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[REVISED EDITION]



THE  
SECOND  
READER


BY  
SALEM TOWN, LL. D.

BOSTON:

PUBLISHED BY C. L. SANBORN & CO.

Ed. no T 758, 58, 860

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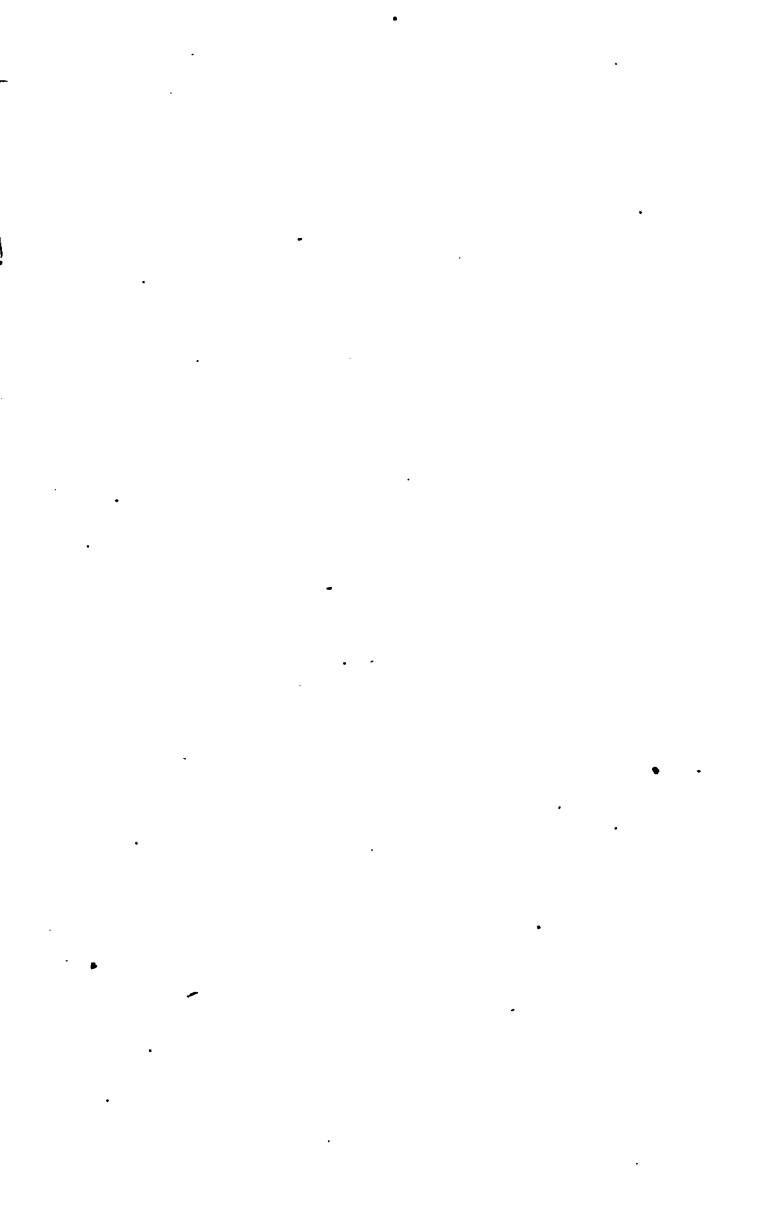
A. T. Rice.

1837.

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REVISED EDITION.

THE SECOND READER,

CONSISTING OF EASY AND

PROGRESSIVE LESSONS.



BY SALEM TOWN L. L. D.

---

BOSTON:

PUBLISHED BY O. L. SANBORN & CO.

1858.



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## P R E F A C E .

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THIS book is designed as the *Second Easy Reader for Children*. It commences with words of one syllable, involved in stories of such interest as to secure attention, and of such simplicity as to be easily understood.

Universal observation has long since convinced teachers, that whatever is so far understood by children as to interest their feelings, will be read with avidity.

The following lessons, whether selected or original, are believed to be of such a character that every child will understand the language; and the stories of such a description as to create interest in their perusal. Whenever children are induced to read, from a desire to find out what is contained in the story, the task will never be irksome. Under these circumstances, their improvement has always been found to be surprisingly rapid.

But few questions are appended to the *Reading Lessons* in this book, for the following reasons:

1. Every teacher who is competent to instruct

is qualified to ask such questions as may be necessary, and should always vary and adapt them to the age and capacity of the scholar.

2. Uniformly asking questions in a given set of words has a tendency to elicit answers of a corresponding uniformity. Such a habit becomes prejudicial to freedom of thought, as well as unrestrained narration of circumstances.

3. Children soon learn to give some laconic answer, which they suppose to be implied by the *very words* of the question, and think no more of the matter.

4. Any teacher can, ordinarily, bring the subject of the lesson before the class in his *own way*, so as to create a more general interest, and inspire a noble emulation to excel, in giving the most correct analysis of the whole, or of any particular part. If the subject admit, let the pupils assign reasons for and against, and thereby develop their thinking powers.

Some of the more important characters used in punctuation, the table of numbers, and a synopsis of elementary sounds, are inserted, to which the attention of the pupil will be occasionally directed in the several reading lessons.

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PAUSES IN READING.

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A comma (,) denotes a pause long enough to count *one*.

A semicolon (;) denotes a pause *twice* as long as a comma.

A colon (:) denotes a pause *three* times as long as a comma.

A period (.) denotes a pause *four* times as long as a comma.

The interrogation point (?) denotes that a question is asked.

The exclamation point (!) denotes wonder, surprise, or admiration.

The interrogation and exclamation points usually require a pause as long as the colon.

The apostrophe (') denotes the possessive case; as, Man's; or the omission of a letter; as, Lov'd, for loved.

The parenthesis ( ) is used to enclose an explanatory clause, or sentence.

The hyphen (-) is used to separate syllables, or the parts of a compound word; as, Ba-ker, ink-stand.

The dash (—) is used to divide the parts of a sentence, and denotes a pause of uncertain length.

## TABLE OF NUMBERS.

<i>Letters.</i>	<i>Figures.</i>	<i>Names.</i>	<i>Numerical Adjectives.</i>
I	1	one	first
II	2	two	second
III	3	three	third
IV	4	four	fourth
V	5	five	fifth
VI	6	six	sixth
VII	7	seven	seventh
VIII	8	eight	eighth
IX	9	nine	ninth
X	10	ten	tenth
XI	11	eleven	eleventh
XII	12	twelve	twelfth
XIII	13	thirteen	thirteenth
XIV	14	fourteen	fourteenth
XV	15	fifteen	fifteenth
XVI	16	sixteen	sixteenth
XVII	17	seventeen	seventeenth
XVIII	18	eighteen	eighteenth
XIX	19	nineteen	nineteenth
XX	20	twenty	twentieth
XXX	30	thirty	thirtieth
XL	40	forty	fortieth
L	50	fifty	fiftieth
LX	60	sixty	sixtieth
LXX	70	seventy	seventieth
LXXX	80	eighty	eightieth
XO	90	ninety	ninetieth
O	100	one hundred	one hundredth
CO	200	two hundred	two hundredth
CCO	300	three hundred	three hundredth
CCCO	400	four hundred	four hundredth
D	500	five hundred	five hundredth
DC	600	six hundred	six hundredth
DCC	700	seven hundred	seven hundredth
DCCO	800	eight hundred	eight hundredth
DCCCO	900	nine hundred	nine hundredth
M	1000	one thousand	one thousandth

## TABLE OF ELEMENTARY SOUNDS.\*

VOCALS.					
Name	Power.	Element.	Name.	Power	Element.
1 A	Ale	Ā	21 M	Him	M
2 A	Arm	Ă	22 N	Run	N
3 A	All	Ȧ	23 R	Bur	R
4 A	At	A	24 V	Ev	V
5 E	Eat	Ē	25 W	Wo	W
6 E	Bet	E	26 Y	Yet	Y
7 I	Ice	Ī	27 Z	Buzz	Z
8 I	It	I	28 Z	Azure	Z
9 O	Ode	Ō	29 Th	Thy	TH
10 O	Do	Ŏ	30 Ng	Sing	Ng
11 O	Ox	O	ASPIRATES.		
12 U	Sue	Ū	31 P	Up	P
13 U	Up	U	32 T	It	T
14 U	Full	Ū	33 K, Ć	Ark	K
15 Ou	Out	Ou	34 Ch	Much	Ch
SUB-VOCALS.			35 H	He	H
16 B	Ebb	B	36 F	If	F
17 D	Odd	D	37 Wh	When	Wh
18 G	Egg	G	38 S, C	Sin	S
19 J, G	Jet	J	39 Sh	Fish	Sh
20 L	Ill	L	40 Th	Thin	Th

\* DIRECTIONS. First pronounce the word containing the element of the letter clearly and forcibly, and then the element by itself; as *ale*, & ; *arm*, & , &c. For explanation of characters, see Town's Spelling Book.



## TABLE OF COMBINATIONS.

This table is believed to present a synopsis of all the elementary combinations. Each vocal element is combined in words, with all the sub-vocals and aspirates with which it is known to combine in the language. It will be found a useful and interesting exercise for the class to pronounce these combinations with an explosive and forcible utterance, either in concert or individually, as the teacher may prefer.

1st. The sound of *ā long*; as in *bate, date, fate, gate, hate, jane, kale, lade, mate, nape, pate, rate, sate, tame, vane, wave, yea, gaze, chain, thane, lathe, shape, whale.*

2d. *ä flat or Italian*; as in *bar, dark, far, garb, hark, jar, car, lark, mar, nard, par, raft, salve, tar, vast, waft, yarn, czar, char, lath, father, sharp.\**

3d. *a broad*; as in *ball, dawn, fall, gall, hall, jaw, kaw, law, small, gnaw, pall, raw, saw, tall, vault, wall, yawl, gauze, chalk, thaw, shawl, wharf.*

4th. *a short*; as in *bat, dash, fat, gat, hat, jam, cat, lad, mat, nap, pat, rat, sat, tan, van, wax, yam, adz, chap, sang, thank, that, shall, whack.*

5th. *ē long*; as in *be, deep, feet, geese, he, jeer, key, lee, me, need, pete, reel, see, tēem, veer, we, ye, zeal, cheer, three, thee, she, wheel.*

6th. *e short*; as in *bet, den, fen, get, hen, jet, ken, let, met, net, pet, rest, set, ten, vex, wet, yet, zed, check, theft, then, shed, when.*

\* Worcester regards the sound of *a* in the words *raft, vast, waft, lath, father*, intermediate between that of *a* in *fat* and *a* in *far*.

7th. *i long* ; as in bite, dine, fine, guide, hive, gibe, kite, line, mine, nine, pine, ripe, site, tine, vine, wine, size, chime, thigh, thine, shine, white.

8th. *i short* ; as in bit, din, fin, glib, hit, jib, kit, lit, mix, nit, pin, rip, sit, tin, vill, wit, zinc, chin, sing, thin, with, shin, whit.

9th. *o long* ; as in bolt, dome, foe, go, hole, joke, coke, lone, mote, note, pole, rope, sole, tone, vote, wove, yoke, zone, choke, throe, those, shoal.

10th. *o like oo* ; as in boot, do, food, group, hoot, croup, lose, move, noose, prove, roost, soup, too, woo, ooze, ouch, tooth, booth, shoe.

11th. *o short* ; as in bot, dot, fox, got, hot, jot, cot, lot, mop, not, pop, rot, sot, ton, novel, wot, yon, zocco, chop, song, throb, pother, shot, whop.

12th. *u long* ; as in brute, due, fume, glue, hue, june, cue, lute, mute, nude, pule, rule, sue, tune, yule, zumic, truth, sure.\*

13th. *u short* ; as in but, dust, fun, glut, hut, just, cull, lull, must, nut, pur, rut, sup, tun, vulgar, yug, buzz, chub, sung, thumb, thus, shut, whur.

14th. *u medial* ; as in bush, pudding, sugar, could, full, pull, puss, put, would, butcher, should.

15th. *ow and ou* ; as in bow, down, fowl, gout, how, jounce, cow, loud, mount, noun, pout, rout, south, town, vouch, wound, chouse, mouth, thou, shout.

\* In the words *brute, rule, truth, sure*, Worcester sounds the *u* like *e* in *moue*.

## EXPLANATIONS.

The words to be spelled are selected from the reading lessons, and the accented syllable of each is marked thus ('), as in mat'ron.

The figures standing opposite each error to be avoided, and the words to be spelled and defined, denote the *paragraph* in which such words occur. Those introduced with the questions denote the *paragraph* in which the *answer* is found.

A word enclosed in a parenthesis is merely to show how the preceding word should be pronounced; as, Bought (baut).

When the definition of a word is given to show its peculiar meaning in the sentence where it is used, such definition is enclosed in a parenthesis, that the pupil may understand it to be the *local*, and not the *general* import of the word.

Too much of the reading matter would be excluded by inserting in columns *all* such words as it might be desirable for the pupil to spell and define. The teacher will, therefore, exercise the class in spelling and defining as many words, in addition to those selected from the several lessons, as time will allow.

A correct knowledge of the elementary sounds of the language will be found a great aid to the pupil, in securing a full and clear enunciation in reading and speaking. It is, therefore, strongly urged upon the teacher to exercise his class, from time to time, on the preceding tables, until the elements can be perfectly uttered.



## LESSON I.

*Words for Spelling.*

next	book	soil	said
sure	hear	dear	much
what	clean	learn	please
John	James	keep	kind

## THE NEW BOOK.

1. My kind friend came to see me to-day, and he gave me this new book.

2. Look, John, what a fine book!

3. I will try to read it well; for my friend, when he gave it to me, took me by the hand and said, "My dear James, I will give you this book, as I hear you wish to know how to read."

4. "Now, when I come to see you next year, I hope I shall find that you can read well."

5. I will try to read well, for I wish as much to please my dear friend as he does to please me ; and I can not please him if I am not good, and do not learn to read.

6. When I have read my book, John, I will lend it to you ; for I dare say it is full of new tales, and I am sure you will take care of it, and not tear or soil it.

7. John says, "Thank you, James, thank you ; I will take care to keep it clean, and will let no one tear it."

8. How glad I am to have a kind friend, and a new book !

I love my friends, so kind, so good,  
Who give me books, and clothes, and food ;  
And by each act and word will prove  
How much I thank them for their love.

QUESTIONS. 1. What did James' friend give him ? 2. To whom did he show his new book ? 3. What did James say he would do ? When would he lend it to John ? What did John say ? Will you all try to read well in this book.

## LESSON II.

kite	street	whose	pain
meet	cheese	home	know
name	bless	than	piece
George	shoes	coat	books
brought	thank	tears	bread

## THE BLIND BOY.

1. ONE day, when James came to see Frank, he brought his new kite, and a large ball.

2. Now, says he to Frank, we will have fine sport. Come, let us go and play.

3. Here come George and Luke; they are good boys; they will go and play with us.

4. While at their sport, they saw a poor blind boy in the street, whose name was Paul. He had no hat, nor coat, nor shoes.

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

6. You know, says Frank, we must be kind to the poor, and do all we can to help them.

7. I will go and get some bread and cheese for the lad, and some cake too.

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

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

10. 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.

11. Thank you, thank you, dear boys, said Paul; I am glad to meet with such kind friends; and as long as I live, I will pray that God will bless you.

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

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

QUESTIONS. 1. What did James come to see? 2. What did James say? 3. Who else came? 3. Who were good boys? 4. What boy did they see in the street? 5. How did he look? 7. What did Frank give him? 11. What did Paul say?

## LESSON III.

cage	stole	meek	stroke
vile	throw	jump	live
black	spare	mane	proud
paid	folks	breast	paws
girl	bring	stood	still

## THE DOG AND LION

1. HAVE you seen the lion? said my Aunt Jane, to Ann Bell, one day, as they rode out. No, said Ann, I have not seen him.

2. Well, said she, next week they will bring the lion here in a cage; and, if you are a good girl, you shall see him.

3. In the mean time, I will tell you what a bad boy once did with a little black dog.

4. The man who kept the lion would let no one see him, till he had paid six cents, or would bring a small dog to throw into the cage for the lion to tear and eat.

5. One day this bad boy came to see the lion, and, as he could not get six cents to give, he stole a little black dog in the street, and gave him to the man to throw to the lion.



6. So the man took the poor little dog, and cast him into the cage.

7. This made all the folks feel bad ; but they stood still to see what the lion would do.

8. The poor little dog was so full of fear, that he threw himself on his back, as he fell in the cage, and put up both his little feet, as if he would beg the lion to spare his life.

9. When the lion saw him so meek and full of fear, he stood still, and would not bite him at all!

10. With much care, he just put out one of his great paws, and drew up the dog close to his breast.

11. So the lion did not hurt him, but was so kind, the dog soon lost all fear, and got up on his feet.

12. And it was not long before the dog would jump back and forth over the lion, and play with his long mane, and stroke it down with his little paws, and each day grew more and more fond of him.

13. As for the lion, he was so proud of

his little black dog, that no one could get him out of the cage. Thus did they both live in peace.

QUESTIONS. What is this story about? 1. What did Aunt Jane say to Ann Bell? 2. What did she say would be brought there next week? 3. What did the bad boy do? Now tell me the rest of the story.

---

#### LESSON IV.

grass	knock	work	gold
stay	struck	thing	take
hedge	ground	should	shall
thick	great	thief	shut
wasp	found	steal	was

---

#### THE LOST PURSE.

1. ONE day a poor farm-boy was out in the field with his cows. He ran up and down a long time, till he was tired, and then sat down to rest.

2. There was no one in the field but this boy; he had been told to stay there and watch the cows till it was time to drive them home.

3. What a hot day it is! said he; I will

go and lie down by the side of that hedge ; it will shade me from the heat of the sun.

4. And when he had said this, he went to that side of the field where the hedge grew thickest.

5. He was just going to lie down, when he saw a wasp on a wild rose-tree in the hedge.

6. If I lie down here, said he to himself, and go to sleep, that wasp will sting me ; I will try to knock it down with my stick.

7. So he struck the rose-tree with his stick as hard as he could ; and there flew out of it a green silk purse, full of gold, which fell at his feet.

8. Then he thought no more of the wasp, but took up the purse to see what was in it ; and when he saw that it was full of gold, he was glad, and sat down on the ground to count it.

9. I do not know how much there was, but it was a great deal, and he said, How glad I am that I have found this purse !

10. I am rich now, and can buy new

clothes, and need not work. O! what a fine thing it is to find a purse of gold.

11. But soon his face grew sad; he thought of it for some time, and then said, But what a bad boy I should be to keep this purse! It is true I found it; but it is not mine, and if I keep it I shall be a thief.

12. I ought to try and find out who has lost it, that I may give it back to him. I must not steal gold to buy new clothes. It is no sin to wear an old coat, but it is a great sin to steal.

13. God says, Thou shalt not steal; and then the boy put all the gold in the purse, and shut it up to take care of it

14. To do to others as I would  
That they should do to me,  
Will make me honest, kind, and good,  
As every child should be.  
I never need behave amiss,  
Nor feel uncertain long,  
As I may always know, by this,  
If things are right or wrong.

QUESTIONS. What was the farm-boy doing? 8. What did he say he would do? 7. How did he find the purse? 10. What did he think first? 11. What next? 12. What did he say about stealing?

## LESSON V.

rich	might	squire	stalls
milk	slides	stairs	thought
which	gone	keep	yours
safe	fields	speak	ask
goes	wants	truth	cream

## THE LOST PURSE.

(CONCLUDED.)

1. Now, there was a rich squire, who lived in a large house a short way from the field where the boy found the purse ; and the boy thought it would be the best way to take the purse to this rich man, and ask him if he knew who had lost it.

2. So, as soon as the cows had gone home and were safe in their stalls, he went to the squire's house, and rang the door-bell.

3. A man came to the door, and when he saw that it was a poor boy who had rung the bell, he said, in a cross tone, Why do you come to this door? you ought to have gone to the back gate. What do you want?

4. Is the squire at home? asked the boy.

Yes, he is at home, said the man ; but what do you want with him ? I should like to see him, said the boy.

5. Then the man was still more cross, and said, You must tell me what you want. I will not let a boy like you go up those nice stairs ; your shoes are not clean.

6. Then the poor boy did not know what to do, for he did not like to tell this man he had found a purse, for fear he would take it from him. So he said, quite loud, I must see the squire ; so, if you will not let me come in, I must wait here till he goes out, and then I can speak to him.

7. He spoke so loud that the squire heard him, and came to the top of the stairs, and said, John, who is that ? And the man said, It is a rude boy, sir, who says he will see you, and he will not tell me what he wants.

8. Let him come up, then, said the squire, if he wants to speak to me, why do you not let him ? The poor boy was glad when he heard this ; he ran up stairs, and when he came to the room where the

squire was, he took off his hat, and made a bow.

9. The squire was a kind old man, so he said, Come in, my man; what have you to say to me? Then the boy told him he had found a purse of gold in the field, and had brought it to him, that he might try to find out who had lost it.

10. You are a good lad, said the squire, it is mine; I lost it to-day, as I rode to the farm; it is a green purse, with steel slides, and I will tell you how much gold is in it, that you may be sure I speak the truth.

11. And then he told the boy how much was in the purse he had lost, and it was just the same sum that was in the one that was found; so the boy knew it must be the same purse the squire had lost, and he gave it back to him.

12. Then the squire said: My good boy, you have done quite right not to keep what was not your own, and I dare say you will grow up to be a good man.

13. As you did not keep this gold, which was not yours, I will give you two cows,

and you may feed them in my fields You can sell the milk, and, if you take care, you may some day be as rich as I am.

14. You may think how glad the boy was to have cows of his own; he took care of them, and they gave a great deal of milk, which he sold; and the cows had calves, which he sold too.

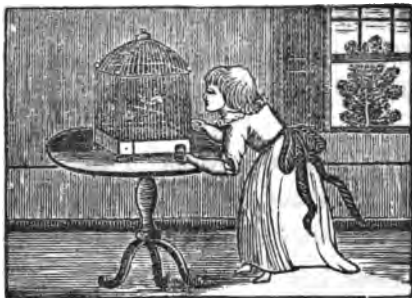
15. And when he grew up to be a man, he bought a house and field, and kept more and more cows, till at last he had so much milk and cream, butter and cheese, to sell, that he grew quite a rich man.

#### MORAL.

16. This piece shows you that those children who are good, and honest, will not only find friends, but will prosper, and be happy. Had this boy kept the purse which he found, he might have been led on to other crimes, and brought to some bad end.

QUESTIONS. 1. Who lived in a large house? 2. What did the boy do? 3. What did the man at the door say? 6. Why did not the boy tell John what he wanted to see the squire for? 8. What did the squire say to John? 10. What to the lad? 13. What is the rest of the story?





## LESSON VI.

spoke	might	three	sprang
heart	sweet	maid	scream
place	chirp	make	dead
watch	love	floor	mice
wings	know	door	could

## ROSE AND HER BIRD.

1. Rose was just eight years old ; she was a good girl, and so kind that all her young friends were fond of her.

2. All who spoke of Rose said, "That child has a good heart ; she would not hurt a fly, if she could help it."

3. And they were right ; for, if she found a fly in her milk, she would take it out and

place it on her hand, warm it in the sun, and watch it with care till its wings and legs got dry, and then she was glad to see it fly.

4. If she saw a worm in the foot-path, she took care not to tread upon it, but went on one side that she might not hurt it.

5. Rose had a bird that she kept in a cage; and a sweet bird he was, and so fond of her that he would chirp and sing as soon as he saw her come into the room.

6. And Rose was fond of him, too. She fed him morn and night, and took great care of him, and would let him hop out of the cage on her hand, and then would talk to him.

7. O, my dear Dick! she would say; I love you so much, I wish you could speak, that you might tell me if you love me as well as I love you.

8. Do sing to me, my own dear bird; sing me a sweet song, for I like to hear you. And then Dick would sing, as if he knew what she said to him.

9. One day Rose went up to feed her

bird, and while she put in the seed, Dick went in and out of the cage two or three times.

10. Go in, Dick, said Rose, for I must go down stairs; I have not done my work, nor my sum; so, go in, sir, for I must not stay with you now.

11. Dick did as he was bid; and just as he went in, the maid came up stairs, and said, "Miss Rose, your aunt is here, and wants to see you; but you must make haste, for she will not wait."

12. Rose ran down stairs as fast as she could, and did not think to shut the door of the cage. As soon as she was gone, Dick flew out, and thought he would hop on the floor.

13. Poor Dick! he did not know that the door of the room was not shut fast, and that a sly cat was on the watch for him.

14. Poor Dick! the cat heard him sing, and saw him hop on the floor; so in she came, and sprang on the poor bird, and ran down stairs with him in her mouth.

15. Rose saw her come down, and gave

a loud scream, and tried to stop her; but it was too late, for the poor bird was dead, and the cat ate him up.

16. The cat was not to blame, for cats think it is no more harm to kill birds than mice, and they-like them to eat; but those who keep birds should take great care to put them out of the cat's way.

17. If Rose had thought to shut the door of the cage, the cat would not have caught her bird; so you see how wrong it is not to think.

QUESTIONS 1. How old was Rose? 1. What kind of a child was she? 5. What did Rose have? 5. What did her bird do? 17 Why did the cat get the bird? What are you taught by this piece?

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### LESSON VII.

chaise	kick	choose	reins
start	cross	hope	fright
touch	spite	quick	chose
dove	arm	eyes	lame

---

### A SAD TALE.

1. O, WHAT a fine horse and chaise! said John. Where are they? asked the nurse.

2. Why, do you not see them there? said John; they stand at the door of that house. I can see them through the trees; a green chaise and a white horse.

3. I can see them now, said the nurse. There is no one with them, said John; how I should like to get in the chaise and ride!

4. But it would be wrong to do so, said the nurse; the horse might start off and throw you out; so do not go near them, my dear.

5. I can just go and touch the horse, said John; see how still he stands; I dare say he will not hurt me.

6. You must do no such thing, said the nurse; if you were to touch the horse, he might kick you.

7. He does not look as if he would kick, said John; but you are so cross, you will not let me do any thing that I like; but I will go and touch the horse, in spite of you.

8. And off he ran as fast as he could; and the nurse could not stop him, for she had a babe in her arms, and a child of two

years old by her side, whom she led with one hand.

9. So what could she do with John? If he did not choose to stay near her, as he ought to have done, she could not help it.

10. Little boys and girls, when they go out with the nurse, ought to mind what she says; for she has the care of them, and knows best what is right for them to do, and what is wrong; and when she tells them not to do a thing, it is that they may not get hurt.

11. Then they think that she is cross; but it is kind in her to try to keep them from harm. Do you not think so? I hope you will mind what your nurse says when you go out with her.

12. Well, let us see what John did. He ran off, as I told you, as fast as he could; and went through a gate and up a lane that led to the road where the horse and chaise stood.

13. There was a great coat in the chaise, and a whip; and the step of the chaise was down. John cast his eyes

round, and saw that no one was near; so he put his foot on the step, got in, took the whip in his hand, and laid hold of the reins.

14. I am sure I could drive, said this bad boy; so he gave the horse a smart touch with the whip; and as soon as he did this, the horse set off at full speed on the road.

15. Poor John was now in a great fright; he let go the reins, and cried out as loud as he could for some one to stop the horse; but no one heard him, and on went the horse at a great rate, till at last John was thrown out, and broke his leg and arm in the fall.

16. Here was a sad thing! but it was his own fault; he chose to do what he was told not to do, and so he was hurt.

17. They took him home, and his leg and arm were set; he had to lie in bed for a whole month; and, worse than that, he was lame all the rest of his life.

18. He could not play like the rest of the boys, nor jump, nor skip, nor walk fast;

for he had to walk with a stick. When he was a man, he said he would give all he had in the world if he could only have the free use of his arm and leg.

QUESTIONS. 1. What did John see? 2. Where? 4. What did the nurse say? 5. What did John say? 8. What did John do? 13. What was in the chaise? 14. When John got into the chaise, what did he do? 14. What did the horse do? 16. How did John get hurt? Was John a good boy, or a bad boy? Should you mind what is said to you?

---

### LESSON VIII.

heard	taught	speed	means
hitch	bark	snow	stiff
bleak	tract	quick	drank
freeze	scent	drifts	arms
built	search	coax	warm

---

### THE BOY AND DOG.

1. WILL you tell me a story? said John to his aunt, one night, as they sat by the fire-side, and heard the cold winds blow. Yes, my dear, said she; you are such a good boy to read, I will tell you one.

2. I once heard, said she to John,— and he began to hitch up his chair close by



her,—I once heard of two men who were very kind.

3. They built a house in a land of high, bleak hills, where the snows fell so deep, and the drifts were so large, that folks would sometimes miss the road, and get lost in the woods. •

4. Now and then, some one would freeze to death. These men kept two large dogs, which they had trained so that they would go out by day or night, just as they were bid, in search of such as might be lost.

5. If they found any one, they would run before him and bark, and lead him on to the warm house and good fire kept by these men.

6. One cold night, when the winds blew very hard, and the snow was quite deep, they told Tray, for that was the name of one dog, to go out on the hills, and see what he could find.

7. Tray began to wag his tail; for he was a good dog, and then set off at full speed. The snow was deep, and the cold

winds blew, but Tray did not mind the wind.

8. Off to the hill he ran, and went from place to place, and soon found the track of a foot. It was deep in the snow, but Tray had a quick scent.

9. Now he sprang forward, with all his strength, and in less than half a mile found a poor boy in the snow, and about to freeze.

10. When Tray saw the boy could not walk, he lay down close by his side, as if to coax him to get on his back.

11. This the boy could not do. Then Tray ran back as fast as he could to the house of these kind men, and by some means made them think he had found some one he could not lead in.

12. One of these men then went out as quick as he could, and Tray led him to the place where the boy lay in the deep snow-drift.

13. He was quite stiff with cold, but was not dead. So the man took him in his arms, and brought him to his house to warm him.

14. As soon as the boy was warm, he drank some milk, and felt quite well. Then he told what Tray did to help him out of the snow. What a good dog Tray was!

QUESTIONS. What is the story about? 3. Where did these kind men live? 6. What did they wish Tray to do? 9. Who did Tray find? 10. What did Tray do next? 12. Did one of these men go out and get the boy? 14. What did he tell when he was warm?



### LESSON IX.

years	fine	gave	whole
voice	fence	much	soon
fowls	small	sure	find
glad	thin	share	more
strong	thought	leave	cakes

### THE KIND LITTLE GIRL.

1. ANN was a girl of eight years old. She was good and kind to all. The girls

who went to school with her, were fond of her ; and the beasts and birds around the house would come when they heard her voice.

2. All the fowls in the yard would run to her as soon as they saw her ; and she was glad when she got leave to feed them.

3. One day, when she came home from school, she met her mother, who gave her a cake ; and, as it was a fine day, she went to the field at the back of the house to eat it.

4. She had just sat down by the fence, when a poor thin dog came to look at her ; she gave him a small piece of her cake, and saw him eat it and wag his tail.

5. Then an old man came out of a poor hut to call the dog ; and Ann saw that he was thin, and pale, and sick.

6. So she gave him a large piece of her cake ; and he said, Thank you, good child ! and ate it, and told her that it did him good.

7. The old man and his dog then went back to the hut. Ann ate the small piece

of cake that was left, and felt much better than if she had eaten the whole.

8. Yet she was fond of cakes ; and I am sure, if the old man and his dog had been fat and strong, she would not have thought of giving them any ; but she saw that they were in great want, which put her in mind to share with them.

9. It was not long before Ann had more cake. As soon as she had got it, she went to look for the old man and his dog, but could not find them.

QUESTIONS. 1. How old was Ann? 1. What kind of a girl was she? 2. What would the fowls do? 3. What did her mother give her? 5. What did Ann see? 6. What did she do with her cake? 9. What did Ann do the next time she had a cake? Should we be kind to the poor?

---

### LESSON X.

first	months	stores	like
aunt	shore	time	town
have	seems	what	strange
sights	come	walks	should

---

### THE TWO FRIENDS.

*Charles.* WHEN do you think James

Hope will be here, aunt? I shall be so glad to see him!

*Aunt.* So shall I. James is a good boy, and I shall be glad to have him come and stay with us. It is a long time since you have seen him.

*Charles.* Yes, it is, I think it must be a whole year since we went to see him.

*Aunt.* No; it is now just six months since we were there; and six months, you know, Charles, is but half a year.

*Charles.* Well, it seems a long time; but I did not like the town where he lives, at all, aunt, for I had to stay in the house most of the time.

*Aunt.* I am sure, my dear, you took some long walks in the Park; and when I had time, you rode out with me to see the sights, and call at the gay stores.

*Charles.* Yes, aunt; but what I like best is to run in and out of doors all day, as I do here; and to walk on the shore and pick up shells, and dig in the sand. Do you think James will like the sea, aunt?

*Aunt.* I do not know, Charles ; he has not seen it yet.

*Charles.* Not seen the sea, aunt ? Why, he is almost as old as I am !

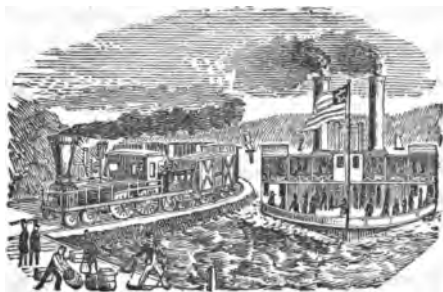
*Aunt.* Yes, Charles ; but his home has been in a large town, far from the sea, while your home has been by the sea-side. But he has seen more things than you have, though he may not have seen boats, or ships, or the sea-coast.

*Charles* How much I shall have to show him ! I hope he will like to be here, and that he will stay a long time.

*Aunt.* I hope so too, Charles ; but this will be the first time he has left his home, so all will be new and strange to him for a day or two.

*Charles.* O, aunt, I hear the sound of a coach ! It must be James. How I hope it is !

QUESTIONS. What did Charles ask his aunt ? What did she say ? How long since James had been there ? What did Charles like to do ? Had James seen the sea ? Where was his home ?



## LESSON XI.

shines	grand	plash	calm
bright	scarce	through	boat
glass	roars	globe	ache
beach	ship	crowd	flag
spray	moves	wharf	where

## THE TWO FRIENDS.

(CONCLUDED.)

*Charles.* O, JAMES, I am so glad you have now come to stay with me! We shall have fine times, I hope; I will show you all the fine sights, and try to have you stay a long time. Should you like to have a look at the sea?

*James.* Yes, Charles, I should; and it



will be the first time I have seen it, though I am ten years old !

*Charles.* Then come with me, James ; there, look that way.

*James.* O, Charles ! what a grand sight, and what a fine view this is ! How the sea shines in the bright sun !—now blue, then green, and then white, like glass. It makes my eyes ache to look upon it long.

*Charles.* Now turn to this side, and see the waves dash on the beach. How they roll and send their white spray far up on the shore !

*James.* Yes, Charles, it is a grand sight ; but how it roars ! Does the sea make such a noise at all times ?

*Charles.* O, no ; when it is calm you can not hear it at all, from this place ; but when the wind is strong, it roars so loud that you can scarce hear your own voice. But come now with me, and see what I call my “look-out.”

*James.* Do you mean down at the end of the walk, where that flag is ?

*Charles.* Yes, and that is my flag-staff.

I shall want you to help me haul my flag down when the sun sets

*James.* What a nice place this "look-out" is, Charles! Here we can sit in the shade, and see all the ships and boats when they pass.

*Charles.* The steamboat will soon be here; it comes three times a week, and this is one of the days for it to come.

*James.* I have a large toy steamboat at home, but it moves on wheels.

*Charles.* So does this; at least, they look like wheels, and go splash! dash! in the sea, and make a great noise. Then it has a large pipe for the smoke, which comes up through it.

*James.* Has it a mast and sails, like a ship?

*Charles.* No, the *Globe*—that is her name—has no sails, though some steamboats have, that, when the wind is fair, they may use steam and sails too. But look, James; I think I can see the smoke now, just round that point.

*James* Yes, so can I ; it is the steam-boat. How quick it comes !

*Charles*. See what a crowd there is on the deck of the boat !

*James*. How rough it makes the sea look, as it sails by ! All the small boats toss on the waves made by the steamer.

*Charles*. Yes ; the steam makes the wheels go with such force, that the waves must dash in that way. You know, when we throw stones in a pond, what a plash there is all round.

*James*. Where will the steamboat stop ?

*Charles*. At the wharf, where all those on board will land, with their goods.

*James*. I dare say they will feel glad to be on land again. But what can that be, Charles, which I see a great way off ? It has two masts. Should you call it a ship !

*Charles*. No, it is a brig. Ships and barks have three masts ; brigs and schooners have two masts ; while sloops have but one.

*James*. Well, I have a small boat at home, which John Bell made for me, of a

bit of cork. It has but one mast, and of course must be a sloop; but we all call it a ship.

*Charles.* As it has but one mast, it must be a sloop. But where do you sail your sloop, James?

*James.* O, we have no good place for such sport, you know; so we fill a large bowl from the pump, and that we call the sea.

*Charles.* I should not like such a sea as that, James. It would seem odd to me to sail my ship in a large bowl.

*James.* Yes, Charles; but, then, it does just as well for us, who have not seen the sea. But come; let us go down to the wharf, and see the folks land from the steamboat.

*Charles.* Well, if we can get John Brace to go with us, I will go; if not, there is such a crowd there, my aunt will not think it a safe place for us.

John Brace is a great friend of mine, and has spent all his life in ships. He lost one of his arms in a sea-fight; and, as he

is now too old to go to sea, he lives at our house. I may go where I like, if he is with me.

*James.* Do run and ask him to go to the wharf with us.

*Charles.* I am sure he will, if we ask him; but we must not stay long, as my aunt will want us at home.

*James.* O, Charles, what a fine boat this is!

*Charles.* Yes, she is one of the best boats on this route. But, see, she is now off again, and we will return to the house.

*Aunt.* Now, Charles, you may get your slate, and see if you can add up the sums I wrote down for you. You know you must not play all the time.

*Charles.* Nor do I wish to, aunt. James, I will have my task done soon, and then we can take a run, once more, on the beach.

QUESTIONS. What did Charles say to James? What did Charles show him? What did James say? What more did Charles show James? What makes the sea roar? What is a look-out? What did Charles say would pass? What is said of a steamboat? Where did the boat stop? What did James say? Should you be kind, and try to please your mates, as these boys did?



## LESSON XII.

cool	vér-y	whéth-er	grów-ing
school	bróth-er	whis-per	Char-ley
good	móth-er	chil-dren	lét-ters
patch	in-deéd	naught-y	bón-net
heard	Má-ry	lít-tle	per-háps

## LITTLE MARY.

1. O, MOTHER, may I go to school  
With brother Charles to-day?  
The air is very soft and cool;  
Do, mother, say I may!
2. I heard you say, a week ago,  
That I was growing fast;  
I want to learn to read and sew,—  
I'm three years old and past.
3. Well, little Mary, you may go,  
If you will be quite still;

'Tis wrong to make a noise, you know ;  
I do not think you will.

4. Be sure and do what you are told,  
And, when the school is done,  
Of brother Charley's hand take hold,  
And he will take you home.

5. Yes, mother, I will try and be,  
O, very good, indeed ;  
I'll take the book you gave to me,  
And all the letters read.

6. And I will take my patch-work, too,  
And try to learn to sew ;  
Please, mother, tie my bonnet blue,  
For it is time to go.

7. Perhaps some little girls and boys  
Will like to have me tell  
If little Mary made a noise,  
Or whether she did well.

8. And I am very glad to say  
That Mary sat quite still ;  
She did not whisper, laugh or play,  
As naughty children will.

QUESTIONS. Will you name the pauses in the first verse of this piece ?  
How long should you stop, at a comma ? How long at a semicolon ? At a  
period ? What does an interrogation point show ?

## LESSON XIII.

price	think	some	a-long
books	will	caught	más-ter
gruff	growl	fruit	sátch-el
fierce	haste	been	mill-stream
screams	hedge	bench	a-wáy

## THE USEFUL DOG.

1. ONE day, as John Price was on his way to school, with his satchel of books in his hand, he stood still to look at a fine large dog which lay in the sun before the door of a poor man's house.

2. Take care how you go near that fierce dog, said the gruff voice of a man who passed by just then.

3. I do not think he will hurt me, said John, if I do no harm. See, he lets me pat his head.

4. The dog got up, and seemed much pleased to have John pat him; but, as he saw the man, he gave a low growl, and looked quite fierce.

5. There, you see I told you right, said



the man, as he made haste away. Just then the master of the dog came out, and sat on the bench by the door.

6. If you please, said John, what makes the dog growl at that man who went by, while he seems so fond of me?

7. I will tell you, said he; he knows that he is a bad man; for one day he got over my hedge, and stole some fruit; but the dog caught him, and would not let him go till I went out to him.

8. What a good watch-dog he must be! said John.

9. Yes, said the man, and I can tell you more than that; for one day a little girl, who was playing near the mill-stream, fell in, and might have been drowned, had not I and my dog been near, and heard her screams.

10. Yes; and he swam down the stream after her, and brought her safe to land. She was soon quite well; and the dog and she are now great friends.

11. I must run along now, said John, for

it is my school time. When I am a man, I hope I shall have such a dog of my own.

QUESTIONS. What is this lesson about? 1. What kind of a dog was it? 2. What did the gruff voice say? 3. What did John Price reply? 4. What did the dog do? 7. How did the dog know it was a bad man? 9. What is said about a little girl?

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### LESSON XIV.

Maine	wrong	stones	with-in
found	child	chance	pláy-mates
brisk	drink	thieves	head-strong
worse	speak	Good-man	mean-while
Giles	sour	mill-pond	some-what

---

### THE TWO BOYS.

1. SOME years since, two men came to live, about the same time, in a small town in the State of Maine, where they found a good school.

2. Each man had one son; and each sent his son to the same school. James was a good boy to learn, and kind to all his playmates.

3. Giles was a dull boy to learn, but brisk at play. He did not love his book, and would not learn. But, what was much

worse, he was sour and cross, and wished to make all the other boys do just what he told them.

4. This you know was wrong, and the boys did not like it. But Giles would have his own way; and, if they did not mind him, he would strike them.

5. So all the boys left him, and from that time he could get no one to play with him. This made him feel somewhat sad. When the boys saw this, they told him that, if he would be kind, and do as James did, and as all good boys should do, they would play with him and love him too.

6. Thus, all the boys did what they could to make him kind and good, that they might love him. But it was all in vain.

7. He told them he would have his own way, and they should do as he told them; and, if they would not mind him, and play as he said, he would quit the school.

8. And so, at last, as the boys would not mind him, he left the school. From this time, Giles grew worse and worse. He

would not look in his book, or in any way try to please his friends.

9. For days and weeks, and even months, he might be seen to stroll at large. One day, in a grog-shop, where he would drink, and learn to curse and swear.

10. Next, he would go to a horse-race, or a show, or some such place; and then to the mill-pond and fish, or down by the brook to throw stones at the frogs.

11. He soon became so willful and so wicked, that, if any one spoke to him, or sought in any way to show him the evils of his life, and lead him back to school, he would speak bad words, and say he should do just as he chose, and so they need not talk to him of books or school.

12. In fact, Giles was now so vile, that no one could love him; and no good boy would walk, or play, or fish, with him. The next thing heard was, that Giles Bell had run off; and all the boys were glad he had gone.

13. Not one word was heard from him for ten or twelve years. At length his

name was seen in some print, as one of a gang of horse-thieves, that had been put in jail in the State of Maine.

14. In a short time they were all brought into court, and their guilt was so plain, and the case so clear, that the judge said each one of them must be shut up in a dark cell for five years.

15. Poor Giles! he now saw the wrong he had done. But it was too late. His fate had come, and there was no help. Meanwhile, James grew up to be a man. He read law in the same place, and stood high at the bar, and some thought he would make a good judge.

16. But when he heard the fate of poor Giles, it made him grieve. From that time, when James Goodman saw a boy who would not go to school, nor try to learn, he would tell him what Giles Bell had done, how vile he was, and to what an end he came when he grew up to be a man.

17. James would say to each one, If you are a good boy, you will be a good man ;

but, if you are a bad boy, you will be a bad man, and come to some bad end.

18. Do you think James was right? Yes! for so it has been, so it now is, and so it will be. Good boys make good men, but bad boys make bad men. If it is your wish to be a great and wise man, you must learn what you can while young, and in all things do your best.

QUESTIONS. 1. Where did the men find a good school? 2. What kind of a boy was James? 3. What kind of a boy was Giles? 3. What did Giles want the boys to do? 4. Did the boys like this? 5. What did the boys advise Giles to do? 9. What did he do after he left school? 14. What was done with Giles? 15. What is said of James? 18. What do good boys make?

### LESSON XV.

whale	yields	spears	found
fish	struck	prize	a-round
throat	dives	push	móth-er
tongue	strike	strong	a-bout
quite	cruise	float	ín-to

### THE WHALE.

1. PRAY tell me about the whale, said a little boy to his mother. The whale, my

dear, is a very large fish. There is no fish or beast so large as a whale. They have been seen of such size, that they look almost like land, as they float on the top of the sea.



2. They have a large mouth, but a small throat, so that they can not eat large fish. The tongue is very fat, and yields a great deal of oil. Their eyes are small, and have lids to them.

3. They have fins, and a large and strong tail, with which they swim and lash the sea into foam, when they are at play, or in a rage from pain. At such times no one can go near them.

4. When the whale is in fear for her young, she takes it on her back, and puts

up her fins, so that it can not fall off. They are very fond of their young, and take great care of them.

5. Men go in ships a long way at sea, to take whales, for the sake of the oil they yield. They kill the whale with a sort of spear, which they throw at it.

6. When the whale is struck, it dives down into the sea, far out of sight; but soon comes up to the top, for want of air. The men are on the watch for this; and as soon as they see it rise, they strike it with their spears till it dies.

7. When it is dead, they cut it up, and put the oil which it yields into large and small casks. A whale, with one of its young, was once left by the tide close to the shore where the sea was not deep, so that it could not get out.

8. The men who saw them took their spears and got into a boat to go and kill them; for they were a rich prize. The whales were soon much hurt; but the old one was strong, and, with one bold push,



got clear of her foes, and swam out into the deep sea.

9. She had not been long there when she found that her young one was not with her; she swam back into the midst of her foes to seek it; and there, while she sought to save her young, she died with it, and the men drew them both to the shore.

10. Ships are sent out from some of our ports, each year, to cruise on the wide sea for whales. These ships are sometimes gone two or three years. If they find the whales, the men come back with so much oil, as to make them feel quite rich.

11. There are many kinds of whales. Some yield much more and much better oil than others. The common whale is from forty to sixty feet long; but some are said to be seventy-five. Whales are thought to live to a great age.

QUESTIONS. 1. What kind of a fish is a whale? 7. Where was this whale found? 8. What did the men do? 8. What did the whale do? 9. Did she go back for her young? 9. Did they escape? What is the number of this lesson? Will you repeat all the numbers from one to fifteen?

## LESSON XVI.

road	made	óth-er	búsh-es
spent	hall	bód-y	fire-fly
drop	who	ín-let	glów-worm
moon	said	prét-ty	sóme-thing
lands	worm	ín-sect	lók-ing

## THE GLOW-WORM.

1. As John and Mary Green were on their way home from their aunt's house, where they had spent the day, they saw something bright in the grass by the road-side.

2. Look! look! what is that? said John to the maid.

3. O, I dare say it is a drop of dew which shines in the light of the moon, said she.

4. O, no, said Mary; the moon does not shine through that thick hedge at all. Let me try to pick it up.

5. Here it is, cried John. I have got hold of it; but it does not shine now; this can not be it.

6. Do not drop it, said Mary, but take

it home to mother, and she will tell us what it is.

7. They now made all the haste they could. They found their mother at the hall door. She was looking out for them, and they told her what they had brought.

8. O, I dare say it is a glow-worm, said she. Let me look at it. Yes, it is.

9. A glow-worm, mother? said John and Mary; what is that?

10. It is a small worm which is able to send forth a light from its body, which shines in the dark as you saw it.

11. This is the only insect of the kind which is found in our isle; but there are many in other lands, and some of them give far more light than this does.

12. There is the fire-fly, which, as it flits in and out of the dark bushes, in the night, with its star-like light, must look very pretty.

13. O, how I wish I could see it! said John.

14. The men who live where the fire-

flies are, sometimes use them for a lamp, to guide them from place to place.

15. How droll, said Mary, when you want a light, just to run into the woods and catch one!

16. In some parts of the United States, said her mother, during the summer months these little insects are seen in great numbers, and are very active after a slight shower of rain. At such times the trees and grass appear beautiful with their pale light.

17. How many things there are in the world, said John, which I have not heard of!

18. Yes, said his mother, that is quite true; and though you should live to be an old man, you will still have to say the same; for the earth and the sea are full of the works of the Lord, and no life is too long in which to learn them all.

QUESTIONS. 1. What did John and Mary see? 3. What did the maid think it was? 5. What did John say? 8. What did their mother think it was? 10. What did their mother tell them? 15. What did Mary say? 18. Does any one know all that can be known? Will you name the pauses in the second verse? What does each denote?



## LESSON XVII.

rough	(ruff)	yoke	helps	wín-ter
straight	(strait)	shelf	track	slédg-es
broad		leaves	bénch-es	gíft-ed
horns		droll	stó-ry	wráp-per
round		clothes	tráv-el	réin-deer

## A STORY OF THE NORTH.

1. "SHUT the door, Hugh, and bring your stool to the fire-side, and I will tell you a story," said Mrs. Stone. "What kind of a one must it be?"

2. Thank you, mother; a story of the north, if you please; that cld place, where

there is so much snow and ice. I like to hear of that, when I am snug and warm by the fire, and feel so glad that I do not live there.

3. "But perhaps those whose home is in that cold land would not change their lot with yours. They love their close, round huts, their rough benches, their furs and sledges, as much as we do our nice house and fire-side, our chairs and rugs."

4. "Do tell me more of them, said Hugh.

5. "They are a small race of men, not more than four or five feet high, with dark faces, deep-sunken eyes, and straight black hair.

6. "In the warm days they live on the fruits of the chase; in the winter, on the dried flesh of the rein-deer, salt-fish, and cheese.

7. "You know I once told you what a long, dark winter theirs is, when the sun is not seen for many days."

8. Yes, mother, said Hugh; and it must

be very dull for them. But will you tell me about the rein-deer?

9. "Ah, I do not know what they would do, if they had not such a friend as the rein-deer proves to them. From it they get both food and warm clothes.

10. "It feeds on a moss, of which there is a great deal there; and though the snow may lie very thick upon the ground, the rein-deer can tell where his food grows, and with his fore-feet and broad horns he digs through the snow to get at it."

11. But how can he find it? said Hugh.

12. "The quick sense of smell, with which the rein-deer is gifted, leads him to the right spot, and he is never known to search in vain. The men yoke them to their sledges, which glide over the smooth, hard snow very fast."

13. What kind of a thing is a sledge, mother?

14. "Those used in Lapland are made of birch-wood, something in the shape of a boat, about six feet long, with a high back;

and here, wrapped up in his thick furs, the man sits as snug as can be.

15. "They drive with a cord tied to the horns of the rein-deer, which flies over the ground at great speed, with his light load. If you will bring me that large book from the shelf, I can show you the print of one."

16. O, I see it, said Hugh, as his mother turned over the leaves; that is a nice thing to ride in. But look at that man; he is so wrapped up in furs, I can only see his eyes.

17. What a droll cap he wears! and see, mother, the rein-deer has such a gay thing round his neck, with a bell hung in front; pray, is that for use or show?

18. "I have read," said Mrs. Stone, "that the rein-deer likes the sound of a bell; and also, when four or five sledges travel together, in the dark, or in a snow-storm, it helps to keep them all in one track."

19. It is of no use to make roads there, for the snow would soon hide them, said Hugh.

20. "Yes, my dear; the sun and stars



guide them in the way they wish to go ; but I can not talk to you more now, for I must write a note to your aunt, before post-time

21. "You may try to draw the sledge and rein-deer in your new book, if you please ; but you must take great pains."

22. O, yes, that I will, for I should like very much to draw them, to show father when he comes home, said Hugh, as he took his stool to his mother's side, that she might look at his work now and then.

23. "The rein-deer," said his mother, "has one of the most grand and beautiful forms of the animal creation. He is very active, runs with great speed, and can not be viewed without pleasure. Now sit down on your stool, and see how well you can draw him in your book."

QUESTIONS. 1. What was Hugh asked to do? 2. What did he want his mother to tell him? 3. What do the men in that cold land love? 5. What kind of men live there? 12. Describe the rein-deer. 16. What did Hugh say of the picture? 20. How do people in Lapland travel? Can you tell where Lapland is?



## LESSON XVIII.

hur-rá	sól-ern	slúm-ber	stár-ry
pleás-ure	flów-ers	stéal-ing	chó-rus
gó-ing	ín-fant	gén-tly	év-er
shád-ow	núm-ber	bring-eth	slów-ly

## WINTER SPORT.

1. Down, down the hill how swift I go!  
Oyer the ice, and over the snow;  
A horse or cart I do not fear,  
For past them both my sled I steer.
- 2 Hurra! my boy! I'm going down,  
While you toil up; but never frown;  
The far hill-top you soon will gain,  
And then, with all your might and main,

3. You 'll dash by me; while, full of glee,  
I 'll up again to dash by thee!  
So on we glide—O, life of joy;  
What pleasure has the glad'scheol-bo;!
- 

1. LITTLE bird, upon that tree,  
Sing, I pray, a song to me;  
Are you happy all day long?  
Tell me, tell me, in your song.
2. I am happy, little boy;  
To be free is all my joy;  
In the shade, or in the sun,  
I am still a happy one.
- 

## VERSES FOR EVENING.

1. THE shadow falleth slowly  
O'er the darkening wood;—  
The solemn hour is holy,  
Breathing, "God is good."
2. O'er the tranquil feeling,  
Rapt in hallowed mood,  
The hush of evening stealing,  
Whispers, "God is good."
3. The flowers that droop in slumber,  
As infant eyelids would,—

The stars, no tongue can number,  
Tell us, "God is good."

4. Night, that gently o'er us  
Bringeth sleep to brood,  
Wakes the starry chorus,  
"God is ever good."

QUESTIONS. What kind of sport do you see in the picture? What did the little boy ask of the bird? What is taught in the verses for evening?

### LESSON XIX.

flów-ers	thére-fore	pleás-ant	ém-blems
blós-soms	our-sélves	spórt-ing	tém-per
wár-ble	mód-est	beaú-ty	sím-ple
lil-ies	scárce-ly	húm-ble	háng-ing

### SPRING.

1. COME, let us go forth into the field; let us see how the flowers spring; let us listen to the singing of the birds, and sport upon the new grass.

2. The winter is over and gone; the buds come out upon the trees; the blossoms of the peach are seen; and the green leaves sprout.

3. The young animals of every kind are sporting about ; they feel themselves happy ; they are glad to be alive, and thank Him that has made them.

4. They may thank Him in their hearts, but we can thank Him with our tongues ; therefore we ought to praise Him more.

5. The birds can warble, and the young lambs can bleat ; but we can open our lips in His praise , we can speak of all His goodness. Therefore we will thank Him for ourselves, and we will thank Him for those who cannot speak.

6. Trees that blossom, and little lambs that skip about, if you could, you would say how good He is ; but you are dumb, and we will say it for you.

7. Come, my love, and do not spurn  
From a little flower to learn ;  
See the lily on the bed,  
Hanging down its modest head,  
While it scarcely can be seen,  
Folded in its leaf of green.

8. Yet we love the lily well,  
For its sweet and pleasant smell,

And would rather call it ours,  
Than many other gayer flowers;  
Pretty lilies seem to be  
Emblems of humility.

9. Come, my love, and do not spurn  
From a little flower to learn;  
Let your temper be as sweet  
As the lily at your feet;  
Be as gentle, be as mild,  
Be a modest, simple child.
10. 'T is not beauty that we prize;  
Like a summer flower it dies;  
But humility will last,  
Fair and sweet when beauty's past;  
And the SAVIOUR from above  
Views the humble child with love.
11. Little children, when you pass  
Lightly o'er the tender grass,  
Skip about, but do not tread  
On the lily's lowly bed;  
For it always seems to say,  
"Surely winter's gone away."

QUESTIONS. What is this piece about? 5. What is said about birds and animals? 7. What should we not spurn? 8. What is said of the lily? 10. What is said of humility?

## LESSON XX.

búild-ing	feéd-ing	cheér-ful	flóur-ish
ták-en	hóp-ping	sóng-sters	lib-er-ty
ap-péar	píck-ing	ál-most	beaú-ti-ful
wá-ter	sweét-ly	them-sélves	ca-ná-ry

## ABOUT BIRDS.

1. ARE you fond of birds? I am very fond of them. I love to see them on the trees, building their nests, or feeding their young ones. I love to see them hopping about upon the ground, picking up seeds or worms.

2. But, above all, I like to hear the birds sing. Almost all their songs are cheerful, and seem to tell us that the little songsters are very happy.

3. I do not like to have the little birds, that have been wont to fly about the fields, taken and put in cages. Such birds always seem to mourn for the liberty they have lost.

4. But canary birds, that are bred in cages, appear to enjoy themselves very well. They hop about, flourish their wings,

pick up the seeds, and drink the water that is given them, and seem happy.

5. But they spend much of their time in singing, and some of them sing very sweetly. Do you know the little song of Nancy Ray, who had a canary bird which she was very fond of? And have you heard how the little bird died, and how Nancy mourned over it? The song is as follows



6. My bird is dead, said Nancy Ray,  
My bird is dead, I can not play;  
He sang so sweetly every day!  
He sings no more, I can not play.

7. Go, put his cage far, far away,  
I do not love his cage to-day.



And thus she wept, poor Nancy Ray,  
And sat and sighed, but could not play.

QUESTIONS. 1. Where do you love to see the birds? 2. What do their songs seem to tell us? 4. What is said of the canary bird? 6. What did Nancy Ray say?

### LESSON XXI.

prét-ty	háp-py	jóy-ous	dis-pénse
lit-tle	túne-ful	chill-ing	dis-túrb
•win-ter	prés-ence	cheér-less	a-móng
sún-ny	faír-est	wárm-est	hárm-less



#### DON'T KILL THE BIRDS.

1. Don't kill the birds!—the little birds,  
That sing about your door,  
Soon as the joyous spring has come,  
And chilling storms are o'er.
2. The little birds! — how sweet they sing!  
O! let them joyous live;  
And do not seek to take their life,  
Which you can never give.

3. Don't kill the birds!—the pretty birds,  
That play among the trees!  
'T would make the earth a cheerless place,  
Should we dispense with these.
4. The little birds!—how fond they play!  
Do not disturb their sport;  
But let them warble forth their songs,  
Till winter cuts them short.
5. Don't kill the birds!—the happy birds,  
That bless the field and grove;  
Such harmless things to look upon,  
They claim our warmest love.
6. The happy birds, the tuneful birds,  
How pleasant 't is to see!  
No spot can be a cheerless place  
Where'er their presence be.
- 

7. I love to see the sky so clear,  
And all things look so gay;  
The fairest month in all the year  
Is sweet and sunny May.

QUESTIONS. What lesson is this? What must you not kill? Why?  
What pauses in the fifth stanza?



## LESSON XXII.

swéet-est	hánd-some	be-liéve	mórn-ing
ráb-bit	wón-der	a-fráid	rib-bon
cló-ver	snów-drop	be-cáuse	fáth-er
coús-in	fél-low	in-deéd	rú-bies

## SUSAN'S RABBIT.

1. MARY, I have got the sweetest little rabbit you ever saw. I do believe it is the very best rabbit in the world, for I have only had it given to me this morning, and yet it will eat clover from my hand, and let me stroke it, or do any thing I please.

2. If you and George will come with me, I will show it to you.

3. O! Susan, this is indeed a sweet little fellow. Who gave it to you?

4. My Aunt Mary. She had two of

them, just alike; the other she gave to Cousin Maria.

5. Indeed, Susan, he is a handsome little fellow; and I do not wonder that you and Mary are so delighted with him. How tame and gentle he is! He does not seem at all afraid of us.

6. O, no, he is not afraid of any one. See how he lets me take hold of his long, soft ears!

7. Well, Susan, if I had such a dear little pet as this, I would tie a pink ribbon around its neck, and take it with me wherever I went.

8. No, Mary, the little beauty would not like that. Father says he will make a little house for it, and Thomas may paint it; and mother says I am to call my rabbit Snow-drop, because it is as white as snow, while its eyes are like rubies.

9. Just look into its beautiful soft eyes, Mary! O, I am glad I have got such a dear little rabbit for a pet!

QUESTIONS. Who had a rabbit? 1. What would it eat? 4. What did Susan say? 8. What was the rabbit called?

## LESSON XXIII.

thim-ble	bór-row	of-fénd-ed
con-trive	be-cáuse	con-triv-ance
de-pénd	próp-er	de-tér-min-ed
sé-cret	a-shám-ed	con-vén-i-ence

## A PLACE FOR EVERY THING.

*Mary.* I wish you would lend me your thimble, Sarah ; for I can never find mine when I want it.

*Sarah.* And why can you not find it, Mary ?

*Mary.* I am sure I can not tell ; but, if you do not choose to lend me yours, I can borrow of somebody else.

*Sarah.* I am willing to lend it to you, but I should like to have you tell me why you always come to me to bórrow, when you have lost any thing.

*Mary.* Because you never lose your things, and always know where to find them.

*Sarah.* And how, think you, do I always know where to find my things ?

*Mary.* How can I tell? If I knew, I might sometimes contrive to find my own.

*Sarah.* I will tell you the secret, if you will hear it. I have a set place for every thing; and after I have done using a thing, I always put it in its proper place, and never leave it to be thrown about and lost.

*Mary.* I never can find time to put my things away; and who wants, as soon as she has used a thing, to have to run and put it away, as if one's life depended upon it?

*Sarah.* Your life does not depend upon it, Mary, but your convenience does; and, let me ask, how much more time will it take to put a thing in its proper place, than to hunt after it when lost, or borrow of your friends?

*Mary.* Well, I will never borrow of you again, you may depend upon it.

*Sarah.* Why, you are not offended, I hope.

*Mary.* No, but I am ashamed, and am determined before night to have a place

for every thing, and to keep every thing in its place.

QUESTIONS. What did Mary wish of Sarah? What did Sarah say? Why did Mary lose her things? What did she resolve to do? Is that not a good plan for every one to follow?

### LESSON XXIV.

sáil-or	món-ey	brók-en	en-dúre
súr-ly	weáth-er	piéc-es	ún-cle
wánt-ed	a-wóke	crúrch-es	wáist-coat
a-sleép	trý-ing	gét-ting	Thóm-as

### THE SAILOR'S SON

1. ONE hot day in the month of June, as a poor sailor, with but one leg, was going along the road, his crutch broke, and he fell to the ground.

2. He now had to crawl, on his hands and knees, to the side of the road, and wait till some coach or cart came by, that he might have a chance to ride.

3. The first that passed that way was a stage-coach; but the driver was a surly fellow, and, as he thought the poor sailor had no money to pay for a ride, he drove on and left him.

4 Soon after this, the tired sailor fell fast asleep upon the ground, and, though a heavy shower of rain came on, still he slept; for sailors, when on board their ships, have to endure all sorts of weather.

5. When the lame sailor awoke, he found a boy's coat and waistcoat spread upon him to keep him from the rain, and the boy sat by, trying to mend the broken crutch with two pieces of wood and some twine.

6. My good lad, said the sailor, as he looked round to the boy, why do you pull off your clothes, to keep me from being wet?

7. O, said he, I do not mind the rain, but I thought you would take cold in getting wet, when you were so tired as to fall asleep on the ground.

8. See! I have almost mended your broken crutch, and, if you can lean on me, and cross over to my uncle's farm-house, I am sure he will get you a new crutch.

9. The sailor looked at him with tears in his eyes, and said, When I went to sea,



I left a little boy at home ; and, if I should find him as good as you are, I should be quite happy, though I have lost my leg, and must go on crutches all the rest of my life.

10. What is your son's name? asked the boy.

11. Thomas White, and my name is John White, said the sailor.

12. When the boy heard these names, he jumped up, threw his arms around the sailor's neck, and said, My dear, dear father! I am Thomas White, your own little boy!

13. How great was the sailor's joy, thus to meet his own child, and to find him so good to those who wanted help!

14. Thomas had been taken care of by his uncle while his father was at sea, and the poor lame sailor found a happy home in the farm-house of his brother.

15. And, though he had now a new crutch, he kept the old one as long as he lived, and showed it to all who came to

the farm, as a proof of the kind heart of his dear son.

QUESTIONS. 1. What happened to the sailor? 2. What did he then do? 3. Did he get a ride? 5. Who found the sailor asleep? 12. Who was the boy? 14. Where did the sailor then live? 15. Why did he keep the old crutch?

### LESSON XXV.

áu-tumn	créa-tures	rá-di-ant
heáv-ens	com-mánd	bút-ter-fly
pro-víde	wón-ders	dis-péll-ing
de-cláre	di-víne	ó-pen-ing
pro-cláim	a-bróad	Al-míght-y



#### THE LOVE OF GOD.

1. GOD is love. We may be sure of this, for the Bible says so, and the Bible can not lie.

2. The seasons tell us God is love: for God gave us the seasons;—spring, with its fresh green leaves; summer, with its flowers; autumn, with its corn and fruit; and winter, with its frost and snow, that purify the air, and prepare the ground to be more fruitful.

3. The heavens tell us that God is love; for the sun, moon and stars, light us, and the clouds give us grateful showers.

4. The birds of the air, the beasts of the field, and the fishes of the sea, say that God is love; for he has given the birds wings to fly with, the beasts the means to provide food, and the fish fins to swim with.

5. All creatures that breathe declare that God is love. Look around and see how happy they are: the lambs skip and gambol in the field; the bee and the butterfly rove from flower to flower; and the gnats and flies sport in the beams of the sun.

6. If God were not love, he would not love us, sinners as we are, and never would he have given his Son to die for us; but

this he has done, and therefore we know that he is love, and we ought to love him.

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7. THE morning sun that rises high,  
The birds that warble in the sky,  
The flowers that opening beauties show,  
The summer's heat and winter's snow,  
All their Creator's presence show.
8. The sun, and moon, and stars, and all,  
That shine upon this earthly ball,  
The ocean's wave, the lightning's glare,  
The thunder's roar, the lilies fair,  
Do all proclaim that God is there.
9. O, come and let us walk abroad,  
To muse upon the works of God,  
And sing his praise aloud !  
'Tis spring, and all around is gay,  
Full brightly shines the orb of day,  
Dispelling every cloud.
10. He is Supreme, and he alone,  
Who clothed with radiant light the sun,  
And gave him leave to shine ;  
Each lofty tree, and humble flower,  
Unite to speak their Maker's power,  
And prove him all divine.

11. This world was formed at his command;  
 Yon azure sky, so soft and bland,  
 Was spread by his almighty hand,  
 And spangled o'er with gold.  
 Then let us sound his praise abroad,  
 And sing how mighty is our God,  
 Such wonders to unfold.

QUESTIONS. 1. What is God? How are we sure of it? 2. What do the seasons tell us? 3. The heavens? 4. The birds? 5. All creatures? 6. What most of all tells us God is love?

### LESSON XXVI.

start-ed	be-come	friend-ship	be-hind
a-cross	fol-lows	a-gainst	lin-ger-ed
wait-ed	teach-er	run-ning	schol-ar
con-stant	re-plied	laugh-ing	Lucy

### LUCY'S LAMB.

1. Lucy's pet lamb has now become quite large; he is very fond of play, and follows her all about the yard, and the fields.

2. One day, after Lucy had started for school, the little lamb thought he would go too; so on he went just behind her.

3. Soon after she got to school, and to

her seat, the little lamb came running into the house, and looked all about for Lucy.

4. See! there he goes running across the room; he sees Lucy, 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 him.

6. But the teacher did not like to have a lamb in school; so he turned him out of the house.



7. But the little lamb would not go home. He waited till school was out, and as soon as Lucy started, he ran after her.

8. The little lamb loves Lucy, because

she feeds him, and is always very kind to him.

9. Lucy had a little lamb  
Its fleece was white as snow ;  
And every where that Lucy went  
The lamb was sure to go.
10. He followed her to school one day ;  
That was against the rule ;  
It made the children laugh and play  
To see a lamb at school.
11. And so the teacher turned him out,  
But still he lingered near ;  
And in the grass he fed about,  
Till Lucy did appear.
12. To her he ran, and then he laid  
His head upon her arm,  
As if to say, I'm not afraid,  
You'll shield me from all harm.
13. What makes the lamb love Lucy so ?  
The little children cried,  
O, Lucy loves the lamb, you know,  
The teacher quick replied.
14. If you, like Lucy, are but kind,  
And feed the lambs with grass,

Their love and friendship, you will find,  
Are constant to the last.

QUESTIONS. 1. What did Lucy's lamb do? 2. Where did it go? 6. What did the teacher not like? 13. What made the lamb love Lucy?

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LESSON XXVII.

chát-ter	be-gán	sup-pós-ing
más-ter	sóme-thing	ex-ám-ple
mó-ment	scréam-ed	be-háv-ed
món-key	think-ing	fól-low-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 went in and sat down as they did. When they took up their books, he also picked up one, and began to turn over the leaves, as he saw them do.

2. All the children began to laugh; and the monkey, thinking this was part of the treat, began to chatter and grin. One boy then threw something at him; and the monkey, supposing this was proper, threw his book at the boy's head.



3. Other books were then thrown at the monkey, and he threw them back again. Then one boy pulled the monkey's ears, and the monkey flew at him and pulled his hair, till the boy screamed for help.

4. Just at this moment the master came in, and took off the monkey. Some of the boys cried out, "beat him;" some, "kill him." No, said the master; 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.

#### MORAL.

This story is designed to show the influence we have over each other, and the importance of always setting good examples, and such as may with safety be imitated by all around us. It also teaches us that we should never blame those who do wrong, if they are led to do so by following our own example.

QUESTIONS. Who in the class can tell this story? What is the moral?



## LESSON XXVIII.

*Spell and Define.*

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 1. Im'age, a likeness of something.   | 18. He-ró-ic, brave, bold.           |
| 3. Pár-lor, a sitting-room.           | 18. Arch'er, a bowman.               |
| 6. Mán-ner, method, form.             | 22. Re-túrn, to come back.           |
| 6. Púr-chase, to buy. [ist.]          | 27. Mó-tive, what incites to action. |
| 16. Súb-ject, (the design of the art- | 31. Im-púre, not pure.               |

## THE LITTLE BOY AND THE IMAGE.

1. MOTHER, may I buy an image? asked little Charles.

2. Why, what would you do with an image, my son?

3. Let it stand on the parlor table, mother.

4. Yes, my love, but of what use would it be to you?

5. Of no use, mother, but just to look at.

6. Then, Charles, I think you might spend your money in a more useful manner. But perhaps you have some other reason for wishing to purchase an image.

7. Why, mother, it is not the image I want so much, but I know a little boy who would like to sell me one; his father is sick, and they are very poor.

8. Is it an image his father has made that he wishes to sell you?

9. No, mother, he makes them at night, when he should be in bed; and then, poor fellow, he tries to sell them in the day-time.

10. Are you sure this is true, Charles?

11. Yes, mother; I have been home with the little boy, and have seen his father, and they are very poor indeed.

12. How came you to go with him, Charles?

13. I met him, one day, when I was coming from school, mother, and he asked me to buy an image of him, and told me how poor they were, and how sick his father was; and I asked him to take me to see

his father, and told him I would buy an image of him, if you would give me leave.

14. Very well, my dear boy, I am now willing you should buy an image, if you really wish to have one ; but do you not think it would be better to give the poor boy the money, and let him sell the image to some one else ?

15. Yes, mother, I will do so, if you please ; but he has made one on purpose for me.

16. O, he has made one on purpose for you, has he ? What is the subject ?

17. It is William Tell shooting at the apple on his child's head. You remember the story, don't you, mother ?

18. Yes, my son ; the subject is a very good one, and I dare say the image is a very good likeness of that skillful and heroic archer. What is the price of it ?

19. Half a dollar, mother, and I do not think it very dear at that price.

20. Well, Charles, I will allow you to give the money to the poor boy, but the image I think you can do without ; he can

soon sell it to some one else, and that will be much better for him than if you had taken it.

21. Thank you, mother ; may I go now ?

22. Yes, Charles, and when you return let me know how the poor man is. •

23. Well, Charles, did you see the little boy ?

24. No, mother, he was not at home ; but I saw his father, and gave him the money ; he seemed very thankful, and said God would reward me.

25. And so he will, my child. Now do you not feel more happy than if you had taken the image for the money ?

26. Yes, mother, I think I do, though I should really like to have the image ; but still I am glad the poor boy will get fifty cents more for it.

27. Yes, my dear child. And then there is such a pure joy in doing good from a pure motive ; but come with me — I have something to show you.

28. Ah ! mother, that is the very image. But how did it come here ?

29. I sent for it, Charles, when you were putting on your things to go out.

30. O! mother, I now see why you have done this; you wished to know whether I was acting from a pure or a selfish motive.

31. Right, my child; you have learned the lesson I hoped you would learn; and may you, my dear Charles, ever guard against acting from impure or selfish motives.

QUESTIONS. 1. What did Charles wish to buy? 7. Why? 9. Who made the images? 13. Did the boy ask Charles to buy an image? 17. What was it? What more can you tell? What moral is taught by this lesson?

## LESSON XXIX.

### *Spell and Define.*

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1. Chill-y, somewhat cold.    | 9. Bú-ri-ed, put in the ground.  |
| 1. Pén-sive, sad, serious.    | 11. Grave, a place for the dead. |
| 2. Re-tréat, retirement.      | 12. Re-cáll-ed, called back.     |
| 3. At-tén-tion, heed, regard. | 13. Spir-it, the soul.           |
| 4. Móurn-er, one who mourns   | 13. Fled, escaped, gone.         |
| 6. Ef-fác-ed, rubbed out.     | 13. Dead, without life.          |

### THE LITTLE GRAVES.

1. 'T WAS autumn, and the leaves were dry,  
And rustled on the ground,  
And chilly winds went whistling by,  
With low and pensive sound.

2. As through the grave-yard's lone retreat,  
By meditation led,  
I walked, with slow and cautious feet,  
Above the sleeping dead,



3. Three little graves, ranged side by side,  
My close attention drew ;  
O'er two, the tall grass, bending, sighed,  
And one seemed fresh and new.
4. As, lingering there, I mused a while  
On death's long, dreamless sleep,  
And opening life's deceitful smile,  
A mourner came to weep.

5. Her form was bowed, but not with years;  
Her words were faint and few;  
And on those little graves her tears  
Distilled like evening dew.
6. A prattling boy, some four years old,  
Her trembling hand embraced;  
And from my heart the tale he told  
Will never be effaced.

CHILD.

7. Mother, now you must love me more,  
For little sister 's dead;  
My other sister died before,  
And brother too, you said.
8. Mother, what made sweet sister die?  
She loved me, when we played;  
You told me, if I would not cry,  
You 'd show me where she 's laid.

MOTHER.

9. 'T is here, my child, your sister lies,  
Deep buried in the ground;  
No light can reach her little eyes,  
And she can hear no sound.

CHILD.

- 10 Mother, why can't we take her up,  
And put her in my bed?



I'll feed her from my little cup,  
And then she won't be dead.

11. For sister 'll be afraid to lie  
In this dark grave to-night;  
And she 'll be very cold, and cry,  
Because there is no light.

## MOTHER.

12. No, sister is not cold, my child;  
For God, who saw her die,  
As he looked down from heaven and smiled,  
Recalled her to the sky.
13. And then her spirit quickly fled  
To God, by whom 't was given;  
Her body in the ground is dead,  
But sister lives in heaven.

## CHILD.

14. Mother, won't she be hungry there,  
And want some bread to eat?  
And who will give her clothes to wear,  
And keep them clean and neat?
15. Father must go and carry some;  
I'll send her all I've got;  
And he must bring sweet sister home,  
Mother, now must he not?

## MOTHER.

16. No, my dear child, that can not be;  
 But, if you're good and true,  
 You'll one day go to her,—but she  
 Can never come to you.

17. Let little children come to me,  
 Once our good Saviour said;  
 And in his arms she'll always be,  
 And God will give her bread.

QUESTIONS. What is this poetry about? Who in the class can relate the most?

## LESSON XXX.

*Spell and Define.*

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1. Shép-herd, one who tends sheep. | 12. Sly'-ly, with artful secrecy. |
| 5. Pales, pointed stakes, pickets. | 13. Frisk-ed, skipped about.      |
| 6. Fold, a pen for sheep.          | 13. Cave, a den, a cavern.        |
| 10. Re-sólv-ed, determined.        | 14. Dis-mal, gloomy.              |

## THE FOOLISH LAMB.

## A FABLE

1. THERE was once a shepherd, who had a great many sheep and lambs. He took a great deal of care of them, and gave them sweet, fresh grass to eat, and clear water to drink.

2 If they were sick, he was very good to them; and when they climbed up a

steep hill, and the lambs were tired, he used to carry them in his arms.

3 When they were all eating their suppers in the field, he used to sit upon a stone, or a fence, and play them a tune, and sing to them; and so they were the happiest sheep and lambs in the whole world.

4. But every night this shepherd used to pen them up in a fold. Do you know what a sheep-fold is? Well, I will tell you.

5. It is a kind of pen, made of pales or stakes driven into the ground, with little sticks that will bend, like willow twigs, twisted and made fast between the stakes, so that nothing can creep in, and nothing can get out.

6. And so every night, when it grew dark and cold, the shepherd called all his flock, sheep and lambs, together, and drove them into the fold and penned them up.

7. And there they lay, as snug, and warm, and comfortable, as could be, and nothing could get in to hurt them, and the dogs lay round on the outside to

guard them, and bark if any body came near; and in the morning the shepherd opened the fold, and let the sheep all go out again.

8. Now, they were all very happy, as I told you, and dearly loved the shepherd, who was so good to them; all except one foolish little lamb, that did not like to be shut up every night in the fold.

9. So this lamb came to her mother, who was a wise old sheep, and said to her, I wonder why we are all shut up every night! The dogs are not shut up, and why should we be?

10. I think it is very hard, and I will get away if I can, I am resolved; for I like to run about where I please, and I think it very pleasant in the woods by moon-light.

11. Then the old sheep said to her, You are very silly, you little lamb; you had better stay in the fold. The shepherd is so good to us, that we should always do as he bids us; and if you wander about by

yourself, I dare say you will come to some harm.

12. I dare say not, said the little lamb ; and so, when the evening came, and the shepherd called them all to come into the fold, she would not come, but crept slyly under a hedge and hid herself.

13. When the rest of the lambs were all in the fold and fast asleep, this little lamb came out, and jumped, and frisked, and danced about ; and she got out of the field, and got into a forest full of trees, and a very fierce wolf came rushing out of a cave, and howled very loud.

14. Then the silly lamb wished she had been shut up in the fold ; but the fold was a great way off, and the wolf saw her and seized her, and carried her away to a dark and dismal den, in which were seen the blood and bones of other animals he had destroyed.

15. In this den the wolf had two cubs ; and she said to them, Here, I have brought you a young fat lamb ; and so the cubs took her and growled over her a little

while, and then tore her in pieces, and ate her up.

16 Let little children learn by this  
To mind what parents say ;  
And never, like this foolish lamb,  
Their orders disobey.

QUESTIONS. 1. What did the shepherd do for his lambs? 2. If they were sick, what? 3. When they were eating, what? 4. At night, what? 12. What did the foolish lamb do? 14. What became of her? What duty does this fable teach children?

### LESSON XXXI.

#### *Spell and Define.*

- |                                 |                             |
|---------------------------------|-----------------------------|
| 1. Nár-row, of little breadth.  | 3. Cálm-ly, in a calm state |
| 1. Blénd-ed, mingled. [insect.  | 3. Trán-quiet, quiet, calm  |
| 1. Bút-ter-fly, a pretty winged | 3. Dis-túrb, to agitate.    |
| 1. Prét-ty, neat, handsome.     | 4. Hón-est, upright, just.  |

#### QUESTIONS AND ANSWERS.

1. WHO showed the little ant the way  
Her narrow hole to bore,  
And spend the pleasant summer day  
In laying up her store?
2. The sparrow builds her pretty nest  
Of wool, and hay, and moss ;  
Who told her how to build it best,  
And lay the twigs across?

8. Who taught the busy bee to fly  
Among the sweetest flowers,  
And lay his store of honey by,  
To eat in winter hours?



4. 'T was God who showed them all the way,  
And gave them all their skill;  
He teaches children, if they pray,  
To do his holy will.

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THE BUTTERFLY.

1. BEHOLD this pretty butterfly;  
How soft its wings appear!  
The colors of the earth and sky  
Are richly blended here.

2. And yet this little butterfly  
Is neither proud nor vain,  
Though gold and jewels seem to lie  
In gay spots o'er its train.
3. See how it flies from flower to flower;  
No guilt disturbs its breast;  
At eve it hails the tranquil hour,  
And calmly sinks to rest.
4. Learn of this happy butterfly,  
Though finely dressed and smart,  
That dress is vain, unless we try  
To wear an honest heart.

QUESTIONS. 4. Who teaches birds how to build their nests? What is said of the butterfly? 4. What are we taught by the butterfly as to pride and dress? 4. What is best of all?

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## LESSON XXXII.

### *Spell and Define.*

- |   |                                  |
|---|----------------------------------|
| 1. U'-su-al-ly, commonly.                                 | 9. Un-der-stand, to know.        |
| 1. Sèn-tence, a number of words<br>making complete sense. | 11. Means, signifies.            |
| 1. Hymns, sacred songs.                                   | 15. Gràte-ful, thankful.         |
|   | 15. Af-féc-tion, love, fondness. |

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### WHAT HONOR MEANS.

1. HENRY was a bright little boy, just learning to read. His mother usually spent half an hour with him every morning, some-



times hearing him spell out every sentence, sometimes reading stories to him, and at others she taught him to repeat texts from the Bible, or simple hymns.



2. Come to me, Henry, said his mother to him, one day; but you may first put away your blocks and little wagon.

3. Yes, mother, said the little boy; and he hastily gathered up the blocks in his apron, and tumbled them into a large basket. When I obey quick, then I'm a good boy.

4. Yes, my dear; I can't read you a story to-day. I have a text for you to learn.

5. But, mother, I had rather hear a story. Aunt Mary always tells me stories when I want her to. I love to hear stories ; why can you not tell me one?

6. I think it best to have you learn a verse to-day, replied his mother.

7. Henry, who had never been allowed to tease, had nothing more to say. He repeated pleasantly the verse given him, which was, "Honor thy father and thy mother."

8. But what does honor mean? said he, after repeating it once or twice.

9. I will tell you when you honor your mother, and then you will understand what it means? If I asked you to go down stairs and get my thimble that I left on the table, and you should pleasantly leave your play and run and get it, you would honor me.

10. Did I honor you when I picked up my blocks quick, and put them away, when you told me?

11. Yes, Henry; so you see that obedience is one meaning of the word honor.

But honor means something more. Do you remember Mr. Williams, the man who made your shoes?

12. Yes, mother; he measured my foot with a stick.

13. Well, Mr. Williams is a poor man, but he honors his mother. He was a little boy once, and his mother took care of him, just as your mother takes care of you. Now he is a tall man. His mother is old and feeble. She is blind; but her son is very kind to her.

14. He gives her clothes, and gets a good breakfast, and dinner, and supper, for her, every day. On Sundays he leads her to meeting, because she can not see. He tries to do all he can to make her happy.

15. Now, God wants you, and all children, to honor their fathers and mothers, by being grateful to them for their kindness, and by treating them with respect and affection.

QUESTIONS. What pauses in the eleventh verse? What kind of a boy was Henry? 7. What verse did he repeat? 8. What did he ask his mother? 11. What did she tell him honor meant?



## LESSON XXXIII.

*Spell and Define.*

- |                                      |                                 |
|--------------------------------------|---------------------------------|
| 1. Vil-lage, a collection of houses. | 17. O-blig-ed, indebted, bound. |
| 3. Trús-ty, that may be confided in. | 19. Tóg-ging, pulling hard.     |
| 9. Tróub-les, disturbs.              | 21. Cre-á-tor, God our Maker.   |
| 10. Bréak-fast, the morning meal.    | 24. E-tér-nal, endless.         |
| 10. Pro-téct, to defend.             | 24. Be-vér-ed, honored.         |
| 11. Brave, noble, gallant.           | 26. Right-ous, just, upright.   |

## FILIAL DUTY.

1. MRS. CORBON kept a village school in the State of New York. She had a noble mind, and was a friend to all good children.

2. One cold morning in the winter, a small boy came along, with a saw on his arm, and wanted this lady to hire him to saw wood.

3. She said one of her neighbors, a trusty man, would like to saw the wood, and she did not wish to hire any body else.

4. O dear, said the boy, what shall I do ! Why, little fellow, said she, what is the matter ? My father, said he, is blind, my mother is sick, and I left my sister crying at home, for fear poor mother will die.

5. I take care of them as well as I can, but they have nothing to eat. I want to work, and get something for them.

6. Mrs. Corbon had never seen this lad before, and did not know what his name was, till he told her ; but she saw he was a boy of uncommon goodness, because he was so kind to his parents and to his sister.

7. He shivered very much with the cold ; for he was but thinly dressed, and his earlocks were white with frost. The lady asked him to come in and warm himself.

8. As he sat in the chair by the fire, she saw the tears run down his cheeks, and she tried to comfort him. It is not for myself, said Frank, that I cry. I do not mind a little cold ; but I can not help think-

ing of the family at home. We used to be very happy ; but a sad change has happened in our house.

9. Are you hungry? asked Mrs. Corbon. Not much, madam; that is not what troubles me. I had some potato for dinner yesterday.

10. Did you not have supper last night? No, madam. Nor breakfast this morning? Not yet; but no matter—I shall get some by and by. If I try to do well, God will protect me, for so my mother says.

11. You are a brave lad, said the lady; I will be your friend, if you have not another on earth; and the tears sparkled in her eyes, as she gave him a biscuit, with a piece of meat, on a small plate.

12. Thank you, madam, said Frank; if you please, I will keep them to carry home. Do you think, madam, any body will hire me to saw wood?

13. Yes, my dear little fellow, she answered, I will give you money to saw mine. He thanked her again, and ran to the wood-pile to begin his work.

14. Mrs. Corbon put on her cloak, and went out among her neighbors. She told them Frank was a good boy, and hoped they would do something to help him to provide for the family.

15. So they came to the house where he was, and one gave him a six-cent piece, another a shilling, and a third twenty-five cents, till they made up nearly three dollars.

16. They gave him a loaf of bread, a part of a cheese, some meat, a cake, a jug of milk, and some apples to roast for his sick mother, with a snug basket to put them all in; so that he had as much as he could carry.

17. He told them he was very much obliged to them indeed, but he did not wish to be a beggar. He chose to work and pay for what he had, if they would let him; but they said he must not stay now. He might see to that another time.

18. We are going, said Mrs. Corbon, to send the things to your mother, because she is in so great want of them; and I should like to go and see her myself.

19. Frank hurried back, tugging his load, and the whole family cried for joy. Bless your dear little heart! said his poor blind father; come here and let me take hold of you.

20. I hope, my son, you will never be unable to see the friends you love; but we must not complain, nor forget the favors we receive, because we can not have every thing we wish. My dear wife, a blessing has come upon us all for the sake of our dutiful child.

21. The good man raised his hands in prayer, and thanked the Creator of the world for giving him so hopeful a son.

22. It is thirty years since this affair happened; and the same Frank Lucas is now a Judge, and one of the first men in the county where he lives. His father is at rest, and twenty summers the bell-flower has bloomed on his peaceful grave.

23. His mother has grown very old and feeble, and can just walk about the house, leaning on her staff. She is still with her son.



24. He says it will be but a short time before this revered parent must be called away to her eternal home; but, while her life is spared, it shall be his delight to make her last days happy.

25. I might have been a poor wretch, he often remarks, if it had not been for the early care of my kind mother. This good old lady talks very sensibly about the different scenes she has passed through in life.

26. She has been rich, and then very poor; and now she is rich again, in having so excellent a son; and she now seems only waiting for her Redeemer to call her to that bright world, where the souls of the righteous dwell, and where all is joy and peace.

27. Judge Lucas is married to a worthy woman, and has five children. They go to school; and their father tells them that, if they intend to be useful, they must learn well while young.

28. If they expect to be blessed, in this world or in the next, they must love God, honor their parents and teachers, and be

kind to all ; and that, in this free country, the way for a poor little boy to become a great and happy man, is to be honest, active, and good.

QUESTIONS. 1. What did Mrs. Corbon do? 2. Who came to her? 2. What did he want to do? 4. What did he say of his father and mother? 16. What did Mrs. Corbon and others do for him? Now relate what you can of the story, and what Frank Lucas became. Did Frank Lucas honor his father and mother?

## LESSON XXXIV.

### *Spell and Define.*

- |                              |                          |
|------------------------------|--------------------------|
| 2. Lamb-kins, little lambs.  | 9. Grief, sorrow.        |
| 5. Blithe, merry, joyous.    | 9. Cross, unkind.        |
| 7. MÉR-cy, pity, favor.      | 11. Com-mánds, orders.   |
| 8. Need, want.               | 11. Re-páy, to pay back. |
| 9. Share, to take part with. | 12. Dú-ti-ful, obedient. |



### FAMILY AFFECTION.

1. SWEET is the song of birds, when the dark days of winter are over and gone,

and the trees lift up their green heads in the bright light of spring.

2. Sweet is the sport of lambkins, while their dams lie down to sleep, by the stream that flows in the cool shade.

3. Sweet is the hum of bees, when the work of the day is done, and they fold their wings to rest in the full hive.

4. Sweet is the shout of joy which is heard at the farm, when the last load of corn is brought home, and the tables are spread for the reapers.

5. But far more sweet than any of these is the love of brothers and sisters for each other. To sport it gives many a blithe laugh. From grief it takes many a sad tear.

6. And, O! with what joy it is seen by the fond father and mother! They press their good and kind children to their breasts, and pray that God may bless them.

7. And God doth and will bless them; for the good and kind find favor in his sight, and his tender mercy is upon them for ever.

8. My little reader, have you brothers and sisters? Love them with all your heart. Do all you can for them. Help them when in need ; and wait not to be asked.

9. Add to their mirth. Share their grief. Vex them not. Use no cross words. Do no wrong. Speak the truth at all times ; and do as you would be done by.

10. So shall you make glad the heart of your parents. So shall you have the blessing of the great God who made you.

11. My father, my mother, I know  
I can not your kindness repay ;  
But I hope that, as older I grow,  
I shall learn your commands to obey.

12. You loved me before I could tell  
Who it was that so tenderly smiled ;  
But now that I know it so well,  
I should be a dutiful child.

13. I am sorry that ever I should  
Be naughty, and give you a pain ;  
I hope I shall learn to be good,  
And never so grieve you again.

14. But for fear that I ever should dare  
 From any command to depart,  
 Whenever I'm saying my prayer,  
 I'll ask for a dutiful heart.

QUESTIONS. What things are called sweet in this lesson? 5. What are called far more sweet? 8. What should children who have brothers and sisters do? 11. How should children treat their parents?

### LESSON XXXV.

*Spell. and Define.*

- |  |                              |
|--|------------------------------|
| 1. Sup-pórt, to gain a living.         | 6. Reach-ed, arrived at.     |
| 3. Steal, to take without leave.       | 10. Grave, sober, serious.   |
| 4. Or'-chard, a number of fruit-trees. | 13. Skeins, knots of thread. |
| 5. Per-mis-sion, leave.                | 13. Naugh-ty, bad, wicked.   |



### HARRY AND JACK.

1. LITTLE HARRY was a good boy, about seven years old. Harry's father was dead, and his mother had to work

very hard to support herself and her little boy. Harry was very sorry for his mother, and tried to help her all he could.

2. He would rise early in the morning, take his little pail on his arm, and go down to a spring of water, and dip up as much as he could lift, and carry it to his mother to make tea for her breakfast; but Harry ate bread and milk.

3. They had a cow, and Harry used to drive her to the pasture every morning, and go after her every night. Harry's mother was a good woman, and she always taught him to say his prayers every night and every morning, and she told him never to tell lies, or speak bad words, or steal even so much as a pin from any person.

4. When Harry drove his cow to pasture, he had to pass by a large orchard, owned by Mr. Truman. The apples hung very thick on the trees; and they looked so yellow and nice, that little Harry wished, and wished, he had some of them to eat.

5. But he always asked his mother's

permission before doing any thing; and then he always minded, and did just as she told him to do. He was a good boy. Do you, my dear little readers, always obey your mother, as this good boy did?

6. When Harry reached his home, he said to his mother, Mother, you can not guess how many apples Mr. Truman has on his trees! The limbs bend almost to the ground, and the fruit looks so yellow and sweet! I wish you would give me leave to go into the orchard, and pick two apples for you, and two for me.

7. But, Harry, said his mother, you know the apples are not mine; and I have often told you we must not take what does not belong to us; it is stealing, if we do.

8. Why, mother, replied Harry, looking very sober, for he wanted the apples sadly, Mr. Truman can not want so many himself, and he would never miss four apples, I am sure — two for you, and two for me.

9. Perhaps he might not miss them, said his mother, and perhaps he would never know it; but do you not think

God would know it, Harry? And beside, should you not feel guilty whenever you saw Mr. Truman, and be afraid he would find you out? We are always happiest, my child, when we do right.

10. But what can Mr. Truman do with so many apples? inquired Harry, still looking very grave. He can not use them all himself.

11 No, he does not use them all himself. He sells some to people, and they pay money for them; and he very often gives apples to poor folks. He always lets them have as many as they wish, and pay in some kind of work. Do you not see I am now spinning for Mrs. Truman?

12. Yes, replied Harry, I know you have to work very hard and spin wool and flax. I wish I could help you.

13. Well, Harry, when I have spun a few more skeins of yarn, you shall carry the whole to Mrs. Truman. Then she will pay me a bushel of apples; and you shall have as many as you can eat. Will not that be much better than creeping into



Mr. Truman's orchard and stealing his apples, and feeling all the time that you are very naughty?

14. Yes, indeed, indeed it will! cried Harry, jumping up and down with joy. I am sure I shall never again wish to steal apples; I knew all the time it was wrong; I knew you would not give me leave to go, and I am glad you did not. When shall you have the apples?

15. In two or three days; so now go and drive the cow to pasture; and be sure to make haste home again.

QUESTIONS. What lesson is this you have just read? Will you repeat all the numbers in the table up to thirty? 1. What kind of a boy was Harry? 2. What did he do for his mother? 6. What did he ask his mother if he might do? 7. What did she tell him?

## LESSON XXXVI.

### *Spell and Define.*

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| 1. In-ténd-ed, meant, designed. | 13. Thlév-ing, stealing.          |
| 2. Ug'-ly, bad, offensive.      | 13. Suf-fers, endures or bears.   |
| 2. Mis-chief, hurt, damage.     | 14. Es-cáp-ed, to get rid of.     |
| 3. Mim-ick-ing, imitating.      | 15. Hón-ést-y, truth, good faith. |
| 10. At-témp-t-ing, trying.      | 16. Con-vinc-ed, persuaded.       |

## HARRY AND JACK.

(CONCLUDED.)

1. HARRY ran off, whistling as merry as

a cricket, thinking all the time how kind his mother was to him, and how he intended to help her, and mind her.

2. Just as he came to the orchard, he met Jack Wildfire, a great ugly boy, who was always doing some mischief. Well, Harry, said Jack, don't you wish you had some of those good apples? Not now, said Harry. My mother will buy me some in two or three days, and then I shall have as many as I wish

3. Buy some in two or three days! repeated Jack, mimicking Harry, and laughing as loud as he could. Why, I will have some now, and without buying. I mean to climb over the wall, and fill my pockets and bosom full; and if you will go with me, I will shake off some for you.

4. No, I will not go, said Harry; it is stealing, and my mother says it is a mean and wicked thing to steal; and I know it is, and I never take any thing without asking leave.

5. Who'll see us? asked Jack. Who'll know it? We need not tell of it ourselves;

and Mr. Truman will never miss a few apples.

6. God will know it, replied Harry. He sees all we do, and hears all we say, and knows all we think; and I will not do so bad a thing I should feel afraid to see Mr. Truman.

7. I don't care for your preaching, Harry, said Jack. I shall pick me some apples, and I know there's no harm in it. But, if ever you tell any body, I will whip you soundly, depend upon it!

8. So saying, Jack sprang to climb upon the high stone fence that surrounded the orchard, while Harry ran after his cow. He drove her into the pasture, and was just shutting the gate, when he heard Jack scream, Harry! Harry! as loud as he could.

9. Harry ran back to the orchard, and there he saw Jack lying on the ground, and the great rocks and stones were all around him, and one was lying on him, so that he could not rise.

10. He told Harry that, in attempting

to jump over the wall, his foot caught between two stones, and he fell backward ; and the stones fell on him, and he feared his leg was broken.

11. But, Harry, continued he, do try and lift this stone off my leg and help me home, and I will never attempt to steal again. I can not take off the stones, said Harry, they are so large and heavy ; but I will run and call Mr. Truman.

12. O ! don't call him ! don't call him ! He will whip me for trying to get into his orchard, and throwing down his wall ; I would rather lie here all day than let him know it.

13. I knew you would be ashamed to have him know it, said Harry ; but I shall call him. So Harry ran to Mr. Truman's, and told him the whole truth, and Mr. Truman told him he was a good, honest boy ; but, as for Jack, said he, he is called an ugly, lying, thieving rogue ; and if he has broken his leg, people will not care much for the pain he suffers ; though they will pity his poor mother. O ! it is a sad

thing for a mother to know that her son is a bad boy.

14. Then they went to Jack, and found him crying bitterly; and Mr. Truman helped him up, and found his leg, though badly bruised, was not broken. Mr. Truman told him to remember that bad boys were usually punished, in some way or other; and even if they escaped a whipping, yet nobody ever loved them, or would trust them.

15. Then, turning to Harry, he said, Come here, my good boy, and I will show Jack how honesty is rewarded. Come to this tree and fill your hat with apples; and whenever you want any, come and ask me, and you shall have as many as you please.

16. Little Harry carried the fruit to his mother, and told her he was now convinced that children were always happiest when they did right.

QUESTIONS. 2. Whom did Harry meet? 2. What did Jack say to Harry? 2. What did Harry say? 7. What did Jack say he would do? 10. What happened to Jack? 14. What did Mr. Truman say to this bad boy? Point out the commas used in the first verse. How long a pause is required at a comma?

## LESSON XXXVII.

*Spell and Define.*

- |  |                                     |
|--|-------------------------------------|
| 1. Néph-ew, the son of a brother<br>or sister. | 7. Dis-en-gag-ed, freed from.       |
| 2. Awk'-ward, clumsy, unhandy.                 | 11. Súl-len-ly, morosely, angrily.  |
| 5. Shrubs, small bushes.                       | 12. Dis-cour-age, to dishearten.    |
| 5. En-tár-gled, twisted in among               | 18. Per-súad-ed, prevailed upon.    |
|  | 19. Mót-to, a device or inscription |

## PERSEVERANCE.

1. WILL you give my kite a lift? said my little nephew to his sister, after trying in vain to make it fly by dragging it along on the ground. Lucy very kindly took it up, and threw it into the air; but, her brother neglecting to run off at the same moment, the kite fell down again.

2. Ah, now, how awkward you are! said the little fellow. It was your fault entirely, answered his sister.

3. TRY AGAIN, children, said I, and Lucy once more took up the kite. But now John was in too great a hurry: he ran off so suddenly that he twitched it out of her hand, and the kite fell flat, as before.

4. And who is to blame now? asked Lucy. TRY AGAIN, said I.

5. They did, and with more care ; but a side wind coming suddenly, as Lucy let go the kite, it was blown against some shrubs, and the tail got entangled in a moment, leaving the poor kite hanging with its head downward.

6. There, there ! exclaimed John ; that comes of your throwing it all on one side. As if I could make the wind blow straight ! said Lucy.

7. In the mean time, I went to the kite's assistance, and, having disengaged the long tail, I rolled it up, saying, Come, children, there are too many trees here ; let us find a more open space, and then TRY AGAIN.

8. We presently found a nice grass-plot, at one side of which I took my stand ; and, all things being prepared, I tossed the kite up, just as little John ran off.

9. It rose with all the dignity of a balloon, and promised a lofty flight ; but John, delighted to find it pulling so hard at the string, stopped short to look upward and admire. The string slackened, the kite

tottered, and the wind not being very favorable, down came the kite to the grass.

10. O, John, you should not have stopped, said I. However, TRY AGAIN.

11. I will not try any more, replied he, rather sullenly. It is of no use, you see. The kite will not fly, and I do not want to be plagued with it any longer.

12. O, fy, my little man! would you give up the sport after all the pains we have taken both to make and to fly the kite? A few disappointments ought not to discourage us. Come, I have wound up your string; and now, TRY AGAIN.

13. And he did try, and succeeded; for the kite was carried up on the breeze as lightly as a feather; and when the string was all out, John stood in great delight, holding fast the stick, and gazing on the kite, which now seemed as a little white speck in the blue sky.

14. Look! look! aunt; how high it flies! and it pulls like a team of horses, so that I can hardly hold it. I wish I had a



mile of string. I am sure it would go to the end of it.

15. After enjoying the sight as long as he pleased, little John proceeded to roll up the string slowly; and when the kite fell, he took it up with great glee, saying that it was not at all hurt, and that it had behaved very well. Shall we come out to-morrow, aunt, after lessons, and TRY AGAIN?

16. I have no objection, my dear, if the weather be fine. And now, as we walk home, tell me what you have learned from your morning's sport.

17. I have learned to fly my kite properly.

18. You may thank aunt for it, brother, said Lucy; for you would have given it up, long ago, if she had not persuaded you, to TRY AGAIN.

19. Yes, my dear children, I wish to teach you the value of perseverance, even when nothing more depends upon it than the flying of a kite. Whenever you fail

in your attempts to do any good thing, let your motto be, "TRY AGAIN."

QUESTIONS. What did John ask Lucy to do? Did he get the kite up the first time? What did he then do? How many times did he try? Did he at last succeed? What does this teach you?

## LESSON XXXVIII.

### *Spell and Define.*

- |  |  |
|--|--|
| 1. Suc-céed, to obtain the object desired. | 2. Pre-vail, to overcome.                        |
| 1. Per-se-vére, to continue.               | 2. Dis-gráce, shame.                             |
| 1. Cón-quer, to gain the victory.          | 3. Re-wárd, the fruit of men's labors, or works. |

### TRY, TRY AGAIN.

1. 'T IS a lesson you should heed,  
Try, try again;  
If at first you don't succeed,  
Try, try again;  
Thus your courage should appear,  
For, if you will persevere,  
You will conquer, never fear;  
Try, try again.
2. Once or twice though you should fail,  
Try, try again;  
If you would, at last, prevail,  
Try, try again;  
If we strive, 't is no disgrace,  
Though we may not win the race;

What should you do in the case?

Try, try again.

3. If you find your task is hard,

Try, try again ;

Time will bring you your reward ;

Try, try again ;

All that other folks can do,

Why, with patience, should not you ?

Only keep this rule in view,

TRY, TRY AGAIN.

QUESTIONS. What is the subject of this lesson? Is it a good motto for a scholar? Point out the semicolons in the first verse. How long a pause is required at a semicolon?

## LESSON XXXIX.

### *Spell and Define.*

- |                                |                                |
|--------------------------------|--------------------------------|
| 5. Pre-súme, to suppose.       | 16. In'-stan-ces, occurrences. |
| 6. Gruff, stern, surly.        | 17. U-tén-sils, tools.         |
| 7. Oú'-cu-pl-ed, employed.     | 20. A-buse, ill treatment.     |
| 8. En-tire-ly, wholly.         | 20. De-sérves, merits.         |
| 11. Mél-an-chol-y, gloomy, sad | 24. Hard, (unkind.)            |
| 12. An-nóy, to incommode.      | 25. Af-féc-tion-ate, loving.   |

### RETURNING GOOD FOR EVIL.

1. CHARLES, will you lend me your kite, this morning, for a little while? Do, if you are not going to use it. I will be very careful to keep hold of the string, and not let it be lost.

2. No, I shall not lend you my kite. I am not going to lend my kite to every body, I know.



3. But I should think you might lend it to me, for a little while, if you are not going to use it yourself.

4. You need not ask me again; for I will not lend it to you. Besides, I am going to use it myself.

5. O! if I had thought you wished to use it yourself, I would not have asked you to lend it to me. You will let me see you fly it, I presume.

6. I do not care what you see! was the

gruff reply of Charles, as he left the room to get the kite.

7. Charles came back, with the kite in his hand ; and, seating himself by the window, pretended to be occupied in fixing the string.

8 But very soon he took out his pen-knife, and began to cut the kite into pieces ; and in a minute he had entirely destroyed it, and thrown the fragments out at the window.

9. O ! Charles ! cried Henry, how could you do that, instead of lending it to me ? You said you were going to fly it.

10. No, I did not say I was going to fly it. I said I was going to use it, and I have used it, have I not ? Now you may go and look as blue as you please about it, and be revenged, too, if you like.

11. It may be that I shall, said Henry, in a low voice, as he took his cap, and went out to the garden. There he seated himself under a large tree, and was quite melancholy.

12. How can Charles treat me so ?

said he to himself. Any body would think he hated me, he takes so much pains to annoy me.

13. Henry sat for a long time, silently musing, when his face suddenly lighted up, as if some pleasant thought had crossed his mind, and he arose and walked into the house.

14. A few days after this, Mr. Morris went to the city, and brought home a beautiful set of little garden tools, watering pot, wheel-barrow, and all complete.

15. After calling his two sons to him, he said to Charles, I overheard your conversation, the other day, with Henry, when, instead of lending him your kite, you tore it to pieces.

16. And, as I have noticed other instances of the same kind in you, I have thought it my duty to punish you, and to reward Henry, who has always been uniform in his mildness toward you.

17. I have bought for him these beautiful garden utensils. Take them, Henry; they are yours. Charles, you may go and

spend the afternoon alone ; and remember that, unless you amend your course of conduct, you will be hated and despised by the whole world.

18. The mortified Charles retreated from the room without a single word ; and, hiding himself in a little grove behind the house, shed more bitter tears than he had wept for many a day.

19. Is it true, said he to himself, that I am such a wicked boy ? I must be, or my father would never have spoken so sharply and looked so harshly at me.

20. My father is right. I have ill-treated Henry, and he has never, in any way, returned my abuse. He deserves a reward, and I, a punishment. O ! I wish I could be as good a boy as he is !

21. When it began to grow dark, he slowly returned to the house, and crept, without observation, to his chamber.

22. As he opened his chamber door, he was surprised to see Henry's garden tools standing near the table, and on the table a letter, directed to himself. He snatched

it up, and, opening it, read the following lines:

23. MY DEAR BROTHER:

I know you have been wishing for a set of garden tools, and I beg that you will do me the favor to accept mine. I should not take half the pleasure in using them myself, that I shall in seeing you enjoy them.

24. I hope you will not think that I have any hard feelings about the kite. I have not, I am sure; for I forgive you, with all my heart; and when I said that perhaps I might be revenged, believe me, I meant this kind of revenge.

25. My dear brother, let us be loving and kind to each other, as brothers should be, and then we shall be happy.

Your affectionate brother,

HENRY.

26. The letter fell from the grasp of Charles, and, covering his face with his hands, burning tears of shame trickled fast through his fingers.



27. Taking the letter again into his hand, he went down stairs, to find his father and Henry. They had just finished supper, and were sitting together in the porch before the door

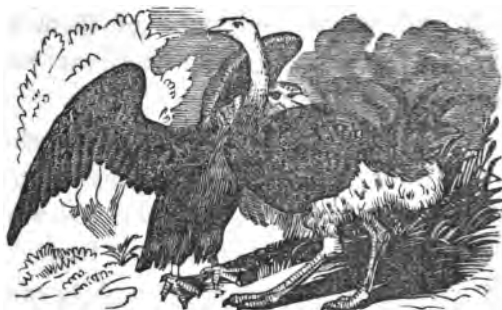
28. O, father! O, Henry! he said, forgive me, forgive me! I will try to be a good brother for the future; only forgive me this time!

29. The gratified father assured him of forgiveness, and Henry heartily shook his hand and kissed him.

30. But you must take back your present, said Charles; I can not take that.

31. Keep it, said his father, keep it; it will help you to bear in memory your good resolutions, and remind you of your brother's generous revenge.

QUESTIONS. 1. What did Henry want of Charles? 2. Did Charles lend it? 8. What did Charles do? 11. Where did Henry go? 14. What was given to Henry? Why? 23. What did Henry write to Charles? 22. Where did Charles find the letter? 27. What did he do? 31. What did his father say? What pause is placed after *while*, in the first verse? After *O*, in the fifth verse?



## LESSON XL.

*Spell and Define.*

- |   |                                   |
|---|-----------------------------------|
| 1. Os'-trich, a very large bird.              | 9. An'-i-mals, living creatures.  |
| 1. Af-ri-ca, a part of the eastern continent. | 11. Re-sides, lives, inhabits.    |
| 5. Cón-dor, the largest of birds.             | 11. Range, to rove over.          |
| 8. Tróub-le, difficulty.                      | 11. Wastes, uncultivated grounds. |
|   | 11. Vén-ture, to dare.            |

ERRORS. 3. Do not say, *hole* for *hold*; 3. *fine* for *find*; 3. *feas* for *feast*; 6. *lar-ges* for *lar-gest*; 9. *cleen-ly* for *clean-ly*.

## THE OSTRICH AND CONDOR.

1. THE Ostrich lives in Africa, and is the largest bird in that part of the world. It is taller than any man, and is very strong.

2. This bird does not fly high in the air, but skims along on the ground, partly running and partly flying. His feathers are

black and white, and some of them are very handsome. Ladies sometimes wear them on their bonnets.

3. The eggs are so large, that the shell of one would hold a quart. The Ostrich lays her eggs in the warm sand; and when men find them, they have quite a feast.

4. An Ostrich is strong enough to carry a man on its back, and run very fast. Boys might have fine sport, if they could tame these great birds, and ride them.

5. The Condor lives in South America, and flies high about the mountains. Sometimes he comes down to the sea-shore for food.

6. The Condor is said to be the largest bird in the world. His wings are so long that when they are spread out they extend twelve or fifteen feet. They would reach across a pretty wide room.

7. This huge bird can take up a sheep or a deer in his claws, and fly away with it, as a hawk does with a chicken. When they are very hungry, it is said they will catch children.

8. There are not many Condors in any country. If they were as common as robins, crows, or black-birds, they would cause a great deal of trouble.

9. The color of the Condor is a very dark brown. He is not handsome, nor cleanly. He loves to feed on the flesh of animals that have been long dead.

10. You see, by the picture, that the Ostrich has a very long neck. The Condor has a thick bunch of feathers around his neck, and his claws are much longer than your fingers.

11. The mountains and valleys where the Condor chiefly resides are seldom visited by travelers. No one, unless compelled by the most urgent business, will venture to range those desolate wastes.

QUESTIONS. 1. Where does the Ostrich live? 1. Is it a large, tall and strong bird? 2. What is said of its feathers and eggs? 4. Can it run fast? 5. Where does the Condor live? 6. Is it a large and strong bird? 7. What could it carry in its claws? 9. What is its color? What pauses are used in this piece?

## LESSON XLI.

*Spell and Define.*

- |                                    |                             |
|------------------------------------|-----------------------------|
| 1. Lit-tle, small in size.         | 6. Room, space.             |
| 2. Bright, shining.                | 6. Frisk, to leap and jump. |
| 3. Cún-ning, ingenious.            | 7. Dásh-ing, driving.       |
| 3. Óár-pet, a covering for floors. | 8. Snug, close.             |
| 4. Fról-ác, to play.               | 9. Swift-ly, rapidly.       |
| 5. A-lóng, in company with.        | 10. Nought, nothing.        |

ERRORS. 3. *Cun-nin* for *cun-ning*; 7. *dash-in* for *dash-ing*; 9. *swif-ly* for *swift-ly*; 9. *git* for *get*.

## THE BOY TO THE SQUIBBEL.

1. COME down, dear little squirrel, do !  
Come home along with me :  
I have a little house for you,  
Far better than your tree.
2. 'Tis painted all so bright for you !—  
O ! do but come and see :  
It has a little chamber, too, °  
As nice as nice can be.
3. It has a little window-pane,  
And a cunning little door,  
And is spread with cotton all around,  
For a carpet on the floor.
4. There's a cage for you to frolic in,—  
You'll turn it with your feet ;  
And I've laid a bag of apples up,  
And nuts for you to eat.

5. Come down, dear little squirrel, do!  
Come home along with me;  
You'd like the house I have for you,  
Far better than your tree.

## A N S W E R .

6. No, — I thank you, little boy ; —  
I'm very well up here,  
With room enough to frisk about,  
And nought at all to fear.
7. My nest is in yon chestnut-tree,  
And snug it is, and warm,  
Where stormy winds, and dashing rain,  
Can never do me harm.
8. I should not like the house you have,  
Although so nice it be ;  
I choose to keep my own snug home,  
Far up the chestnut-tree.
9. I should not like the cage at all,  
That so swiftly wheels about ; —  
I fear that if I once were in,  
I never should get out.
10. No, — I thank you, little boy ; —  
I'm very well up here,  
With room enough to frisk about,  
And nought at all to fear.

QUESTION.—What pauses are used in this lesson ?

## LESSON XLII.

*Spell and Define.*

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 1. Mús-lín, fine cotton cloth. | 12. Crick-et, a little stool.     |
| 2. Mís-ták-en, to be in error. | 12. Mór-sel, a small piece.       |
| 7. Bár-l-ty, uncommonness.     | 14. A-múse, to divert and please. |
| 7. Er'-rand, a message.        | 15. Or-dáin-ed, appointed.        |

Errors. 1. *Leas* for *least*; 2. *suf-fer-in* for *suf-fer-ing*; 5. *de-pens* for *de-pends*; 7. *cense* for *cents*; 11. *get-tin* for *get-ting*; 14. *hum-ward* for *home-ward*.

## THE LITTLE BEGGARS.

1. I THINK poor children must be very unhappy, said little Octavia, as she sat dressing her doll in muslin. If I were as poor as those little children who came here begging yesterday, I should not take the least comfort in the world.

2. My little daughter is mistaken, said her mother. Poor children are just as happy as rich ones, except when they are suffering from cold or hunger; and that very seldom happens in America. Our Father who lives in heaven takes care of them, as well as of you.

3. God has given them hearts and minds, and it is good feelings, and good thoughts, that make both great and little folks hap-

py ; it is no matter what clothes they wear, what food they eat, or what toys they play with.

4. When you have been a naughty girl, your waxen doll, and your glass bird, and your gold musical box, do not make you feel happy ; and when you have been a good girl, you can be very happy without them.

5. So you see it depends upon your thoughts and feelings, whether you are happy or not ; and poor children have as good and as kind feelings as rich ones.

6. That little boy who came here to beg yesterday, who was so small he could hardly reach the latch of the door, is a very good boy ; and, therefore, I know he is a very happy boy.

7. A piece of cake, or candy, would be a great rarity to him, and he would love them very much ; yet when I offered him a few cents, the other day, for going on an errand, he said, No, ma'am, I would rather not take them ; you have been too kind to my mother.



8. Octavia thought a little boy who loved his mother better than himself must be happy ; and she asked leave to walk with her mother, the next time she went to see the beggar children.

9. When they went, Octavia found one little girl, five years old, building a house with some dirty blocks she had picked up in the streets ; while her little sister, about three years old, knocked it down, and laughed so loud that she made the room ring again.

10. Presently the little boy her mother had spoken of came in with a saucer half full of boiled rice. Where have you been, John ? asked his older sister.

11. I have been in to give Robert Rowley some of my dinner, answered the boy ; he has been out begging all day, without getting any thing to eat ; so I have given him half my rice.

12. Then John sat down on a cricket, and ate up his morsel of rice with a good relish. He scraped the saucer very clean,

and looked at the spoon as if he wished there had been more.

13. But he put it away with a cheerful look, and said to his mother, Is there any thing I can do for you, this afternoon, mother? and, in obedience to her, he ran off to pick up chips, whistling and singing as he went.

14. Well, my dear Octavia, do not these children seem happy? asked her mother, as they walked homeward. Yes, ma'am, replied the little girl; their dirty blocks seem to amuse them as much as my doll does me.

15. From this, my daughter, learn that God is good to the poor, as well as the rich, said her mother. God has ordained that every body shall be happy who is good, and he helps every one to be good who earnestly wishes to be so.

16. Little John wanted his dinner sadly; but he gave it to a boy who needed it more than he did. He put down a selfish feeling, and he encouraged a

kind feeling; and that is the reason he is happy.

QUESTIONS. 1. What did Octavia think of poor children? 2. What makes people happy? 11. What did little John give to Robert Rowley? 15. What did Octavia's mother say to her?

## LESSON XLIII.

### *Spell and Define.*

- |  |  |
|--|--|
| 3. Su-pé-ri-or, (the largest lake in the world.) | 5. A-mús-ing, pleasing.                          |
| 4. Choose, to select.                            | 8. Wá-ter-fowl, a fowl that frequents the water. |

ERRORS. 2. *Kines* for *kinds*; 4. *chuse* for *choose*, 8. *ketch* for *catch*.

### THE OTTER.

1. THIS animal is sometimes five or six feet long. Its legs are very short; its tail is long; and its hair, or fur, is very short and thick. The color of the otter is almost black.

2. The fur of the otter is useful in making hats; it is one of the best kinds of fur. The skins are often sold for more than a dollar for each foot in length.

3. In a great pond beyond Lake Superior there are many otters, and I know that you would like to see them. They

play as well as boys ; and they can do some things better than boys.

4. They choose to live in lakes or ponds that have good, clear water. If they can find a steep bank, where they can slide, they choose this for their play-ground.

5. They make a good path to go up the bank, and a very smooth path for sliding down from the top of the bank into the pond or lake. And they chase each other up and down in a very amusing manner.

6. If you should see a dozen of them running up the bank and sliding down, you would call it fine sport. When they slide, they lie flat on their bellies, and use their hind feet to push themselves along.

7. When the bank is covered with snow, they slide upon that, if the pond or lake is not frozen.

8. An otter can be made as tame as a dog ; but I do not know that we can teach them to do any good, except to catch fishes and water-fowl.

QUESTIONS. 1. Will you describe the otter? What is said of its fur?  
3. Where is it found? Will you describe its sports?

## LESSON XLIV.

*Spell and Define.*

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. Clouds, vapor in the air.  | 8. Glee, joy, gayety.         |
| 4. Sky, the region overhead.  | 9. Ar-gels, spiritual beings. |
| 4. Glow, to shine.            | 10. Hue, color.               |
| 5. Wón-der, (I cannot think.) | 10. Fade, to lose color.      |

Errors. 2. *Stan* for *stand*; 3. *cool-in* for *cool-ing*; 5. *fas* for *fast*;  
7. *yel-ler* for *yel-low*.

## THE RAINBOW.

1. THE clouds are passing swift away,  
And gently falls the rain;  
The thunder's roll is distant heard,  
The sun shines bright again.
2. Please, mother, lay your work aside,  
And come and stand by me,  
And hear the little robins sing  
Upon the great elm-tree.
3. O, look, how bright the rain-drops shine  
Upon each leaf and flower!  
The trees and grass are very green;  
They love the cooling shower.
4. And, mother, look up in the sky,  
And see that pretty bow;  
I am so glad to see it there!  
How bright its colors glow!

5. I wonder why the rainbow comes  
When it is raining fast ;  
I think that I should rather wait  
Until the rain had past.
6. But, Clara, though the rain-drops fall,  
The sun shines very bright ;  
The pretty rainbow that we see  
Is formed by rain and light.
7. The light shines through the drops of rain,  
And colors bright are seen, —  
Indigo, orange, yellow, red,  
Pale violet, blue, and green.
8. Mother, my sister used to stand  
At this same door with me ;  
And when she saw the rainbow bright,  
How she would laugh with glee !
9. You say that now she lives in heaven ;  
Angels of her take care,  
And teach her what is good and true ;  
But have they rainbows there ?
10. Yes, Clara, they have rainbows there,  
Of every hue and shade ;  
Far lovelier than those on earth,  
Their colors never fade.

QUESTIONS. What is said in the third verse ? What in the fourth ? 6. By what is the rainbow formed ? 7. What are its colors ? What more can you tell ?



## LESSON XLV.

*Spell and Define.*

- |   |                                      |
|---|--------------------------------------|
| 1. Bór-ders, the outer edges.                   | 3. Guárd-ed, protected.              |
| 1. Fór-est, a tract of land covered with woods. | 7. A-lárm-ed, frightened.            |
| 2. Vig-i-lant, watchful.                        | 10. De-stróy-ed, laid waste, ruined. |
|   | 12. Sa-gá-ci-ous, quick of scent.    |

ERRORS. 4. *Geth-er-in* for *gath-er-ing*; 10. *fol-lerd* for *fol-low-ed*; 7. *ar-ter* for *af-ter*; 8. *in-stunt* for *in-stant*.

## THE LITTLE GIRL AND THE WOLF.

1. A FARMER and his family lived on the borders of a large forest in Germany, where there were a great many wolves and other wild beasts.

2. The farmer kept several dogs to guard his house and yard, and the cattle in his fields, from the attacks of these fierce

animals. The most vigilant of these was a large Newfoundland dog, that was called Lion.

3. This faithful creature never suffered one of the wolves to come near the house ; and if any of the family were out late, Lion was sent to meet them ; and he always found out which way they had gone, and guarded them home again.

4. The farmer had a little girl, who ran into the forest one day without knowing the danger of going there by herself. It was a fine afternoon, and she found so much amusement in gathering flowers and berries, that she stayed till it began to grow dark.

5. When she perceived that it was growing dark, she was very much frightened, and set out to run home ; but, as she had not taken notice which way she had come, she was quite at a loss which path to take.

6. At last, after looking about and considering which path she ought to take, she took one which she thought led to her



father's house ; but she soon found how foolish she had been in not taking more notice of the way she came ; for the path she was now in led her farther into the forest.

7. She had not gone far, before she saw a large wolf coming toward her. This sight alarmed her very much, and she turned about and ran as fast as she could ; but still she heard the wolf coming after her, and growling just at her heels.

8. At that instant, when the wolf was quite near to her, she heard a dog bark, and, the next moment, she saw Lion running toward her.

9. The wolf stopped when he heard the barking of the dog ; but Lion, perceiving him, flew at him instantly, and bit him so severely, that he went off roaring with pain.

10. When the father and mother had missed their child, they sent Lion out after her ; and as soon as he got upon her track, he followed her every step where she had been in the forest, till he found her just in time to save her from being destroyed by the wolf.

11. After he had driven away the wolf, he came back to the little girl, and conducted her into the shortest path to his master's house, and kept close to her till she got safe home.

12. It was a great joy to all the family to see the little girl again; for they had been very unhappy about her. Indeed, if it had not been for this sagacious dog, she certainly would have been killed by the wolf.

QUESTIONS. 1. Where did the farmer live? 1. What were in the forests? 2. What did the farmer keep? 4. Who got lost in the forest? 7. What did she see? Tell the rest of the story. Name the pauses in the tenth verse. Which letters of the alphabet are vocals?

## LESSON XLVI.

### *Spell and Define.*

- |  |                                    |
|--|------------------------------------|
| 1. Beau-ti-fui, elegant in form.                     | 8. Shép-herd, one who tends sheep. |
| 1. Ap-próach-es, draws near to.                      | 10. Un-a-wáres, suddenly.          |
| 5. Trans-pár-ent, transmitting rays of light, clear. | 11. Áú-burn, brown.                |
| 5. Lán-guid, weak, feeble.                           | 12. Phéas-ant, a fowl. [ing.       |
|  | 12. Spórts-man, one fond of hunt-  |

ERRORS. 3. *Wab-ble* for *war-ble*; 5. *gar-munt* for *gar-ment*; 6. *ri-u-lets* for *riu-u-lets*; 14. *i-suck-les* for *i-ci-cles*.

## THE FOUR SEASONS.

1. WHO is this beautiful Virgin, that approaches, clothed in a robe of light

green? She has a garland of flowers on her head, and flowers spring up wherever she sets her foot.

2. The snow which covered the fields, and the ice which was in the rivers, melt away when she breathes upon them.

3. The young lambs frisk about her, and the birds warble in their little throats, to welcome her coming; and when they see her, they begin to choose their mates, and to build their nests.

4. Youths and maidens, have you seen this beautiful Virgin? If you have, tell me who she is, and what is her name.

---

5. Who is this that cometh from the south, thinly clad in a light, transparent garment? Her breath is hot and sultry; she seeks the refreshment of the cool shade; she seeks the clear streams, the crystal brooks, to bathe her languid limbs.

6. The brooks and rivulets fly from her, and are dried up at her approach. She cools her parched lips with berries, and the grateful acid of all fruits; the seedy melon,

the sharp apple, and the red pulp of the juicy cherry, which are poured out plentifully around her.

7. The tanned hay-makers welcome her coming, and the sheep-shearer, who clips off the fleeces of his flock with his sounding shears.

8. When she cometh let me lie under the thick shade of a spreading beech-tree ; let me walk with her in the early morning, when the dew is yet upon the grass ; let me wander with her in the soft twilight, when the shepherd shuts his fold, and the star of evening appears.

9. Who is she that cometh from the south? Youths and maidens, tell me, if you know. Who is she, and what is her name?

---

10. Who is he that cometh with sober pace, stealing upon us unawares? His garments are red with the blood of the grape, and his temples are bound with a sheaf of ripe wheat.

11. His hair is thin, and begins to fall,

and the auburn is mixed with a mournful gray. He shakes the brown nuts from the tree. He winds the horn, and calls the hunters to their sport.

12. The gun sounds. The trembling partridge and the beautiful pheasant flutter, bleeding, in the air, and fall dead at the sportsman's feet.

13. Who is he that is crowned with the wheat-sheaf? Youths and maidens, tell me, if you know. Who is he, and what is his name?

---

14. Who is he that cometh from the north, clothed with furs and warm wool? He wraps his cloak close about him. His head is bald; his beard is made of sharp icicles.

15. He loves a blazing fire, high piled upon the hearth. He binds skates to his feet, and skims over the frozen lakes.

16. His breath is piercing and cold, and no little flower dares to peep above the surface of the ground when he is by. Whatever he touches turns to ice.

17. If he were to strike you with his cold hand, you would be quite stiff and dead, like a piece of marble. Youths and maidens, do you see him? He is coming fast upon us, and soon he will be here. Tell me, if you know, who he is, and what is his name.

QUESTIONS. What is meant by this beautiful virgin? Name the seasons of the year. What abounds in each? Which letters of the alphabet are subvocals?

## LESSON XLVII.

### *Spell and Define.*

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 2. Bó-w-ers, arbors.              | 3. Bút-ter-cups, a yellow flower. |
| 2. Spring-ing, beginning to grow. | 3. Vi-o-lets, flowers.            |
| 2. Wing-ing, flying.              | 4. Wreaths, garlands,             |
| 2. Frisk-ing, skipping about.     | 5. Blithe, joyous.                |

ERRORS. 1. *Ris-in* for *ris-ing*; 1. *an* for *and*; 2. *is pring-in* for *is spring-ing*; 4. *ev-ry* for *ev-e-ry*.

## THE COUNTRY BOY'S CALL.

1. SISTER, wake! The sky is light;  
 Morn has come, the earth is bright;  
 Stars are gone, the night is done;  
 Come and see the rising sun!  
 Let us view his early peep;  
 Nights are long enough for sleep.

2. Now the fresh green grass is springing ;  
Butterflies their way are winging,  
Through and through the grape-vine bowers,  
Round and round among the flowers.  
Now beneath the pleasant sky  
Lambs are frisking joyously.
  
3. Merry birds, that all night long  
Hushed in sleep their happy song,  
Glad another day to see,  
Sing on every bush and tree.  
Here are beds of flowers for you,  
Buttercups and violets blue.
  
4. Wreaths of morning-glory bright,  
Pink and purple, blue and white,  
Wave with every wind that blows ;  
Come, for soon their leaves will close ;  
Come and see the pretty flowers ;  
Birds are singing in the bowers.
  
5. Busy bees are humming now ;  
Robins hop from bough to bough ;  
Sister, come and sit with me  
Under this sweet mulberry-tree.  
All are busy, all are gay ;  
We will be as blithe as they.

QUESTIONS. What is the subject of this lesson? Is it pleasant to rise early in the morning? What is mentioned in this piece to show that it is pleasant?

## LESSON XLVIII.

*Spell and Define.*

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| 1. Ea-gle, a large bird.          | 5. Soars, flies, or rises aloft. |
| 2. Beak, the bill of a bird.      | 6. Dart-egg, flying swiftly at.  |
| 4. Sta-tion, a position or place. | 7. Boot-y, plunder, prey.        |
| 5. Plung-es, pitches or dives.    | 7. Tri-umph, joy for success.    |

ERRORS. 1. Bal for bald ; 5. mo-munt for mo-ment ; 7. stid-ies for stead-ies ; 8. dis-tunce for dis-tance.

## THE BALD EAGLE.

1. THE bald eagle is a very large and handsome bird. The feathers on the body are of a dark, shining, brown color ; while those on his head and tail are as white as snow.

2. His beak, legs and feet, are of a bright yellow. He lives by killing and eating birds, squirrels, and rabbits. Sometimes he ventures into farm-yards, and seizes the young lambs.

3. Bald eagles are also very fond of fish, but, as they will not themselves be at the trouble of catching them, they rob the fish-hawks of their prey.

4. When the fish-hawk goes abroad, the bald eagle follows, and, taking his station



on some high tree near the water, keeps his eye on the hawk. The hawk sails round in vast circles, high above the water.

5. After a little while, he spies a fish, and down he plunges into the water, and seizes it in his claws. For a moment he is hidden by the foam, but soon rises, shakes the water from his wings, and soars upward to his nest, where his young ones are waiting for their food.

6. He now sees the eagle darting toward him from the tree, and flies higher and higher, with his utmost speed, until he is nearly out of sight. But the eagle flies swifter than he, and forces him to drop his prey.

7. The latter first steadies himself a moment on his wings, then sweeps down like lightning on the fish, seizes it before it reaches the water, and bears off the ill-gotten booty in triumph.

8. Bald eagles build their nests in high trees, and make them of sticks and grass. They are so large they can be seen from a great distance.

9. The young ones remain in the nest until they are nearly as large as the old ones. They are of a dark brown or blackish color, and their heads and tails do not become white until they are three years old.

10. There are several species of eagles, among which the golden eagle is the most noble. He, of all the feathered race, soars to the greatest height; on which account the ancients called him the bird of Jupiter.

QUESTIONS. 1. Describe the bald eagle. 2. What is he fond of? 3. What does he rob? Tell the rest of the story. How are the lessons of this book numbered? What does IX stand for? XIV, &c.?

## LESSON XLIX.

### *Spell and Define.*

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| 3. Slóp-ing, inclining downwards.     | 7. Fóm-ing, creating.             |
| 4. Múr-mur-ing, purling like a brook. | 9. Fásh-ion-eth, formeth.         |
| 6. Always was, (that always exist-    | 13. Beau-ti-ful, elegant in form. |
| 7. Hárd-ly, scarcely. (ed.)           | 18. Con-tin'-u-ally, constantly.  |

ERRORS. 2. *Shet* for *shut*; 5. *sof-ly* for *soft-ly*; 7. *for-git* for *forget*; 12. *sing-in* for *sing-ing*; 13. *si-lunt* for *si-lent*.

## NOON.

1. COME, let us go into the thick shade, for it is the noon of the day, and the summer sun beats hot upon our heads.

2. The shade is pleasant and cool ; the branches meet above our heads, and shut out the sun, as with a green curtain ; the grass is soft to our feet, and a clear brook washes the roots of the trees.

3. The sloping bank is covered with flowers ; let us lie down upon it ; let us throw our limbs on the fresh grass, and sleep , for all things are still, and we are quite alone.

4. The cattle lie down to sleep in the cool shade, but we can do what is better ; we can raise our voices to heaven ; we can praise the great God who made us. He made the warm sun and the cool shade ; the trees that grow upward, and the brooks that run murmuring along. All the things that we see are His work.

5. Can we raise our voices up to the high heaven? Can we make Him hear who is above the stars? Yes; for He heareth us when we only whisper ; when we breathe out words softly, with a low voice, He that filleth the heavens is here also.

6. May we, that are so young, speak to

Him that always was? May we, that can hardly speak plain, speak to God?

7. We, that are so young, are but lately made alive; therefore we should not forget His forming hand who hath made us alive. We, that can not speak plain, should lisp our praises to Him who teaches us how to speak, and hath opened our dumb lips.

8. When we could not think of Him, He thought of us; before we could ask Him to bless us, He had already given us many blessings.

9. He fashioneth our tender limbs, and causeth them to grow. He maketh us strong, tall, and nimble.

10. Every day we are more active than the former day; therefore every day we should praise Him better than the former day.

11. The buds spread into leaves, and the blossoms swell to fruit; but they know not how they grow, nor who causeth them to spring up from the bosom of the earth.

12. Ask them if they will tell thee, bid them break forth into singing, and fill the air with pleasant sounds.

13. They smell sweet ; they look beautiful ; but they are quite silent. No sound is in the still air ; no murmur of voices among the green leaves.

14. The plants and trees are made to give fruit to man ; but man is made to praise God who made him.

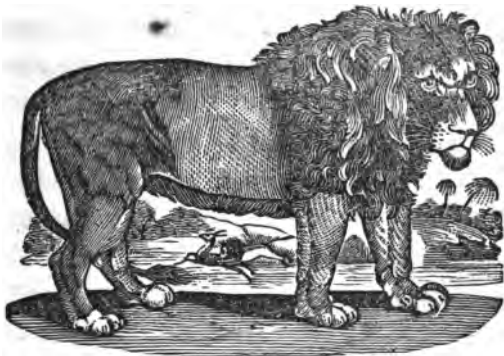
15. We love to praise Him, because He loveth to bless us ; we thank Him for life, because it is a pleasant thing to be alive.

16. We love God, who hath created all beings ; we love all beings, because they are the creatures of God.

17. We can not be good, as God is good, to all persons, every where ; but we can rejoice that every where there is a God to do them good.

18. We will think of God, when we play, and when we work ; when we walk out, and when we come in ; when we sleep, and when we wake, His praise shall dwell continually on our lips.

QUESTIONS. What is said in the 3d verse? What in the 4th? What in the 9th? What in the 11th? What in the 16th? What in the 18th?



## LESSON L.

*Spell and Define.*

- |                                  |                                 |
|----------------------------------|---------------------------------|
| 1. Styl'-ed, called.             | 5. De-voirs, eats greedily.     |
| 2. Con-tról, restrain.           | 6. Prowls, roves for prey.      |
| 2. Gránd-eur, grandness of show. | 6. Am'-bush, a lying in wait.   |
| 3. Ar'-dent, fiery.              | 14. Név-el, new.                |
| 4. Táw-ny, yellowish brown.      | 16. De-vice, contrivance, plan. |

ERRORS. 1. *Jus-ly* for *just-ly*; 2. *beas* for *beasts*; 6. *bouns* for *bounds*; 7. *at-tem* for *at-tempt*; 11. *treat-munt* for *treat-ment*.

## THE LION.

1. THE Lion, like the tiger, is a native of the hottest countries. He has justly been styled the lord of the forest.

2. There he ranges without control; for at his dreadful roar all the other beasts fly and hide themselves. The form of the

lion is a perfect model of agile strength, and at the same time truly bold and full of grandeur.

3. The large and shaggy mane which surrounds his awful front, his ample eyebrows, his large teeth, and his eyes, which, at the least cause, glow with a fierce and ardent luster, form a picture which has no equal among beasts.

4. The color of the lion is a tawny yellow. His height is from four to five feet; the length of his body is eight or nine feet, and his tail alone is nearly four feet long; but those lions which we see in shows of wild beasts are never so large.

5. His eye, like that of the cat, is so formed that he can not bear the light of day, and prowls about chiefly at night, in search of food. After depriving his victim of life, he tears it in pieces, breaks all its bones, and swallows them with the rest of the body.

6. Like the tiger, the lion bounds upon his prey from some place of ambush, which he usually chooses near a spring, or on the

brink of a river, where beasts come to quench their thirst.

7. At such times he springs eighteen or twenty feet with ease. If he chance to miss his aim, he does not make any further attempt, but returns slowly to his retreat to await new prey.

8. Such is his strength, that it is said he can break a horse's back with one stroke of his paw, or a man's arm by a sweep of his tail.

9. He has been known to take a small cow in his mouth, and run off with her, as a cat carries a rat; and even to leap ditches and fences with her.

10. Though the lion and the tiger are alike in some respects, the lion is deemed by all to be the nobler beast; for he seeks of choice to make war on the larger, rather than the smaller beasts.

11. If taken young, the lion becomes gentle, and fond of his master. But the fierceness of the tiger can never be wholly tamed; kind treatment seeming to make little change in his temper or nature.



12. From many stories which are told about the lion, we select the one which follows, because it shows in a happy manner the value of presence of mind, when a sudden danger presents itself.

13. A negro was passing along a road; on one side of which, at some distance, was a wood, and on the other, but nearer to him, a steep and rocky descent, when he saw a lion making toward him at a rapid pace.

14. Little time was left him for thought, and none to escape to some tree in the wood; he therefore hit on a novel plan of saving his life.

15. He threw off the only clothing which he had, an undressed skin of a sheep, and, placing it on a stick, went a little distance down the side of the rock. Here he held up the skin before him, so as to hide himself and at the same time present to view the figure of a sheep.

16. Misled by this cunning device, the lion made a spring at the seeming prey,

and, seizing it, passed over the head of the negro into the valley below.

17. The lion was killed by the fall; whilst the negro, who had saved his life by the loss of his sheep-skin, went on his way in joy.

QUESTIONS. 1. Where is the lion found? 2. Describe the lion. 3. What is said of his strength? 15. How did the negro deceive him? Which letters of the alphabet are aspirates?

## LESSON LI.

### *Spell and Define.*

- |   |   |
|---|---|
| 1. Péreh-ed, sitting.                   | 7. Pás-sion-flower, a plant with shadowy flowers. |
| 3. Stöck-dove, one species of doves.    | 8. Föx-glove, a medicinal plant.                  |
| 5. Há-zel, a shrub that bears nuts.     | 9. Hie, haste or run. (called heath.)             |
| 5. Clús-ters, (the fruit of the hazel.) | 9. Héath-y, covered with a shrub                  |
| 7. Sur-pris-ed, (caught unawares.)      | 9. Brae, sloping ground.                          |
| 7. Dis-pláy-ed, spread wide.            |   |

ERRORS. 1. *Shad-ers* for *shad-ows*; 4. *lifts* for *lifts*; 5. *round* for *a-round*; 9. *long* for *a-long*.

## THE SQUIRREL.

- AY, there 's the squirrel perched aloft,  
That active little rover;  
See how he whisks his bushy tail,  
Which shadows him all over!
- Now, rapid as a ray of light,  
He darts up yon tall beech;

He skips along from branch to branch,  
And now the top can reach.

3. Now view him seated on the bough,  
To crack sweet nuts at ease,  
While black-birds sing, and stock-doves coo,  
Amid the neighboring trees.
4. The light wind lifts his silky hair,  
So long and loosely flowing;  
His quick ear catches every sound,—  
How brisk he looks, and knowing!
5. With curling glance he casts around  
His merry, sparkling eye;  
In yonder hazel, by the brook,  
Rich clusters he can spy.
6. His lofty station soon he quits  
To seize the milky store;  
You ne'er can catch him, dearest child,  
The useless chase give o'er.
7. The butterfly you once surprised,  
And had him in your power,  
While he his painted wings displayed  
Upon the passion-flower.
8. As in the fox-glove's bell he dived,  
You caught the humble-bee,

Examined well his velvet coat,  
Then gave him liberty.

9. With lambkins you might run a race,  
Though swift they hie away;  
The nimble kid attempt to chase  
Along the heathy brae.
10. But little squirrel 's more alert  
Than butterfly or bee;  
No lamb or kid is half so light,  
So swift of foot, as he.

QUESTIONS. What is said in this piece about the squirrel? Is he more spry than the lamb or kid? What sound has *o* in the word *top*? What sound has it in *no*?

## LESSON LII.

### *Spell and Define.*

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. O'-dor, smell or fragrance.     | 4. Tér-ri-ble, that excites fear.   |
| 1. De-light, great pleasure.       | 5. Gló-ri-ous, splendid.            |
| 3. Dés-ert, a waste or wilderness. | 5. Ex'-cel-lent, of great worth.    |
| 3. Lair, the bed of a wild beast.  | 6. Dás-ling, overpowering by light. |

ERRORS. 4. *Mo-munt*, for *mo-ment*; 5. *glo-rus* for *glo-ri-ous*; 5. *look ish* for *look-eth*; 6. *count-nunce* for *coun-te-nance*.

## THE CREATURE AND THE CREATOR.

1. COME, and I will show you what is beautiful. It is a rose fully blown. See how she sits upon her mossy stem, like the

queen of all the flowers! Her leaves glow like fire; the air is filled with her sweet odor, she is the delight of every eye.

2. She is beautiful; but there is one fairer than she. He that made the rose is more beautiful than the rose. He is all lovely. He is the delight of every heart.

3. I will show you what is strong. The lion is strong; when he raiseth up himself from his lair, when he shaketh his mane, when the voice of his roaring is heard, the cattle of the field fly, and the wild beasts of the desert hide themselves; for he is very terrible.

4. The lion is strong; but He that made the lion is stronger than he. His anger is terrible. He could make us die in a moment, and no one could save us from His hand.

5. I will show you what is glorious. The sun is glorious. When he shineth in the clear sky, when he sitteth on his bright throne in the heavens, and looketh abroad

over all the earth, he is the most glorious and excellent object the eye can behold.

6. The sun is glorious; but He that made the sun is more glorious than he. The eye beholdeth Him not; for His brightness is more dazzling than we could bear. He seeth in all dark places; by night as well as by day; and the light of His countenance is over all His works.

7. What is the name of this great One, and what is He called, that my lips may praise Him?

8. The name of this great Being is GOD. He made all things; but He is himself more excellent than all which He hath made. He is the Creator, they are His creatures; they may be beautiful, but He is beauty; they may be strong, but He is strength; they may be perfect, but He is perfection.

QUESTIONS. 1. What is called beautiful in the first verse? 3. What is said to be very strong and terrible? 5. What is glorious? 8. What is the name of the Being who made all things? 8. What is said of Him? What lesson is this? What pauses are used in this piece?

## LESSON LIII.

*Spell and Define.*

- |                                |                                 |
|--------------------------------|---------------------------------|
| 2. Grát-i-ty, to indulge.      | 6. Bound-ing, leaping.          |
| 3. Ter-rif-ic, causing terror. | 7. Scám-per-ed, run with speed. |
| 4. In-ténd-ing, designing.     | 7. Con-fú-sion, tumult.         |
| 5. Pre-pár-ed, made ready.     | 9. Dig-ni-ty, nobleness.        |
| 5. De-cide, to determine.      | 11: Cour-age, bravery.          |

ERRORS. 1. *An-i-mals* for *an-i-mals*; 1. *u-shal* for *u-su-ai*; 6. *el-e-phunt* for *el-e-phant*; 6. *swif-ness* for *swift-ness*.

## ELEPHANT AND TIGRESS.

1. ONE day, the keeper of some animals went to his dinner, as usual; and, as he went out, left all of them quite safe, as he thought, in their cages. But it was not so.

2. One of the cages; which contained a tiger and tigress, was quite old, and the couple broke loose. They looked around to find something to gratify their appetite; and, spying the lama, they pitched upon her for their dinner.

3. The poor lama was sorely frightened as they approached, with their mouths wide open; but against such terrific animals she had no means of defense. In a mo-

ment, the tigress grasped her by the throat, and began to suck her blood.

4. At this moment the keeper entered. Being a man of great courage, he seized a rope and ventured forward, intending to throw a noose over the heads of the two animals, as they were busily sucking the blood of the lama.

5. Just as he was throwing the noose, the tigress turned and prepared to jump at him. He knew not what to do. Her eyeballs were flashing fire, and her jaws were ready to destroy him. He had but a moment to decide. In that moment, he sprang behind an elephant, which stood near.

6. The tigress saw the keeper, and sprang toward him. But, as she was bounding past the elephant, almost with the swiftness of a bullet, this animal reached forth his trunk, caught the tigress, and threw her headlong to the farther end of the building.

7. Every thing was now in confusion. The monkeys jumped for their lives, and



the baboons scampered up to the rafters. The elephant stood still; and, at the command of the keeper, took him up with his trunk, and, with a single toss, placed him upon his back, out of danger.

8. The tigress was not yet satisfied, and made another jump at the keeper. But the elephant caught her again, and threw her with such force against the side of the house, that she was glad to go quietly back into her cage.

9. In the mean time, the tiger was looking about to see what animal he should attack. On raising his eyes, the first thing he saw was the lion, who was looking on from his cage with great dignity. The tiger showed his teeth and growled, the lion shook his mane.

10. At last the tiger sprang at the cage with great fury, and forced one of his paws through the bars. But the lion made a spring at the tiger's foot, and caught it. He pulled the whole leg into the cage, and held it there, till the keeper could jump

from the back of the elephant, and throw a noose over the tiger's head.

11. Both the tigers were then secured in their cage. Thus, by the instinct of the elephant, and the teeth of the lion, as well as his own courage, the keeper was saved from the jaws of the tiger and tigress.

QUESTIONS. What animals are spoken of in this lesson? 1. Where did the keeper go? 2. What then took place? 4. What did the keeper do? 5. What did the tigress then prepare to do? 6. What did the elephant do? 9. What did the tiger do? 10. How did the keeper get him in the cage? What sound has *a* in the word *name*? What in *hat*?

## LESSON LIV.

### *Spell and Define.*

- |  |                                   |
|--|-----------------------------------|
| 2. Af-fé-tion, love, fondness.                               | 5. Nô-sé-gay, a bunch of flowers. |
| 3. Phy-si-cian, one who professes the art of healing.        | 6. A'-mi-a-ble, lovely.           |
| 4. Con-sult-a-tion, the act of consulting, or asking advice. | 11. Res-ig-ná-tion, submission.   |
|  | 13. Grát-i-fied, indulged.        |
|  | 17. Trán-quiet, quiet, calm.      |

ERRORS. 8. *Re-cov-ry* for *re-cov-er-y*; 9. *ab-sunce* for *ab-sence*; 6. *for-ard* for *for-ward*; 10. *some-thin* for *some-thing*.

## THE BED OF DEATH.

1. NEAR the house of Mr. Friendly, the father of Edwin and Henry, lived a good

man who had an only son, about the same age as Henry.

2. During the holydays, these three boys always met; and, being alike in their tempers, a truly brotherly affection grew up between them.

3. Their young friend now lay dangerously ill; the physicians had given no hopes of his recovery, and every day brought him nearer to his grave. Often, during his illness, he had inquired about Edwin and Henry, and had expressed a wish to see them.

4. Having, therefore, obtained permission from their parents, they determined to pay a visit to their dying friend; but, before they set out, they held a consultation on what kind of presents they should take to him.

5. Not thinking that the death of their young friend was so near, Edwin proposed to present him with an excellent little book, called "Pity's Gift," by Pratt; and Henry, who knew the fondness of his play-fellow for flowers, went into the garden and

plucked him a nosegay of the choicest which the garden afforded.

6. The two amiable youths set forward with their presents, and on their arrival at the house of their friend, they were led into the room in which he lay.

7. He was in bed; his head was resting on his hand; and, as he heard the well-known voices of his friends, a slight flush overspread his pale cheeks.

8. Edwin and Henry stepped to the side of his bed, and each grasped one of his hands. He took the book from Edwin, looked at it, and shook his head.

9. With the flowers of Henry he appeared particularly pleased. He took them, looked at them for some time, and then laid them on his pillow.

10. He expressed a wish to be carried to the window, that he might once more see the trees under which they had played, and where he could point out to them something to remind them of their joyous sports.

11. He attempted to walk, but he sank

almost senseless into the arms of his father. He was now carried to the window; but his eyes appeared not to rest on the trees, nor any other earthly object. They were lifted to heaven, and the tears of pious resignation fell gently from them

12. He now requested to be carried to his bed. The coldness of death was creeping fast upon him, and, as the rays of the setting sun shone into his room, he faintly asked if his bed might be removed so that he could see the sun set.

13. His wish was gratified; and, as the rays of the sun shone upon his bed, he looked on those who stood around him, and the smile of the dying saint broke through the gloom of approaching death.

14. Lower and lower sank the sun, and fainter grew the eye of the dying youth. He threw his arms around the neck of Edwin, and, in a faint whisper, said, I die with the sun; but tell it not to my father or mother.

15. But his mother had heard him whisper. She threw herself on her knees by the

bed-side of her dying boy, and her tears fell upon his cheek. Weep not for me, my dear mother, he said ; I am no longer ill

16. In a few moments afterward, he added, I shall not remain in the grave ; and when you and my father are dead, we shall meet again in heaven, where death no more can part us.

17. Having said these words, he lay for some minutes in a tranquil state ; then suddenly raised himself, sunk upon his pillow, and died. The last ray of the sun shone upon his pale countenance.

18. Edwin and Henry returned home with tears in their eyes, and related to their father what they had seen.

19. They had, however, received a pleasant impression upon their hearts ; and when, in their riper years, they thought of death, they pictured it to themselves under the image of their dying friend.

QUESTIONS.— Will you relate what you can about these three friends ?  
What are you taught by this piece ?

## LESSON LV

*Spell and Define.*

- |                                 |                                  |
|---------------------------------|----------------------------------|
| 1. Arch'-ed, curved like a bow. | 8. Chán-ces, happens.            |
| 2. Glóss-y, smooth and shining. | 9. Shál-low, not deep.           |
| 7. Cón-vox, rounding.           | 9. Sél-dom, rarely.              |
| 7. Curve, a regular bend        | 9. Con-struct, to build or form. |

*Errors.* 5. Lev'l for lev-el ; 8. shal-ter for shal-low ; 10. dwell-in for dwell-ing ; 10. clean-ty for clean-ly.

## THE BEAVER.

1. THE Beaver is a native of the northern part of this country, chiefly, and is about three feet long, and from twelve to fifteen inches broad. It has an arched back, a thick neck, and a middle-sized head.

2. The color of the Beaver is a deep chestnut ; and the hair is long and glossy, and covers a fine soft down, which is used as fur, and is also of great value in the making of hats.

3. Beavers are formed to live both on land and in water ; and the works which these small creatures construct, when they labor in common, are a subject of wonder to all who see or read of them.

4. Their abode is always fixed by the side of some lake, pond, or river.

5. If the water be still, level, and deep enough, as in a lake or pond, they do not build a dam ; but if it be a running stream, they then set to work to construct one.

6. This dam is often eighty or one hundred feet long, ten or twelve feet wide at the bottom, and growing less by degrees to the top, where it is only two feet wide.

7. Should the current of the river be very gentle, the dam is placed across it in a line nearly direct ; but when the stream flows swiftly, it is always made with a curve or bend, the convex or outer part of which is toward the current.

8. The dam is built in a shallow part of the river, near which some large tree chances to stand. This tree they cut down with their teeth, for the basis of their work.

9. After their dam is completed, they construct their houses upon it. They make them of wood, stones, and a kind of sand which will not dissolve in water ; and plaster them both outside and inside, with mortar made of mud, which they lay on with such neatness, that one might almost sup-



pose it to be the work of man. The number of huts in each village seldom exceeds ten or twelve.

10. They live on tender bark and wood, of which each dwelling has its own store laid up for the winter. They always conduct their labors in the night-time. They are very cleanly in their habits, and take great care not to soil their cabins.

QUESTIONS. In what part of our country are beavers found? Describe the beaver. What do they build?

## LESSON LVI.

### *Spell and Define.*

- |                                      |                                |
|--------------------------------------|--------------------------------|
| 2. Op-por-tú-ni-ty, convenient time. | 8. Mis-fór-tune, calamity.     |
| 4. Cul-ti-vá-ting, improving.        | 10. A-wáre, apprised of.       |
| 7. Sá-c-rí-fice, (to give up.)       | 14. Vig-or-ous, strong, stout. |
| 7. Con-vén-i-ence, accommodation.    | 16. As-só-ci-ates, companions. |

ERRORS. 2. *Fiens* for *friends*; 7. *wil-lin* for *wil-ling*; 8. *mis-for-ten* for *mis-for-tune*; 10. *de-pens* for *de-pends*.

### THE WAY TO BE HAPPY.

1. EVERY one must observe how much more happy and beloved some children are than others. There are some children you always love to be with. They are happy themselves, and they make you happy.

2. There are others, whose society you

always avoid. They seem to have no friends; and no person can be happy without friends. The heart is formed for love, and can not be happy without the opportunity of giving and receiving affection.

3. But you can not receive affection, unless you will also give it. You can not find others to love you, unless you will also love them.

4. Love is only to be obtained by giving love in return. Hence the importance of cultivating a cheerful and obliging disposition. You can not be happy without it.

5. If your companions do not love you, it is your own fault. They can not help loving you, if you will be kind and friendly. If you are not loved, it is a good evidence that you do not deserve to be loved.

6. It is true that a sense of duty may, at times, render it necessary for you to do that which will be displeasing to your companions.

7. But, if it is seen that you have a noble spirit, that you are above selfishness, that you are willing to sacrifice your own

personal convenience to promote the happiness of your associates, you will never be in want of friends.

8. You must not regard it as your misfortune that others do not love you, but your fault. It is not beauty, it is not wealth, that will give you friends.

9. Your heart must glow with kindness, if you would attract to yourself the esteem and affection of those by whom you are surrounded.

10. You are little aware how much the happiness of your whole life depends upon the cultivation of an affectionate and obliging disposition. If you will adopt the resolution that you will confer favors whenever you have an opportunity, you will certainly be surrounded by ardent friends.

11. Begin upon this principle in childhood, and act upon it through life, and you will make yourself happy, and promote the happiness of all within your influence.

12. Suppose you are out some day with your companions playing ball. After you

have been playing for some time, another boy comes along.

13. He can not be chosen upon either side, for there is no one to match him. "Henry," you say, "you may take my place a little while, and I will rest."

14. You throw yourself down upon the grass, while Henry, fresh and vigorous, takes your bat, and engages in the game. He knows that you gave up to accommodate him, and how can he help liking you for it?

15. The fact is, that neither man nor child can cultivate such a spirit of kindness, without attracting affection and esteem.

16. Look and see who of your companions have the most friends, and you will find that they are those who have this noble spirit; who are willing to deny themselves, that they may make their associates happy.

17. This is not peculiar to childhood. It is the same in all periods of life: There

is but one way to make friends, and that is, by being friendly to others.

18. Perhaps some child who reads this feels conscious of being disliked, and yet desires to have the affection of companions. You ask me what you shall do.

19. I will tell you. I will give you a sure rule. Do all in your power to make others happy. Be willing to sacrifice your own convenience, that you may promote the happiness of others.

20. This is the way to make friends, and the only way. When you are playing with your brothers and sisters at home, be always ready to give them more than their share of privileges.

21. Manifest an obliging disposition, and they can not but regard you with affection. In all your intercourse with others, at home or abroad, let these feelings influence you, and you will receive a rich reward.

QUESTIONS. 1. What does every one observe? What is said in the second verse? What in the third? 10. What are young persons little aware of? What is said in the twentieth and twenty-first verses?

## LESSON LVII.

*Spell and Define.*

- |  |                                      |
|--|--------------------------------------|
| 1. Fal-ter-ing, hesitating, pausing.   | 6. Roam, to wander, to rove.         |
| 2. Trip-ping, (running lightly.) [den. | 7. Bálm-y, fragrant.                 |
| 3. Bówer, (home,) a shelter in a gar-  | 7 Per-fúme, sweet odor.              |
| 6 Ap-páll, to frighten, to depress.    | 10. Re-sólve, a fixed determination. |

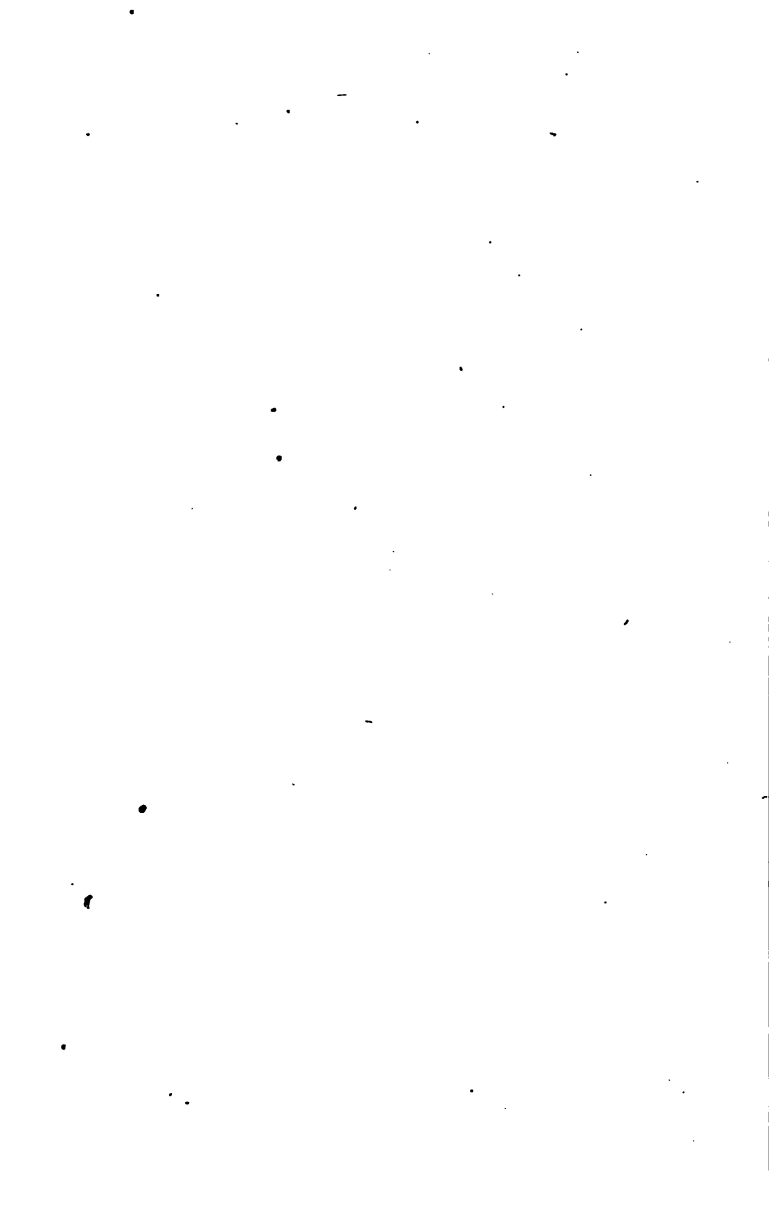
## HEAVEN IS OVER ALL.

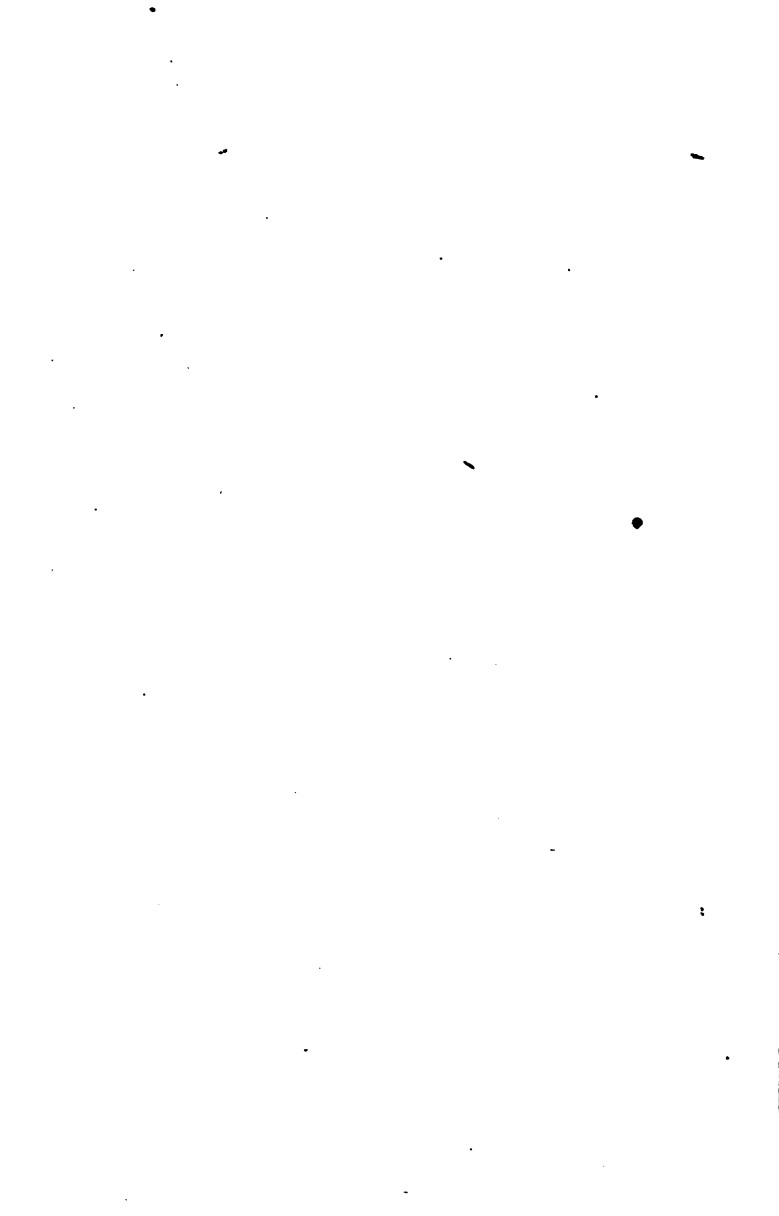
1. IN weary paths, my precious boy,  
Your faltering feet must fall;  
But bear in mind, where'er you go,  
That Heaven is over all!
2. You're tripping through a garden now,  
Where childhood loves to play,  
And kind hands pull the flowers for you,  
And throw the thorns away;
3. But by and by you'll leave your bower,  
And "go your ways" alone,  
With but a chance companion, love,  
Across your pathway thrown;
4. And sometimes, in the desert bare,  
Grief's bitter tears must fall;  
But bear in mind, my boy, e'en there,  
That Heaven is over all!
5. And sometimes over flinty rocks  
Your tender feet must stray;  
And sometimes in a tangled wood  
You'll almost lose your way;

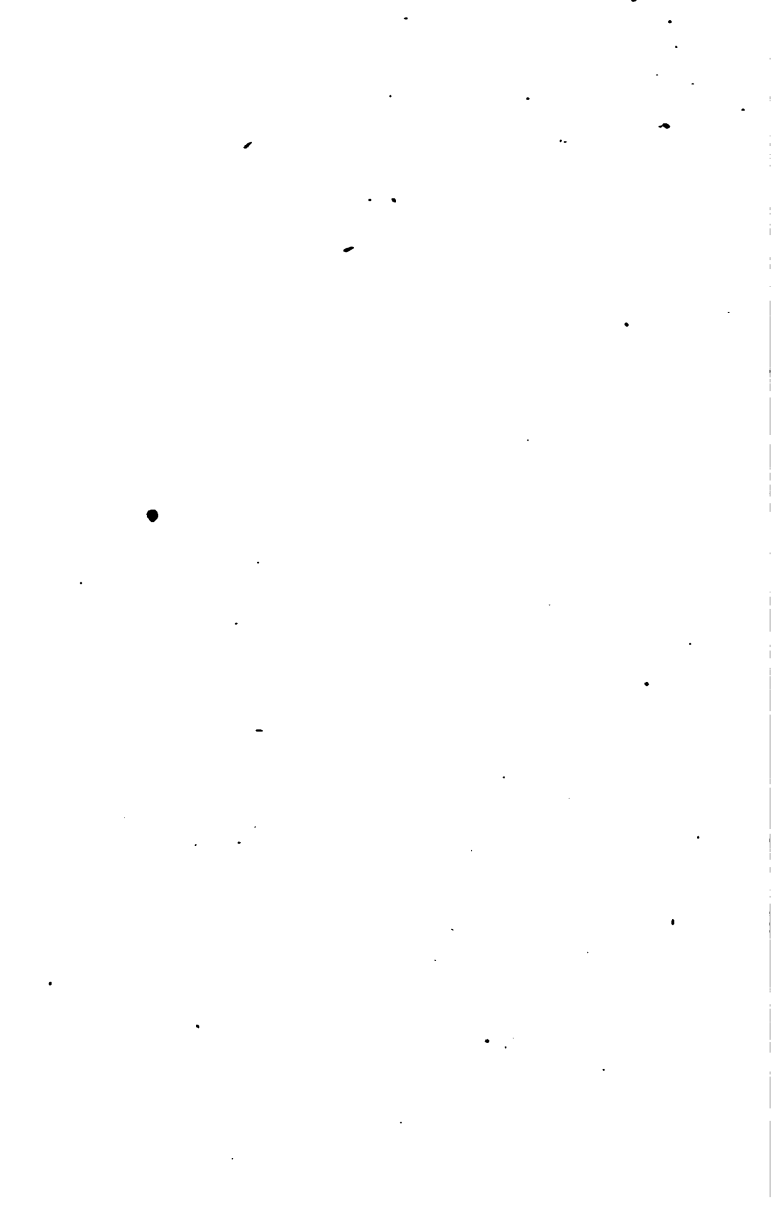
6. And oft you 'll sigh for childhood's home,  
When gloomy scenes appall ; —  
O ! bear in mind, where'er you roam,  
That heaven is over all !
7. And now and then a balmy air  
Will float with soft perfume,  
And lovely blossoms, here and there,  
Will bless you with their bloom ;
8. But if the clouds should hide the sky,  
And chilling rain should fall,  
Remember, God is always nigh,  
And heaven is over all !
9. Now — now, while yet in childhood's bower,  
With that wild way in view,  
O ! put your little hand in His,  
And He will lead you through !
10. For if, with pure and patient heart,  
With firm resolve and high,  
You tread the path appointed, love,  
And pass temptation by,
11. A fairer home than childhood's home,  
A fonder love than ours,  
Await you at your journey's end,  
In heaven's own balmy bowers.

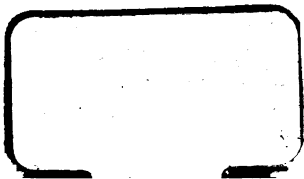












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