety or impropriety of its becoming universal, except that it would save at least twenty-four twenty-fifths of the time *now* employed in learning to read and spell; which time, if rightly improved, is sufficient to make almost any one a fair scientific scholar: it would place within the reach of every human being a good *common-sense* education;—it would variegate the path to science with sweet-scented flowers of every hue, to be plucked at every step; and thus it would increase, in a ten-fold ratio, the probability of man becoming *what God designed him* TO BE, an intelligent, happy being—a CHRISTIAN. If this view is correct, we would simply ask,—What is the *duty* of every Christian—of every philanthropist?

The apology we shall offer for putting this Appendix in, is, that the subject of changing the orthography of our language is one of common conversation, and every one has, or ought to have, a curiosity to know what this change is, that he may form an intelligent opinion of his own, of its merits or demerits.

✂ A *certain* character represents a *certain* sound. These are always associated with each other in *written* language. No *mute* letter is used; hence, learning the Alphabet is all that is necessary to learn to spell and read. How very unlike the present system, wherethe Alphabet gives no *certain* clue to the spelling or pronunciation of a *single word*! Any further information can be given by Dr. A. Comstock, Philadelphia.

NAMES OF THE LETTERS.

In reference to the *names* of the letters of the New Alphabet, we give the following extract from Comstock's Phonetic Speaker :

In spel'ɪŋ bi ðe le'turz ov ðe Nɪ Al'fabet, ɪt ɪz be'tur tɜ kol ðem bi ðe spɒndz qɪc ðe reprɪzent' ðan bi ɛ'nɪ u'dur nem.. Δɪs must ne'sesariɪ bɪ ðe kes ɪn rɪgard' tɜ ðe vɒ'elz. But, az ɪt ɪz dɪzɪr'abl tɜ hav u'dur nemz fɔr ðe kon'sɒnants, (tɜ bɪ yɪzd, fɔr ɪn'stans, qen spɪk'ɪŋ ov ðɪz le'turz,) ðɪ ə θur haz ɡɪvɪn ðe fɔləwɪŋ:

|     |          |       |           |     |          |
|-----|----------|-------|-----------|-----|----------|
| B b | bɪ       | M m   | mɪ ɔr ɛm  | K k | kɪ ɔr ke |
| D d | dɪ       | N n   | nɪ ɔr ɛn  | F f | fɪ ɔr ɛf |
| G g | ɡɪ       | IJ ij | ɪjɪ ɔr ɛj | Θ θ | θɪ       |
| V v | vɪ       | W w   | wɪ        | S s | sɪ ɔr ɛs |
| Δ δ | ðɪ       | Y y   | jɪ ɔr wi  | C c | cɪ       |
| Z z | zɪ       | D d   | dɪ        | H h | hɪ ɔr eð |
| J j | jɪ       | G g   | ɡɪ ɔr ɛɡ  | Q q | qɪ       |
| L l | lɪ ɔr ɛl | P p   | pɪ        | Ɔ c | cɪ       |
| R r | rɪ ɔr ar | T t   | tɪ        | X x | xɪ ɔr ɛx |

NOTE TO TEACHER.

THE *names* of these letters must not yet be taught, as it (the teaching) would not only be useless, but decidedly to the disadvantage of the learner. The *names* are useful *only to designate the characters*, and should be learned for this purpose, but not till their powers or sounds are so thoroughly learned, as to be unconsciously called to mind at the sight of the characters. This is the way our present letters are learned.

The words must be spelled by sound, and learned by form, so as to be readily known at sight, *before* they are read in the Reading Lessons.



## LESN 1.

i m  
mi i

s x  
sx  
Sx mi i.  
I sx mi i.  
Mi i, i sx.

c e  
cx mx

Me cx sx mx?  
Cx me sx mx.  
Me cx sx mi i?  
Cx me sx mi i.  
Me I sx mi i?  
I me sx mi i.

a n  
an φ

Me An sx mx?  
An me sx mx.  
Me An sx mi i?  
An me sx mi i.  
Me I sx mi An?  
I me sx mi An.  
An, sx δφ mi i.

## LESN 2.

ω t  
tω  
nω sω

I nω mi tω.  
Mi tω I nω.  
Me I sx mi tω?  
I me sx mi tω.  
I sx mi tω.  
Sx δφ mi tω.

ι δ  
δι cφ

Me I sx mi ιι cφ?  
I me sx mi ιι cφ.  
Me I sx δι ιι cφ?  
I me sx δι ιι cφ.  
I sx mi ιι cφ nφ.  
An, sx δφ mi ιι cφ.

ι z  
ιz ιn

Mi cφ ιz a ιι cφ.  
Iz δι cφ a ιι cφ?  
Ω, a tω ιz ιn mi cφ!  
Iz a tω ιn δι cφ?  
A tω ιz ιn mi ιι cφ.  
Iz δι tω ιn mi ιι cφ?  
Δι tω ιz ιn mi ιι cφ.

LESSN 3.

o g

so

gwo ge

I so An gwo.

An so mx gwo.

Cx iz a ge An.

I no An iz ge.

w u

us

wx we

Me An sx us gwo?

An me sx us gwo.

Wx me sx An gwo.

Me cx gwo mi we?

Cx me gwo mi we.

Me mi An gwo mi we?

Mi An me gwo mi we.

l e

le

de li

Le di cs on mi to.

De cs iz on mi to.

I so de nw cs on di to.

LESSN 4.

m-i mi s-x sx

s-i si m-x mx

t-i ti c-x cx

d-i di n-x nx

l-i li t-x tx

m-e me n-o no

d-e de s-o so

g-e ge l-o lo

w-e we g-o go

s-e se d-o do

c-o co i-n in

n-o no i-z iz

d-e de i-t it

a-n an u-s us

ran ts ax and

kat nq up hopt

trx xl bi nx

Δx ax iz bi de trx;

Δx xl iz in de sx.

Δe kat ran up ts mx,

And hopt up on mi nx.

☞ For spes wal not alq' us ts kontin'yu d'xz lesnz az grad'ualx az wx kud wxc.. De ar intend'ed ts xlus'tret, in a me jur, de Fone'tik s'is'tem, ra'dur dan ts impart' a ful no'ledj ov it ts de p'p'xl.

## LESN 5.

*Æ Furst Sam.*

1. BLES'ED IZ ðE man ðat wøk'ed not in ðE kþn'sel ov ðx ungod'lx, nor stand'ed in ðE we ov sxn'urz, nor sit'ed in ðE sxt ov ðE skorn'ful :

2. But hiz dxlit' iz in ðE lo ov ðE LORÐ; and in hiz lo duð hx mē'ditet de and nit.

3. And hx cal bx lik a trx plant'ed bi ðE-ri'vurz ov wøtur, ðat brin'ed fōrð hiz frut in hiz sxxn : hiz lxf ol'sø cal not w'rdur; and qotsøe'vur hx dæ'ed cal prospur.

4. ðx ungod'lx ar not sō : but ar lik ðE çaf qic ðE wind driv'ed awe.

5. ðer'fōr ðE ungod'lx cal not stand in ðE djud'ment, nor sxn'urz in ðE kongrxe'cun ov ðE ric'us.

6. Fōr ðE LORÐ nō'ed ðE we ov ðE ric'us : but ðE we ov ðx ungod'lx cal pēric.

## LESN 6.

*Æ Twelfð Captur ov Izø'a.*

1. AND in ðat de ðø calt se, Ω LORÐ, I wxl prez' ðx : ðø ðø wost an'gri w'rd mx, ðin an'gur iz turnd awe', and ðø kum'furdetst mx.

2. Bxhōld', God iz mi salve'cun; I wxl trust, and not bx afred' : fōr ðE LORÐ D'IHQ'VA iz mi strenð and mi soñ; hx ol'sø iz bxkum' mi salve'cun.

3. ðer'fōr w'rd ða cal yx drø wøtur qt ov ðE welz ov salve'cun,

4. And in ðat de cal yx se, Prez ðE LORÐ; kol upon' hiz nem', dxklør' hiz dæ'tn'z amun' ðE px'pl, mek men'cun ðat hiz nem iz egolt'ed.



5. Sij un'ts de Lōrd; for hẏ hẏd dun ex'elent θijz:;  
 dīs iz nōn in ol dẏ urθ.

6. Kri q̄t and c̄q̄t, d̄q̄ inha'bitant ov Ziun: for  
 gret iz de Hō'lẏ Wun ov Iz'reel in de midst' ov dẏ.

## LESN 7.

*De Hundredθ' Sam.*

Bxfōr' Dẏhō'vā'z ō'sul θrōn,  
 Yẏ nē'cunz, b̄q̄ wīd se'krēd q̄ā.  
 Nō dat de Lōrd iz God ālōn;  
 Hẏ kan kr̄xet', and hẏ dẏstrā.

Hīz suv'rin p̄q̄'r, wīd̄q̄t' q̄r ed,  
 Med us ov kle, and fōrmd us mēn;  
 And q̄n lik wōnd'rīn̄ exp wẏ stred,  
 Hẏ brot us t̄s hīz fōld' āgen.

Wẏ ar hīz p̄xpl, wẏ hīz k̄ōr',  
 Φr sōlz, and ol q̄r mōr'tal frēm;  
 Qot last'īn̄ on'urz cal wẏ r̄x̄r,  
 Ōlmit'ẏ Mek'ur, t̄s dī nēm'?

Wẏ'l kr̄qd dī gets wīd θānk'ful sōnz,  
 Hī āz de hē'v̄n q̄r vās'iz rez;  
 And urθ, wīd hur ten θq̄'zand tunz,  
 Cal fil dī kōrts wīd sq̄nd'īn̄ prez.

Wīd āz de wūrd' iz dī komānd',  
 Vast āz xturn'ītī, dī luv;  
 Fūrn āz ā rok' dī trēθ must stand',  
 Q̄n rōl'īn̄ ȳx̄z cal s̄x̄s t̄s m̄s̄v̄.

## LESN 8.

*De Lord'z Pror.*

ÞR Fa'dur h̄s art in hevn, Hæloed þx ði nem. Ði  
 kyndum kum. Ði wyl þx dun in urð, az xt iz in he vn  
 Giv us ðis de þr de'lx bred. And sorgiv' us þr dets,  
 az wx sorgiv' þr det'urz. And lxd us not in'ts temte-  
 cun, but dylx'vur us from xvl: For ðin iz de kyndum,  
 and de þq'ur, and de glw'rx, for evur. Amen.

## LESN 9.

*DE LORD'Z PROR.*

Þr Fadur h̄s art in hevn, Hælæd  
 be ði nem. Ði kyndum kum. Ði  
 wyl þx dun in urð, az xt iz in hevn.  
 Giv us ðis de þr de'lx bred. And  
 sorgiv' us þr dets, az wx sorgiv' þr  
 det'urz. And lxd us not in'ts temte-  
 cun, but dylx'vur us from xvl: For ðin iz  
 de kyndum, and de þq'ur, and de glw'rx,  
 for evur. Amen.

FINIS.

SC  
 UT  
 1852  
 WEB

