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THE  
SECOND  
READER  
OF THE  
School and Family Series.

BY  
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AND OTHER BOOKS; ASSISTED BY MISS G. B. WILSON,  
MEDICAL BY MRS. G. B. WILSON.

TOKIO:  
BOOKSELLING Co.

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This "SECOND READER" is properly, the *third* book in the "School and Family Series," as it is preceded by the Primer and the First Reader (the first of 48 and the second of 84 pages), which initiate the system here pursued.

The Series is believed to be more *gradually progressive* than any other Readers.

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## TO THE TEACHER.

In explanation, and defense of the system of instruction in reading adopted in the Primer and First Reader, and here continued in the Second Reader, to wit, the formation, at the very beginning of the pupil's course, of correct habits of reading, we submit to teachers the following remarks.

If the rules for correct reading, which we find in our Reading Books, are worth any thing, they are worth being applied when they can be made of most utility; they are worth being used by the teacher, to teach correct habits in his pupils, before bad habits have been formed. But instead of this, we find these rules in the more advanced Reading Books only, and there they are almost wholly ineffectual to accomplish any good, because they are brought into use after pupils have already formed bad habits of reading. In fact, the greater part of the pupils in our public schools leave school before they are sufficiently advanced to get into the classes which use the Reading Books that give any instruction in rhetorical reading; and those who remain longer, and thus are drilled in the Rules, make very little progress against the inveteracy of habit. So true is this, that many eminent teachers, and several distinguished exemplars of Reading Books, positively discard, as positively injurious, the use of any formal rules in teaching reading.

We have taken a different course in these Readers, and one that meets the objections of both extremes. We begin, at the very outset, in the "Primer," to teach correct reading, by giving numerous examples, in nearly every lesson, of the various kinds of easy and natural questions and answers; thus exercising the pupils in reading, with the proper inflections, the very sentences which they are constantly speaking. We give them no rules here. Children do not speak by rule; why should they learn rules to read by, if they can read correctly by habit, just as they speak? We continue the same system in the "First Reader;" and here we introduce it also in the "Second Reader." Here we first lay down a few general rules of inflection, because we think they will be of service to many teachers; and not because we think it desirable, in many cases, that the pupils should yet learn them. Let the pupils constantly practice reading aright, from the very beginning, just as Nature teaches them to speak aright, and they will need no rules to insure correctness. On the contrary, a continual recurrence to rules is a serious impediment to advancement in reading. Indeed, the only use of a rule in reading is to aid in forming a habit which shall eventually take the place of thinking what the rule is.

The marks in the Primer and early Readers, denoting the inflections to be used, are therefore designed merely to aid in the formation of correct habits, at a period before bad habits have been formed.

If there are any teachers who think these marks useless, they may discard their suggestions, and then get along as well as they would with other Readers. These marks need not be at all to their way. It is probable, however, that some teachers, and pupils, will be benefited by them; and for the sake of such, other teachers, who may not use them, should be willing to tolerate their presence.

We presume, however, that most teachers will find these marks useful auxiliaries in occasional instruction, and will make use of them, as guides for themselves, at least, in the reading which they wish their pupils to imitate. Some may think it best to instruct their pupils in the rules; but it is our opinion that this should be done to a limited extent only, if at all, at this early stage of the pupil's progress.

Our motto, therefore, is, "Teach pupils, at the very beginning, not rules, but correct habits of reading."

We would also, here, very briefly call the reader's attention to the character of the Reading Lessons in the early numbers of the series.

We would say to those who approve (as, doubtless, all do) of imparting instruction to children, and at the same time cultivating their perceptive faculties by familiar "Lessons on Objects"—a system now generally introduced into our best public schools—that they will find the leading principles of this system running throughout the plan of these Primary Readers. We have also given a few separate lessons on the same general subject at the close of this Second Book, one of which we have illustrated by a colored engraving.

With a view to the advantages of the system embraced in these early Readers, superior Illustrative Engravings are made the subjects of probably more than half of the Reading Lessons; and the Lessons themselves abound in questions and remarks which not only give life and variety to the reading, but which also direct the attention of the pupil to the engravings, and teach him to notice their leading characteristics—of expression, figures, positions, actions, supposed sayings, etc., and suggest numerous probabilities which keep the mind of the pupil constantly on the alert. In fine, most of the Lessons in these early numbers of the series are designed to present to the mind of the pupil a moving panorama of a real, busy life, which he can comprehend, and which at the same time will suggest, and call forth, whatever of interest and instruction can be connected with the scenes that thus pass before him. We have kept in view the principle that in childhood it is through the medium of the perceptive faculties that the attention is the most readily awakened, and memory and judgment the most successfully cultivated.

We trust we are not over sanguine in the belief—inspired by an experience of more than twelve years in the duties of the school-room—that the pupils who practice the system here laid down will easily and naturally (as opposed to artificially) make good readers—that they will be much benefited in the character of the Reading Lessons—and that they will derive a considerable amount of instruction from them also.

## INFLECTIONS.

Inflections, in reading, are turns or slides of the voice, either upward or downward. There are two inflections—the Rising Inflection and the Falling Inflection. These, when united in the pronunciation of the same word, are sometimes called the Circumflex, or Wave.

In the Rising Inflection, the voice, beginning at the general pitch at which the preceding part of the sentence was spoken, rises upward, as in the following questions: "Did he not prudently?" "Has he come?" In the first, the voice continues on the general pitch until it has pronounced

the first syllable of the word prudently: Thus, Did he not pro-  
The proper reading of the second example may be illustrated thus: Has  
he come?

In the Falling Inflection, the voice usually begins above the general pitch, and suddenly descends to it, but seldom falls below it. Thus: Has

he gone to town to-day, or will he go to-  
Here the word earnest, beginning high, ends on the general pitch at which the preceding part of the sentence was read.

The rising inflection is denoted by a downward dash from right to left ( / ), the falling by a downward dash from left to right ( \ ).

Those whose ears are not well trained often mistake the falling for the rising inflection, in cases of short words of one syllable, and for this reason. In the falling inflection, the voice usually rises suddenly above the general pitch to strike the word, and from that point its descending glide, in short words, is scarcely perceived. Thus, in the two examples "What wilt thou do?" and "What art thou doing?" the falling inflection is used in both, although the inexperienced ear might suppose the rising inflection used in the first example. The difference between the rising and the falling inflection in short words, may perhaps be more plain-ly perceived by using the same words as above, but in questions that require the rising inflection. Thus: "Is this what you do?" "Is this what you are doing?" We think almost any person will perceive that the inflections used in the latter two examples differ from those used in the former two.



Child asleep in the Wood, and Diana watching it.

## GENERAL RULES FOR THE RISING INFLECTION.

[For the Use of the Teacher only.]

**RULE I.**—Direct questions, or those that can be answered by yes or no, generally require the rising inflection, and their answers the falling.

**EXAMPLES.**—Do you think he will come to-day? No, I think he will not. (See Modifications, P. 28.)

**RULE II.**—The pause of *suspension*, denoting that the sense is unfinished, such as a succession of particulars that are *not emphatic*, cases of direct address, sentences implying condition, the case absolute, etc., generally requires the rising inflection.

**EXAMPLES.**—John, James, and William, come here. The great, the good, the honored, the noble, the wealthy, alike pass away.

**NOTE.**—For cases in which emphatic succession of particulars modifies this Rule, see Rule VIII., P. 64

## LESSON I.

## GIRL AND DOLL.

girl	left	would	ver'-y	tell
doll	nice	like	whip	play



The girl has a doll. Do you see it? Do you see her lift it up? Is it a nice doll?

Ann, would you like a doll? O yes, I would like one very much? Will you get one for me?

Has the boy a doll too? No; the boy has a whip. Can not you tell a whip from a doll? Do you think the boy wants a doll to play with?

I have a little doll;  
I take care of her clothes;  
She has soft flaxen hair,  
And her name is Rose.

She has pretty blue eyes,  
And a very small nose,  
And a sweet little mouth—  
And her name is Rose.

You must take good care of the doll, and good care of her clothes.

Can you make a hood or a bonnet for her, and little shoes for her feet?

Do you think she needs them to keep her warm? Can you tell me why a doll can not be cold?

## LESSON II.

## FLAG AND DRUM.



Here are four boys. The large boy has a drum, and he has a stick in each hand. They are drumsticks. Do you see him beat the drum? Can you hear the drum? O no, I can not hear it. Is it

too far off?

Do you see the boy who has a flag? Yes, I see him. He has a cap on his head. I see two boys more. They are all in a row. The dog is with them.

## LESSON III.

## THE FOX AND THE OX.



Did you say you saw a fox? Are you the boy? Did the fox run by the ox? Did the ox see it?

Yes, I am the boy. I saw the fox. The ox saw it too, but the ox

did not run.

Did the dog see the fox too? No, the dog did not see it. Is a fox sly? Yes, a fox is sly. Was it an old fox? No, it was not old.

Did the fox get the hen? No, it did not. Is that all? Yes, that is all. Now you may go.

## LESSON IV.

## THE YOUNG DUCKS.



The old hen has a brood of little ducks. The ducks have gone into the pond. See how they swim about in the water! It is fine sport for them. The old hen thinks they will drown, and so she tries to

call them back. See how the hen runs about! What a fright she is in!

O do see how they dive and swim,  
And what a fright the hen is in!  
She runs about, and clucks, and clucks,  
To call away the little ducks.

But the little ducks will not mind the old hen. Do you see how the old hen acts? Do you think she is afraid? She thinks the little ducks are chickens. Chickens will not go into the water.



Here is a large full-grown duck. Does it look like a hen? Do you see the duck's bill? Does that look like the bill of a hen? A hen's bill is not so large. A duck has large and broad feet, so that it can swim well.



## LESSON V.

## THE BIRD'S NEST.



Do you know what this is? Yes, it is a bird's nest. Do you see the eggs in it? Yes, there are five eggs. The eggs are large, and it is the nest of a large bird.

The nest is high up in a large tree. Do you know where the old birds are? I do not know where *both* of them are, but I can see *one* of them. We must not touch the eggs. We must let them be in the nest.

## LESSON VI.

## THE PLAY-GROUND.



Do you know what house this is? Yes, it is a school-house. Boys and girls go there to school.

Do you see the boys on the play-ground? They have just come out of school. Some run and jump, some play ball, some fly kites, some roll the hoop, and some try the swing.

Boys and girls should learn well in school, but when school is out, they may run and play. How glad they are to be out in the fresh air again!

## LESSON VII.

## GOING A FISHING.



There! John has caught a fish. Is it a trout. Can he pull him out? Take care, John. Don't let him break your line.

It is a cloudy day. It rains a little. Is a rainy day the best time to fish? Yes. The best time to fish is when it is cloudy, or when it rains a very little, and when it is warm.

James, too, will soon have a fish. You can see that he thinks so. Do you see his face? A fish had hold of his hook just now. He will soon come back, and try again. If he should get hold again, James will pull him out.

Henry has a fine string of fish in his hand. Do you see him lift them up to show them? Did Henry catch them? No, John caught some, and James caught some.

Henry has no hook and line; but John and James told him, if he would go with them, and carry the bait, he should have part of the fish, and he might take them home in his basket.

Do you think it is right to catch fish? Yes, it is right to catch fish to eat, but it is not right to catch them for sport, and then throw them away.

### LESSON VIII.

#### GOING TO SCHOOL.



A boy, a girl, and a dog. The boy and the girl are on their way to school. The dog goes with them. Do you see how fast the boy walks? Could you walk so fast?

The name of the girl is Ann. She says, Henry, you walk too fast. I can not keep up with you. Henry says, Take my arm, Ann, and I can help you.

Does she take his arm? Can she keep up now? Do you think Henry is a good boy? Do

you think he likes to go to school? Do you think he goes to school to study, and to learn his lessons?

### LESSON IX.

#### TWO BOYS ON A HORSE.



This must be a kind horse, for he lets two boys ride him, and he does not run nor kick. Does the horse stand still now? Can you tell? How can you tell?

The horse has one of his feet up, and he has just put one of his hind feet down, and this shows that he does not stand still. He walks along or trots slowly.

Do you know what the boy, who sits before, holds in his hands? Can you see both of his hands? No; I can see his right hand, but I can not see his left hand.

Can you see the other boy's hands? No; I can not see his hands, but I can see one of his hands. It is his right hand.

Can you ride on a horse? Would you like a good and kind old horse to ride on? I should not like an old horse so well as a young one. But I should wish the horse to be kind and gentle, and not run away with me.

## LESSON X.

## AT PLAY.



The boys have come out to see the men at work. Four of the boys sit on the ground, and two of them play at see-saw.

One boy is up, and the other boy is down. Do you see the boy who is up hold up both of his hands? Do you think he will fall?

Do you see any tools of the men near the boys? Do you know what tools they are? One is an ax, and the other is a saw.

When boys go where men are at work, they should not touch the tools. They might get hurt, or they might dull the tools.

Do you see those little black specks up in the sky? Do you know what they are? They are birds. They are up very high.

Do you see any men at work? Yes; there are

two men at work, but they are not so near us as the boys are. Do you know what the men are doing? They are sawing timber.

## LESSON XI.

## EARTH, SUN, AND MOON.



We live on the earth. The earth is not flat, as it seems to us to be. It is like a round ball. Men sail round the earth, or the world, in ships.

The world does not stand still, but it turns round like a top. It is said to turn on its

axis. But it also goes round the sun. It turns round on its axis once each day, but it takes a year to go round the sun.

The sun also is a great globe, orb all. It seems like a ball of fire. The sun gives us light and heat. We see the sun by day, but not by night. Do you know why we do not see the sun in the night?

The sun rises in the east, and it sets, or goes down, in the west. When the sun sets, then it is night. The moon and stars give light by night.

The moon is a globe, or ball, but not so large as the sun or the earth. The moon goes round the

earth, while the earth goes round the sun. The moon has no light in herself, but she gets her light from the sun.

The Bible tells us God made these great lights. He made the sun to rule the day, and the moon to rule the night. We call the sun the *king* of the day, and the moon the *queen* of the night.

## LESSON XII.

### MAKING HAY.



Let us go out and see the men mow the grass. The grass will be cut to-day. Do you think it will rain? No; I do not think it will rain to-day.

We may sit on a heap of hay, and see the men mow. How sweet the

hay is! May we play on the hay? May we toss the hay up in the air? May our dog Tip play with us? Yes, Tip may play with you.

See Tip run. Do you hear him bark? Tip likes to play with us. When the men put the hay on the cart, and take it to the barn, we can ride on the load of hay.

The hay is for the horse, and the cow, and the sheep to eat. Do pigs eat hay? No; pigs do not eat hay, but they eat grass when it is green.

Pigs like to eat corn.

## LESSON XIII.

### THE FOX.

bush'-y  
es-cape'  
oft'en

match  
pieces  
sly'-ly

rock  
roots  
be-fore'

chased  
goose  
fights



The fox is like a dog. It is a beast of prey.

It has a broad head, a sharp snout, sharp ears, and a long bushy tail.

The fox lives in a den or hole, which he often makes near a farm-house. He hides in this den by day,

and when night comes on he leaves his den, and goes slyly to the farm-yard.

He is fond of a duck, or a hen, or a goose, or a lamb. But he will also eat fruit, mice, and frogs. When he gets hold of a hen or a duck he runs home to his den.

Some men keep packs of hounds or dogs to hunt and kill the fox, and they will ride a long way sometimes before they can catch him.

When the fox finds that he is chased he runs to his hole, where he lies still till some dog is sent in to drive him out.

If his den is below a rock, or the roots of trees, he is safe, for the dog is no match for him there; he can not be dug out.

But if he can not get to his den, he runs to the thick woods, and seeks the most thorny paths.

He tries all sorts of plans to get out of the way of the dogs. But when he finds that he can not escape, he turns and fights till he is sometimes torn in pieces. We call a young fox a *cub*.

## LESSON XIV.

## THE SNAIL.

snail	tor'-pid	light	walk
grows	re-pair'	eggs	leaves
eyes	bro'-ken	crawls	new

The snail crawls on the ground; it does not walk, for it has no feet.

Snails come from eggs, which are of the size of a small pea. These eggs are put into the ground, where they lie till the young ones come out.

When the snail comes from the egg, it has a small shell on its back. The shell *grows* with the growth of the snail. The shell is light and firm, and keeps the snail from harm. When the snail fears that it shall be hurt, it draws back into its shell or house.

As snails crawl along, they put out their horns. There are four of these horns, and on the top of two of them you can see *two small black spots*. These are the eyes of the snail.

Below the other two horns is the mouth of the snail. The snail lives, for the most part, on the leaves of plants and trees.

When the cold days come, the snail seeks out some hole, where it lies till the spring returns. It lies in a torpid state for five or six months.

## LESSON XV.

## HARVEST TIME.

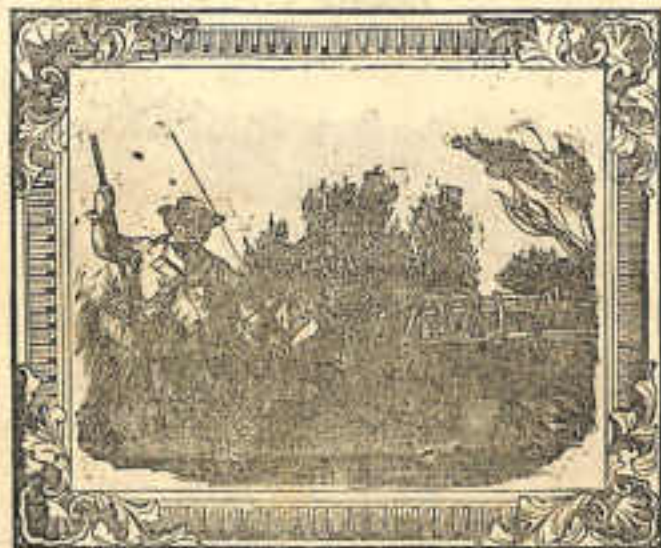


Do you think this is a fine picture? Do you see the boys, and the girls, and the donkey? Is it winter there, or is it summer? How can you tell?

Some of the boys swing on the gate, and some try to ride on the donkey. Do you think the boys are too large and too heavy to ride on the donkey? Do you see the load of grain in the field? Why does the load of grain look so small? Is it because it is so far off?

Is the gate shut, or is it open? Is it wide open? No, it is not *wide* open; it is only *partly* open. The boys will open the gate wide to let the load of grain pass through.

Take care, boys, and do not break the gate.



## GENERAL RULES FOR THE FALLING INFLECTION.

[For the use of the Teacher only.]

**RULE III.**—Indirect questions, or those which can not be answered by yes, or no, generally require the falling inflection, and the answers the same.

**EXAMPLES.**—When did you see him? Yesterday. When will he come again? To-morrow.

**NOTE.**—But when the indirect question is one asking a repetition of what was not, at first, understood, it takes the rising inflection, as, "What did you say?"

**RULE IV.**—A completion of the sense, whether at the close, or any other part of the sentence, requires the falling inflection.

**EXAMPLES.**—He that saw me, saw you also; and he who sided me once, will aid me again.

**NOTE.**—But when strong emphasis, with the falling inflection, comes near the close of a sentence, the voice takes the rising inflection at the close, as, "If William does not come, I think John will be here." "If he should come what would you do?"

## LESSON I.

## THE FISHING SCENE.

pic-ture	fish-ing	bask-et	wood-en
a-fraid'	try-ing	stand-ing	bridg-es

What does the picture on the other page show? What do you see there? I see a man and a boy; and both of them stand in the water. Do you know what they are doing?

Yes; they have caught a fish; and a large one it is too. The man has hold of the line; but he is afraid it will break if he pulls hard.

What do you think the boy has in his hands? It is a kind of net, called a scoop-net. He has been fishing with it. He is now trying to take the fish up in it.

The man has a scoop-net also. In which hand does he hold it? What do you see at the man's side? It is a basket, and it has a cover on it. What do you think the basket is for?

Do you think the water is very deep there? How deep do you think it is where the man and the boy are standing? Do you see the bridge over the stream? What is the bridge made of? Does it look like a new bridge, or an old one?

It does not look like a new bridge. Some bridges are made of stone, and some of iron, and some of wood. This is a wooden bridge.

The water is not deep where the man is; for if it were deep the man could not stand in it. The water is not cold, for it is summer there.

## LESSON II.

## THE IDLE BOY.



How old do you think this boy is? I think he is about ten years old. Why do you think he is an idle boy? He is idle now, because he does not work, nor study, nor play. He might be a smart boy, if he were not an idle boy.

How much older is the boy than you are? Where is this boy's right arm? What does it rest on? It rests on a post.

What kind of a post do you think the boy leans upon? I think it is a large stone post. The boy seems to be looking at something a great way off. What do you think he sees?

I think he sees some one coming. He seems to expect some one; and perhaps he is waiting for some other boy to come and play with him.

Perhaps some other boy promised to come. I think it must be one of his schoolmates. Boys love to play; and that is right; but they should also love to go to school, and to study.

There is a time to play, and a time to study. Those who are always idle when they are boys, will not grow up to be wise men.

## LESSON III.

## THE IDLE BOY AGAIN.



Here is the idle boy again. He was told to go to school. Why does he not go to school? Why does he play by the way? Is it not school-time? Yes, school has begun, and it is time for him to be there.

Why does he stop here? He stops to play with a dog, and with another idle boy.

Where are his books? He has left his books at home, and when he gets to the school he will be sent back for them.

Good boys love their books, and love to go to school. They do not play by the way when it is school-time.

While at school they study, and learn well, and are often at the head of the class.

## LESSON IV.

## FEEDING THE DOG.



The name of this dog is Fido. It is Lucy's dog, and she is feeding him with bread and milk. What is that around Fido's neck? That is an apron. Who put it on Fido? Lucy's cousin Robert put it on. Which is Lucy? Which is Robert?

Do you think Fido loves bread and milk? Does he like to be fixed up in that way? I think he does not care, for he is a good old dog. He is not cross. Do you think he looks cross?

That is Lucy's sister who sits near her. What do you think she holds in her hand? In which

hand does she hold it? Do you think she has bread and milk in that bowl?

How old do you think Robert is? Do you know what he is doing? He is looking at Fido, to see if he will eat. He says, "Fido, you must eat. It is good for you."

## LESSON V.

## GESE MARCHING.



One, two, three, four, five, six, seven geese in a row.

Do you see them march? Yes; one goose is the leader, and the rest follow.

Where do you think these geese have been? They have been down to the pond to have a nice swim. Do you see the water? Yes; and I see some large stones in the water. I think they are on the edge of the pond, where the water runs over.

Where do you suppose these geese are going now? They are going home to the barn. Do you see the path? Yes; they are marching in the path, and the path leads to the bars in the hedge.

The geese will get under the bars, and then go along on the other side of the hedge. When they get on the other side of the hedge we can not see them.



## LESSON VI.

## AN ODD TEAM.



What kind of a team do you think this is? Is it a nice team? Do you like to see such a team? A horse and an ox! What an odd team they make!

What are the horse and ox drawing? Can you tell? Why not? It must be a wagon, but we can not see it. Which way is the wagon, on your right hand, or on your left? It is on the right.

Does the man ride on the horse, or on the ox? He is on the ox. Has he anything for a seat on the back of the ox? What is it? What does the man hold in his hand? Do you see both of his feet? Do you see one of them? Where is it? What does he put the toe of his shoe in?

## LESSON VII.

## A CLUSTER OF GRAPES.



What vine is this which we see, and what kind of fruit is on it? It is a grape vine, and it bears grapes.

There is one bunch of grapes on it now. A bunch of grapes is called a *cluster*.

How fine these grapes are! Most grapes are round, but

these are not. There is some other fruit lying on the ground.

Now the grapes are ripe, and we may pick some, and eat them. How sweet they are! Are these all the grapes which grew on the vine? O no; the vine bore a great many grapes, but the vine has been broken, and most of the grapes have been taken away.



Are all grapes as sweet as these? No; some grapes are sour. Most of the wild grapes, which grow in the woods, are sour.

Here are some people gathering the grapes. They put them in baskets, and carry them away. Wine is

made from grapes. The season of gathering grapes is called the *vintage*.

## LESSON VIII.

## CROSSING THE BROOK.



Here is a man who wanted to cross a brook, but he did not like to wade across, and get his feet wet; so he got a man to carry him across.

Would you like to cross a brook in that way, or would you rather wade across? Do you think both of these men are white men? Which one is black?

Do you think the white man will fall? Does he look afraid? If the black man should fall, the white man would fall too, and then both would get wet. The white man might get hurt too.

Do you think the water in the brook is deep? Do you think it is deep enough to drown the men if they should fall? Why do you think it is not very deep?

Because, if it were very deep, the man would not try to wade across.

It is a warm country where those men are. We can tell by the palm-tree which grows there. Palm-trees do not grow in this country.

## LESSON IX.

## PLANTS, FISHES, BIRDS, BEASTS, AND MEN.

*Plants*, and shrubs, and trees, are things that live, and grow, and die; but they do not think, and feel, as we do. They have roots to draw up their food from the earth, and leaves to breathe with; but they do not move from place to place, like birds and beasts.

*Fishes* have fins to swim with. A whale is a large fish that swims in the sea; and a trout is a small fish that swims in a brook, or in a lake. Fishes can not live out of the water.

A *bird* has two legs, and two feet, and two wings. Most birds can fly in the air, and some birds can swim on the water.

*Beasts* live on the land. They have four legs, and four feet. What then are dogs, and cows, and bears, and wolves? Fishes, and birds, and beasts *feel*, but they do not *think*.

*Men* walk on the earth. They can sail on the sea in ships, and some men can swim; but none of them can fly in the air. God made man to *think*, as well as to *feel*, and to *act*.

God made the sun, the moon, the stars, the earth, the plants and trees, the fishes of the sea, the birds of the air, and the beasts of the field. Last of all he made man.

And God gave to man dominion over the fishes of the sea, over the fowl of the air, over the cattle, and over every creeping thing.

## LESSON X.

## SEEDS AND FRUITS.

How many kinds of fruits and seeds do you know?

Would you know peas and beans if you should see the pods in the garden? Would you know wheat, and oats, and rye, if you should see them as they grow in the field?

All plants have seeds. Some seeds, such as the bean and the pea, are found in pods; some, such as nuts, are found in hard shells; and some like the seeds of the plum, the apple, and the orange, are found inside of the fruit.

We use some seeds for food, such as wheat, oats, rye, peas, and beans. Some seeds are large, and some are small. Some are heavy, and fall to the ground, where they grow; and some have wings, by which they float in the air from place to place.

From the seeds new plants come. The seeds are put into the ground, where the moist earth makes them swell and burst. One part then goes down, and forms the root; and one part goes up, and forms the stalk or stem.

Leaves grow on the stems and branches. It is by the roots that plants are fed, by the leaves that they breathe. If you were to cut off the roots of a tree, the tree would starve and die, or the sap would run out, so that the tree would soon bleed to death.

## LESSON XI.

## GOATS AND SHEEP.



The goat is found in most parts of the world. It has long horns and a long beard.

It is, for the most part, black and white, or pale brown with a black stripe down the back.

Goats will climb steep rocks to find the shrubs on which they love to feed. But they can eat grass, and are fond of the bark of trees.

The goat can be made tame; but, if we tease it, it will butt at us with its horns.

Its flesh is good for food, and its milk is sweet, and of great use to those who are sick.

We call a young goat a kid. Its flesh is nice and sweet, and of its skin we make gloves.

The sheep has on beard like the goat. There are some sheep which have horns, and there are some which have none.



The horns of the sheep are not like those of the goat. Sheep go in flocks, and live on grass or hay. They are fond of meal.

From the sheep we get wool, and from the wool cloth is made. The skin

of the sheep, when dressed, is used for the covers of books. A lamb is a young sheep.

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LESSON XII.  
FLYING KITES.



"I like to have my kite fly high," said Willie Brown. "Do you see it away up in the sky, as high as a bird can fly? It is almost out of sight. But I tried six times before I could make it stay up."

"I like to have mine go high too," said Charlie Gray, whose kite had just fallen into a peach-tree.

"But I can not make my kite go up high, and stay up," said Charlie. "It *will* come down; but I mean to try once more."

"Mine *will* come down too," said John Jones; "but I don't care if it does." "Why don't you care?" said Willie. "Why don't you keep trying,

as I did?" "Because it does no good to care, and no good to try," said John. "If it will not go up, and stay up, it may come down. I shall not try any more to make it stay up. I don't care if my kite don't go up."

"Yes, John, you do care. If you did not care, you would not get vexed about it."

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LESSON XIII.

THE MOON IS VERY FAIR AND BRIGHT.

The moon is very fair and bright,  
And rises very high;  
I think it is a pretty sight  
To see it in the sky,  
It shone upon me where I lay,  
And seemed almost as bright as day.

The stars are very pretty too,  
And scattered all about;  
At first there seem a very few,  
But soon the rest come out:  
I'm sure I could not count them all,  
They are so very bright and small.  
The sun is brighter still than they;  
He blazes in the skies:

I dare not turn my face that way,  
Unless I shut my eyes.  
Yet, when he shines, our hearts revive,  
And all the trees rejoice and thrive.

God made and keeps them every one  
By his great power and might;  
He is more glorious than the sun,  
And all the stars of night:  
But, when we end our mortal race,  
The pure in heart shall see his face.

## LESSON XIV.

## THE BOY WHO STOLE PEARS.



This is a bad boy. What do you think he has in his hat? He has some pears. The pears are not his, for he stole them.

The dogs saw him as he was getting over the fence, and one of them has caught hold of him. Do you see the boy cry? Do you almost hear him scream?

The boy holds on to the fence, and the dog holds on to him. You can see the ripe pears in the boy's hat; but the boy must throw down the pears, and then perhaps the dog will let him go.

It is very wicked to steal. Good boys will not take what does not belong to them.

What a pity it is that boys will ever be bad! How much better it would be if they would always be good! If all were good, what a happy world it would be! Much is gained by being good, while nothing is gained by being bad.

## LESSON XV.

## THE GENTLE SHEEP.



What do you want, pretty sheep? Do you want some meal? Do you like corn as well as you like meal? I have no meal for you, and no corn for you. You must go and eat grass.

The sheep's mouth is open. Do you know what kind of a noise the sheep makes when it talks? The sheep bleats. That is what the sheep does when it talks. Did you ever hear a sheep bleat?

How tame the sheep is. It has horns, but it will not hurt the little girls. They do not fear the sheep. They can go up to it, and take hold of its wool.

Do you know what the sheep's wool is good for? It is good to spin into yarn, and to make cloth of. Do you know what kind of cloth is made of wool? Woolen cloth is made of wool. Men shear off the wool with shears.



## MODIFICATIONS OF RULE I.

[For the use of the Teacher only.]

I. Answers that are given in a careless, or indifferent manner, or in a tone of slight disrespect, take the rising inflection in all cases, whether the questions are direct or indirect. See page 42.

II. Direct questions, when they have the nature of an *appeal*, and are spoken in an exclamatory manner, take the *falling* inflection. In these cases, also, the voice often falls *below* the general pitch, contrary to the general rule for the falling inflection.

EXAMPLES.—Is not that a beautiful sight? Will you permit me to do so? Is it right? Is it just?

III. When a direct question is not understood, and is repeated, with emphasis, the repeated question takes the falling inflection.

EXAMPLE.—Will you speak to him to-day? If the question is not understood, it is repeated with the falling inflection. Will you speak to him to-day?

## LESSON I.

## THE BARN-YARD FOWLS.

What do you see in the picture on the other page? I see one', two', three', four' fowls'. I see a house also; and a barn, or shed.

Are these all that you see? No'; I see a tree beyond the house, and a brush-broom leaning against the fence, and a basin or tub for the fowls to drink out of.

Do you think there is any water in the basin? What is there to show that there is water in the basin? Is the top of the basin level? How do you know that it is not level?

We can see that the water is nearer the top of the basin on one side than on the other; and as the surface of the *water* is level, this shows that the top of the *basin* is *not* level. Do you know what is meant by the "*surface*." of the water?

The *surface* of water is the top of the water—the upper part of it. When you can see the surface of water, your eye is higher than the water. If a basin were full of water, could you see the water if your eye were below the surface?

Did you ever see fowls drink water? Do they drink in the same way that a cow, or a horse, drinks?

Fowls can not drink with the head down; but when they take a little water into the mouth, they hold up the head to let the water run down the throat.

## LESSON II.

## FOWLS GOING TO ROOST.

What kind of a place do you think this is? It is just outside of the barn; and the hens are going up a ladder to the roost.

How many rounds of the ladder do you see? What is a *round* of a ladder? It is a *step* of the ladder.

On which round of the ladder is the rooster? What do you see below the ladder? Two ducks, and two Guinea-hens. What do you think the ducks are eating? Do the Guinea-hens look like other hens?



Here is a picture of a Guinea-hen. Its head is not like the head of the common hen, and all over its feathers you see small, white, round spots. The Guinea-hen is a very noisy fowl.

Our common fowls were once wild birds, and were brought from a warmer country to this.

They have changed very much by being tamed. Some new kinds have recently been brought here from Asia. Fowls do not grow so large in a cold as in a warm country.

## LESSON III.

## RESPECT.



John', John', come here', John'. Did you get the book that you went for? No, sir'. I could not find it'. Did you look on the desk? Yes, sir', but it was not there'.

Did you look for the pen? Yes, sir'. Did you get it?

Yes, sir', and I put it on the desk, as you told me to'. Did you use the pen? No, sir'.

Have you seen James to-day? Yes, sir', I saw him a short time ago'. Where was he? He was on the play-ground'. Were any other boys there? Yes, sir', a great many boys were there'.

What were the boys doing on the play-ground? Some were playing ball', some were flying kites', and some were playing marbles'.

Well, that is all'. Now you may go to your seat, and take your book'; and you may see how well you can read your lesson.

[NOTE.—In these cases the falling inflection given to the answers "Yes, sir," and "No, sir," indicates a tone of much respect. The rising inflection would have indicated a careless or indifferent manner on the part of the pupil, although not a manner very decidedly disrespectful. Let the teacher read the lesson, giving to all the answers, "yes, sir," and "no, sir," the rising inflection, and the difference will be apparent. In the next lesson the similar answers have the rising inflection, in accordance with Modification I.]

LESSON VI.  
ROBERT AND MARY.



Little Mary, poor child, took a severe cold last winter; and it made her so deaf that she can not hear when Robert speaks to her, unless he speaks very loud.

"Mary," said Robert, "will you let me take your new book?" "What did you say?" asked Mary. "I said, 'Will you let me take your new book?'" "O yes, you may take it," said Mary; "you will find it in the book-case, in the parlor."

So Robert went and got the book, and after he had read it through he told Mary that he had put it on the table, in the study-room. "Where did you say?" asked Mary. "On the table, in the study-room," said Robert.

Robert did not get vexed, or angry, when Mary could not hear him, for he loved his sister.

## LESSON VII.

## BIRDS.



This bird is a dove.

The bird has a bill. Some bills are long, and some are thick and short.

With its bill the bird picks up its food. Some birds live on corn, some on seeds, and some on insects.

The eyes of birds are in the sides of the head, so that they can see on both sides of them at the same time. Birds have wings with which to fly.

Some birds do not live all the time in the air. Some swim most of the time on the water. The duck, the swan, the goose, the loon, the gull, and some others, swim on the water.

Birds have feet, with which they kill or catch their prey, or scrape the ground, or climb, or walk.

The eagle makes use of his feet to seize and tear his prey. The hen scrapes the ground with her feet to find seeds, worms, and insects.

• The creeper, a small bird, can run up or down a tree with great ease. It runs very fast, and looks into the small holes in the bark of the tree for the food on which it lives.

Most birds have four toes, three before and one behind: but the creeper has two toes before and two behind.



## LESSON VIII.

## JOHN BROWN AND BRUNO.



Here comes John Brown with his dog Bruno. Do you think John is kind to Bruno? The dog looks up into John's face, and wags his tail.

Why does Bruno wag his tail? Is he glad to see John? Yes, he is glad to see John, and he likes to follow him.

John, do you take good care of your dog? Are you kind to him, and do you play with him, and pat his head when he does what you wish him to?

You can pat Bruno's head, and he will not bite you; but he will wag his tail, because he is glad to have you notice him.

John, do you feed Bruno, and do you like to see him fed? Do you ever whip Bruno? O no,

I hope not. What does John Brown say? This is what he says:

I will not hurt my little dog,  
But stroke and pat his head;  
I like to see him wag his tail,  
I like to see him fed.

He is as kind and good a dog  
As ever you did see:  
Because I take good care of him,  
He loves to follow me.

## LESSON IX.

## THE RUINS AND THE FIRE.



What does this man stop there for? What does he look at? What does he wish to find there?

This man went away from home a long time ago. He has come back, but he can not find his home. He can find only some of the walls of his

house, for his house is all in ruins.

The weeds have grown up all around the house, and in the garden. Do you see the weeds, and the broken gate? Do you see how sad the man looks?

But what has become of the man's house? Had the man any little boys and girls when he went away?

Yes; and I will tell you what one of the little boys did'. One day he put a piece of paper in the fire to play with'. The paper set his clothes on fire, and it set the house on fire too'.

Now the man can not find his house, nor his wife, nor his children'. The poor man does not know what to do'. I hope he will find his wife and children.



Here is a picture of the man's house, just as it looked when it was on fire. Do you see the flames and the smoke coming out of the roof, and through the windows? We can see the timbers of the roof. They are the rafters.

Do you see the ladders leaning up against the house? How many ladders can you see? We can see two. There are men going up the ladders. What do you think they are going up for?

There is a long ladder, and a short ladder. The men are trying to put out the fire. They try hard, but they can not put it out. The house will burn down.

The people have all got out of the house. A man ran into the house, and took the baby out of the cradle when the room was full of smoke.

Children should not play with fire; for if they do, they may burn themselves, and also set the house on fire, and perhaps burn other buildings also.

## LESSON X.

### SLIDING DOWN HILL.



Did you see me slide down the hill? said Willie Jones. Did you see how fast my sled went over the ice and over the snow?

When I was going down, James was going up; but now I am going up, and he is going down. That's the way we go. First one, and then the other.

I can steer my sled straight now. There comes John Drown. He has no sled. Come on, John'. You may take my sled, and slide down once alone, and then you may slide with me.

I like to have boys slide with me, two and three on a sled. What fine sport we have to-day! If it is cold, we can keep warm'. We can run up hill, and that will warm us.

you see, came out of his hole under an old tree. He looked around, and tried to find something to eat.

When he saw the box, he did not know what it was. He did not think it was a trap. He looked in and saw the apple, and then he crept in softly to get it; but as soon as he began to nibble it, down fell the trap, and shut him in.

The poor rabbit could not get out, for the box was very strong, and tight. If he only knew enough to lift up the door he could get out; but he did not know enough for that.

By-and-by the boy came to see if he had caught a rabbit. When he saw that the door had fallen down, he said, "Good! good! my trap is sprung."

So he began to lift up the door gently, to see if the rabbit was there. He lifted it up so that he might peep in. As soon as the door was lifted up a little, the rabbit pushed his head through, and then giving a spring he crowded his whole body through, and so got away.

The door fell down again as soon as the rabbit had got through. Do you see the boy reaching out his hands? Do you think he can catch the rabbit in his hands? No; the little rabbit is too quick for him. Do you think he will be caught in that trap again? No, I think he knows too much for that.

What do you think the boy wanted to do with the rabbit? He wanted to take it home and tame it. There are many kinds of tame rabbits; and they are larger than the wild rabbits.

## LESSON XII.

## LEADING THE COW



Is not that a gentle cow? She does not hook the boy with her horns, nor try to pull away. She follows the boy, and he leads her by a rope?

That is John Brown, and he is on his way to school. Have you read about John Brown before? But why does John take the cow with him? Will he take the cow to school?

O no, he is leading her to the pasture, which is near the school. What time of the day, then, do you think it is?\*

But what is John reading? John is reading

\* The last word "is," is so short, that it seems to have the rising inflection. But it has not. This word begins on a high pitch; but as soon as the voice begins to pronounce it, it takes the falling slide.

his book, and getting his lesson. John is a good boy, and he loves to read.

How does John carry his stick? Does he carry it in his hand? Look, and see if you can tell.

There is something on John's back. What do you suppose it is? That is his satchel. Do you know what a satchel is? It is a little sack, or bag. I suppose John's mother made it for him to carry his books in.

### LESSON XIII.

#### THE LARK AND HER YOUNG.

Once a lark built a nest in a field of corn, which grew ripe before her young were able to fly. They were just getting their feathers, and their wings were only half grown.

As the old lark was very anxious about the safety of her little ones, she told them, when she went out to get food for them, that if the farmer should come they must listen with great care to what he said about cutting down the corn.

On her return, the young larks told her that the farmer and his sons had been there, and had agreed to send for some of their neighbors to assist them in cutting down the corn the next day.

"And so they depend, it seems, upon their neighbors to get the corn cut!" said the mother. "Very well, then. I think we need not be afraid of tomorrow, but may stay a little longer. Those who wait for others to help them, are not apt to get their work done in a hurry."

The next day the old lark went out again, and left with them the same command as before—telling them to watch for the coming of the farmer and his sons, and listen with great care to what they said.

When she returned, the young larks told her that the farmer and his sons had again been there, but as none of their neighbors came to aid them, they had put off cutting the corn till the next day, when they designed to get their friends and relations to help them.

"Indeed!" said the old lark, "and do they still depend upon others to help them? Do they think their friends and relations will be any more prompt than their neighbors? Since they still depend upon others, I think we may venture to remain another day." So the mother went out to get food again; but before she went she gave the little larks strict charge, as before, to let her know what passed in her absence.

On the return of the old lark, the little ones told her that the farmer and his sons had a third time been to the field, and finding that neither friend nor relation had come to help them, they were resolved not to wait any longer, but to come the next morning, and cut down the corn themselves.

"If that is the case," said the old lark, "it is time for us to think of leaving; for as the farmer and his sons now depend on themselves to do their own work, it will certainly be done."

What the old lark said proved true; for scarcely

had she and her young ones left the field very early the next morning, when the farmer and his sons came into the field, and began to cut down the corn in good earnest.

#### LESSON XIV.

##### THE GARDEN.



When we sow good seeds in the garden, we wish them to grow up, and make nice plants, and roots, and flowers. If we let the weeds grow they will choke the good seeds, and spoil them. We must hoe up the weeds.

When boys and girls are sent to school they must learn to read and spell well, and get all their lessons. What their teachers teach them is good seed sown in their minds. When it springs up it must be taken care of. Bad thoughts, and wicked words, and wicked deeds, are the weeds that some-

times choke the good seed. Such weeds must be pulled up.

Some boys talk a great deal, and tell how hard they are going to study, and how much they are going to learn, and then go away and do nothing. They are too lazy to study. Other boys say little, and study much.

Do you see what the man in the garden, in the picture, is doing? He is pulling up the weeds. Now what are those men and boys like who talk much and do nothing? who have many words and few deeds? I will tell you.

A man of words, and not of deeds,  
Is like a garden full of weeds.

The mind is like a garden. It must be taken care of. Good plants and flowers will not be found in the garden unless the seed be planted. And then, when the seeds come up, the young plants must be taken care of.

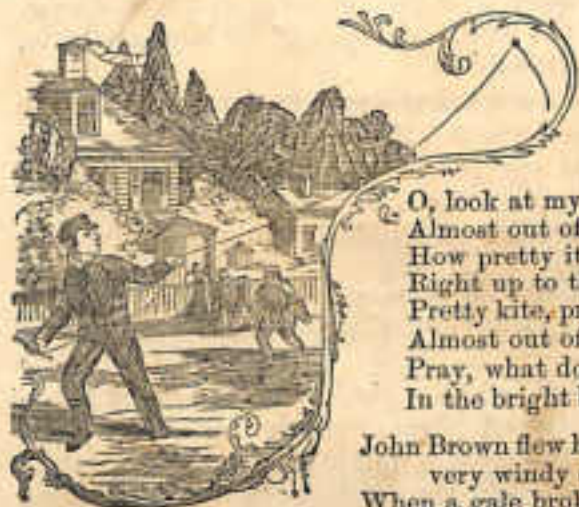
But weeds will spring up of themselves, without being planted; and, if they are left to grow, they will grow faster and stronger than the good plants, and choke them to death. You must pull up the weeds if you want the good plants to grow.

It is so with the mind. The soil is good; but angry and wicked thoughts are apt to spring up there, and, if you let them grow, they will choke the good thoughts, and kill them.

If you wish to be good, and grow up good, you must pull up all the wicked thoughts, and throw them away, just as the man is pulling up the weeds in the garden.

## LESSON XV.

JOHN BROWN AND CHARLIE GRAY.



O, look at my kite,  
Almost out of sight;  
How pretty it flies  
Right up to the skies.  
Pretty kite, pretty kite,  
Almost out of sight,  
Pray, what do you spy  
In the bright blue sky?

John Brown flew his kite one  
very windy day  
When a gale broke the tail,  
and it soon flew away.

And while he sat crying, and sighing, and sad,  
Charlie Gray came that way—a good-natured lad.  
“Don’t cry; wipe your eye,” said he; “little Jack,  
Stay here, never fear, and I’ll soon bring it back.”  
Up the tree climbed he, and brought the kite down;  
“Many thanks, many thanks,” said little John Brown.

## LESSON XVI.

THE BOY AND THE WOLF.

Never do what you know to be wrong. Never  
do what you know to be evil, with the hope that  
good will come from it.

Never tell an untruth, with the hope of gaining  
any thing by it. If you should gain by it, it  
would still be wrong.

But in the end you will *not* gain by it; you  
will suffer; and the time will come when you  
will be sorry for it. Tell the *exact* truth at all  
times.

When you are telling about what you have seen,  
or heard, or done, be very careful to tell nothing  
but the truth. If you relate what some one told  
you, do not alter or invent any part to make a  
better story, but tell it just as you heard it.

Do not tell a lie, even in jest. Do not say to  
your little sister, “Mary! Mary! there is a bug  
on you,” just to frighten her, when there is no  
bug there. If you tell Mary a lie in jest, she  
will not believe you when you tell her the truth.

Did you ever hear the story about the boy and  
the wolf? The boy used to run and scream  
“Wolf! wolf!” when there was no wolf there.  
He did it to make the men think the wolf was  
coming, and to make them run to help him.  
When they came, and found no wolf there, he  
would laugh at them.

In this way he often deceived them. One day  
the wolf came, sure enough, and the boy ran and  
screamed “Wolf! wolf!” in earnest; but, as the  
men thought he did it to deceive them again, they  
did not go to help him; and so the wolf caught  
him, and came very near killing him.

It is an old proverb, but a true one, that “a liar  
is not believed when he speaks the truth.”

## LESSON XVII.

## THE BOOK STORE.



Do you know what place this is? It is a place where books are kept for sale. It is a store, and we call it a book store.

Do you see the man who has his hat on? Is he an old man, or a young man? How can you tell? Is he as old as the man who is on the other side of the table?

The man with a hat on has come to buy a book. He has bought one, and put it in his pocket. Do you see the book in his pocket? You can see one end of it. He has one book open before him.

Is he looking at the book now? No; he is looking at the other man. Do you think he is talking to him? What do you think he is talking about?

I think he is talking about the book which is open before him. Perhaps he is asking the price of it. Perhaps he is asking the man what kind of a book it is. Perhaps he says, "If it is a good book, I will buy it."

## LESSON XVIII.

## THE OLD BEGGAR MAN.

I see an old man sitting there;  
His wither'd limbs are almost bare;  
And very hoary is his hair.

Old man, why are you sitting so?  
For very cold the wind doth blow;  
Why don't you to your cottage go?

Ah! master, in the world so wide,  
I have no home wherein to hide,  
No comfortable fireside.

When I, like you, was young and gay;  
I'll tell you what I used to say—  
That I would nothing do but play.

And so, instead of being taught  
Some useful lesson, as I ought,  
To play about was all I sought.

And now that I am old and gray,  
I wander on my lonely way,  
And beg my bread from day to day.

But oft I shake my hoary head,  
And many a bitter tear I shed,  
To think the useless life I've led.

## PART FOURTH.



[Rules for the use of the Teacher only.]

When words or clauses are *contrasted*, they take opposite inflections. The following are the principal rules for such inflections :

**RULE V.**—Words and clauses connected by the disjunctive or generally require the rising inflection before the disjunctive, and the falling after it. Where *several* words are thus connected in the same clause, the rising inflection is given to all but the last.

**EXAMPLES.**—Will you go, or stay? I will go. Will you go in the buggy, or the carriage, or the cars, or the coach? I will go in the cars. These examples also follow the general rules for questions.

**NOTE 1.**—When the disjunctive or is made emphatic, with the falling inflection, as in the following example, it is followed by the rising inflection, in accordance with the Note to Rule IV. "He must have traveled for health, or pleasure."

**NOTE 2.**—When or is used connectively, as no contrast is denoted by it, it requires the rising inflection after, as well as before it, except where the clause or sentence expresses a completion of the sense. Example.—Did he give you money, or food, or clothing? No, he gave me nothing. This also follows the general rule for questions.

**RULE VI.**—When *negation* is opposed to *affirmation*, the

former takes the *rising*, and the latter the *falling* inflection, in whatever order they occur.

**EXAMPLES.**—I did not hear him, I see him. I said he was a good soldier, not a good citizen.

**NOTE.**—But when, in contrasted sentences, negation is attended with deep and calm feeling it requires the falling inflection. Example.—We are surprised, but not in despair; persecuted, but not forsaken.

## LESSON I.

### READING FROM BOOKS, AND FROM FACES.

The young man whom you see in the cut, or picture, on the opposite page, has been reading from the book which he has in his hand; and he has just been telling the young woman what he has been reading about.

Do you think she hears what he says? Does she seem to pay good attention? Yes; you can tell by her face that she hears what he is saying. She has a very thoughtful look. We can read it in her face.

Perhaps he has just read something that is very important, and she is thinking about it. Perhaps he has asked her some question, and is waiting for her reply. Do you think they are brother and sister? Her face shows that she is not angry at what he has been saying. We can read it in her face.

The face tells when we laugh, and when we cry; when we are sad, and when we are happy. If we are angry, the face shows it; if we are good, and kind in our feelings, the face shows it; and if we are bad, we may be very certain that others will read it in our faces.



The face is a kind of book which is printed all over with the feelings of the heart. The face is a great tell-tale. It is very important, then, that there should be nothing bad in the heart; for if there should be any thing bad there, the face will be very apt to tell of it.

But is there no other reason why there should be nothing bad in the heart?

## LESSON II.

### KITTENS PLAYING.



Which do you like best, a cat, or a dog? Do you like to see kittens play, or do you like to have them keep still? I think you like to see them play.

Most young animals like to play, as well as children do. See how one of these kittens plays with a string. She will also play with a straw,

or a stick, or a leaf, and she will play with her tail, if she can not find any other thing to play with. Round and round after it she will go like a top.

Two kittens will run after each other, throw each other down, and roll over each other. They have fine sport in that way. Dogs will play so too.

Did you ever see lambs, or colts, or calves play? Yes, I think you have seen them play; but sheep, and horses, and cows, do not often play; nor do dogs and cats often play when they are old. Old age makes animals sober, and it makes people sober too.

The old cat likes to see her kittens play; but she does not like to have them tumble over her when they are playing. So old people like to see children play, but they do not like to be run against, or have their chairs pulled by them.

I like little pussy, her coat is so warm,  
And if I don't hurt her, she'll do me no harm;  
So I'll not pull her tail, nor drive her away,  
But pussy and I very gently will play.  
She shall sit by my side, and I'll give her some food,  
And she'll love me, because I am gentle and good.

Lit'ten	tum-ble	chil-dren	gen'tly
play'ing	peo-ple	a-gainst'	be-cause'
Hen-ry	re-cite'	with-out'	neigh'-bor
sta'tent	Read'er	knowl'-edge	cit'-i-zen
stud'y	see'ond	vir'tue	hon'-or
lor'-son	Prim'er	pa'-rent	re-spect'

\* The falling inflection is required here, as the clause expresses a completion of the sense.

## LESSON III.

## THE GOOD STUDENT.

Is Henry a good boy in school? Is he a good student? Yes, Henry is a good boy in school, and he is a good student also. Did you see him study his lesson? No, I did not see him study it, but I heard him recite it.\*

What lesson did Henry recite? Did he spell, or did he read?† He read a lesson in his Reader, and then he spelt some of the words in the lesson.

Did Henry read in the First, or the Second, or the Third, or the Fourth Reader?‡ He read in the Third Reader. He has been through the Primer, and the First and Second Readers also.

I am glad to hear that Henry has done so well. I hope he will love his books, and study them, that he may grow up to be a good man.

What can a man be without knowledge and virtue? Can he be a good parent, or a good neighbor, or a good friend, or a good citizen?§ Can he have the love, the honor, or the respect of those who know him?¶

\* Here negation is opposed to affirmation. See Rule VI.

† Here *or* is used *disjunctively*. See Rule V.

‡ Here also *or* is used *disjunctively*. If it had been used *conjunctively*, the rising inflection would have been given to the closing word, "Reader," and the sense would have been different.

§ Here *or* is used *conjunctively*, and the inflection is to be given in accordance with the note to Rule V. It will not fail to be observed that, in all these cases, the general rule for questions is adhered to.

## LESSON IV.

## THE GOLDEN RULE.

To do to others, as I would  
That they should do to me,  
Will make me honest, kind, and good,  
As children ought to be.

Whether I am at home, or school,  
Or walking out abroad,  
I never should forget this rule  
Of Jesus Christ, our Lord.

## LESSON V.

## CHILD GOING TO PLAY.



Here is a child going out to play. Is it a boy, or a girl? What makes you think it is a boy?

Do you think his dress is pretty? What do you think it is made of? I think it is made of velvet: don't you? I think it is a very nice dress; but it is too nice to play in.

Do you see the hoop in the boy's hand? Which hand is it in? Is it in his right hand, or his left hand? Can you tell?

What do you think this boy is going to do? Do you think he can roll the hoop well?

How do you like the boy's hat? Do you think it is a pretty hat? Do you like the boy's face? Do you think he is a good boy?

We can not tell very well now, for he is going out to play. When his mother calls him to come in, perhaps he will not be so pleasant. If he should not be pleasant then, he will not be a good boy'.

How old do you think this boy is? Do you think he is more than five years old? How old are you?

Do you think this boy will live to be an old man? If he should live to be old, will he like to roll a hoop then? I hope he is a good boy, and that he will be a good man.

## LESSON VI.

### THE FISH.



Do you know what this is? It is a fish'. Did you ever see a live fish? Did you ever catch one? What did

\* Some may think this is the rising inflection; but it follows the general rule. The voice suddenly rises from "boy's" to "hat;" but as soon as it strikes the word "hat" it begins to descend. The shortness of the word "hat" renders it difficult to detect the downward slide; but if it were a word of two syllables—"hat-piece," for example—the downward slide would be very perceptible. Thus, "How do you like the boy's hat-piece?" Be careful to notice that the voice must rise to reach the point at which the downward inflection begins. It must rise to reach the word "hat."

you catch it with? Did you have a fish-hook and line? Did you ever catch little fish in your hands?

Fish live in the water. They can not live long out of the water. A fish swims with its fins and tail. Do you see the fins of this fish? Do you see his tail? He has scales all along his back, and on his sides; but they are not so large as his fins.

Do you see the eye of this fish? Do you think he has more than one eye? Where do you think the other eye is? Do you think the fish can see when he is away down in the water? What makes you think he can see? If he could not see, he might hit his head against a stone or a rock, and that might kill him.

Could you see if you were down deep in the water? No, not very well. But the fish can see very well indeed. The eyes of the fish are not like ours. They are made to see with in the water; but ours are made to see with in the air. The fish is made to live in the water, and we are made to live in the air. Who made the eyes of the fish to differ from ours?

vel'-vet	per-haps'	back'et	them-selves'
hon'-est	pleas'-ant	sis'-ter	ex-pect'
walk'-ing	fish'-hook	say'-ing	long'-ly
a-broad'	wa'-ter	a-long'	thought'-ful
for-get'	a-way'	let'-ter	an'-i-mal
pret'-ty	in-deed'	broth'-er	at-ten'-tion
go'-ing	dif'-fer	or'-phan	im-per'-tant
moth'-er	com'-ing	per'-son	op'-po-site

LESSON VII.  
GOING AWAY.

Yes, he is going away. He is just coming down the steps from the house. He has a basket on his arm.

His sister Mary is on the steps too. He is just saying to her, "Good-by, Mary; I shall write to you when I get there, and let you know how I get along. And then you must write to me a nice long letter, for I shall be very glad to hear from you."

Do you ask who they are? They are brother and sister. They are *orphans*, too. Do you know what "orphans" are? They are children whose parents are dead.

When these young persons were quite small they lost both of their parents, and now they have to take care of themselves.

We do not know how far the young man is going, nor how long he expects to be gone. But if he can not see his sister, he can write to her.

How lonely they would be if they could not write to each other! What a fine thing it is to know how to write! You must learn to write, so that you can write letters too.



LESSON VIII.  
THE SICK CHILD.



This is a nice house in the country. Whom do you see at the door? Is one of them a man?

Do you think he rode on that horse? What do you think he has come for? How pleasant it looks there.

There is a nice porch at the door of the house, and that makes

it pleasant; and there are some fine flowers on each side of the porch. There is a fine garden over the fence where the horse is tied.



Is it not a pleasant place? But those who live in the house may not be very happy now; they may be very sad. Let us go in and see.

O yes, I know they are sad, for they have a poor little sick boy. Do you see the sick boy? His father has just taken him up in

his arms. What is the boy's name? His name is Charlie.

Can you see little Charlie's feet? Can you see his head? I can see the back of his head. His face is turned the other way. Look all about the picture, and perhaps you can see his face too. Where can you see it?

Do you see the lady in the chair? Who do you think she is? I think it is the little sick boy's mother. Do you see how sad she looks?

She loves her little boy, and she is afraid he will not get well. She feels very badly. Do you hope little Charlie will get well?

What kind care our parents take of us when we are little children. How they watch over us when we are sick, and carry us in their arms, and do all they can to have us get well.



And should we not love our parents for all this? Should we not obey them, and try to please them? Should we not be kind to them at all times?

And how should we treat them when they become old? We should treat them with all the kindness in our power. We can never repay them for all they have done for us.

coun'-try  
flow'-ers  
gar'-den

hap'-py  
fa'-ther  
ta'-ken

per-haps'  
o'-boy'  
be-comes'

kind'-ness  
pow'-er  
re-pay'

## LESSON IX.

## NEVER TELL A LIE.



No, do not tell a lie. Tell the truth at all times, and be kind and good to all, and then all will love you, and you will be happy.

Do you know that it is wicked to tell lies? Yes, you have often been told so. The Bible also says so; and the Bible tells the truth. It is very mean, as well as very wicked, to tell lies.

If you tell lies, God will be angry with you; all good men will despise you; and all good boys and girls will shun you. Then what would you gain by telling lies? You would not gain any thing, but you would lose much.

A child that lies, no one will trust,  
Though he should speak the thing that's true;  
And he that does one wrong at first,  
And lies to hide it, makes it two.

If you tell lies, you will also feel badly yourself. You will know that you have done wrong; and when you are wicked you can not help feeling badly. A bad boy can not be happy.

Then be a good and honest child, so that all can love you. If you have been careless, and have broken a window, or torn a nice book, or lost the door-key, or upset the ink on the table, go to your father, or mother, or teacher, and own it.

Yes, that is the best way; that is the right way; that is the honest way. Would you not like to be happy? Then be an honest child, and never, never tell a lie. Do you wish to be a child of God? Then speak the truth.

### LESSON X.

#### THE TRUTHFUL BOY.

Once there was a little boy,

With curly hair and pleasant eye,  
A boy who always loved the truth,  
And never, never told a lie.

And when he started off to school,  
The children all about would cry,  
"There goes the curly-headed boy—  
The boy that never tells a lie."

And every body loved him so,  
Because he always told the truth,  
That often, as he older grew,  
'Twas said, "There goes the honest youth"

And when the people that stood near,  
Would turn to ask the reason why,  
The answer would be always this:  
"Because he never told a lie."

### LESSON XI. A FOX STORY.



Did you ever hear any one say, "as sly as a fox?" When the cat is very sly, we say, "She is as sly as a fox." But the fox is not only very sly, but very cunning also. When any one is very cunning,

we say, "he is as cunning as a fox." I will tell you a story about the cunning of the fox. Some dogs were once in chase of a fox. They came very near him, and it seemed as though they would catch him. There was no hole, or other place, for the fox to hide in. Then what could the fox do?

This is what the fox did. There was a low stone wall not far off, and the fox ran toward it as fast as he could go. But nearer and nearer came the dogs, and when the fox had got to the wall, they were close to him.

The fox made a jump, and went over; but as soon as he was on the other side he crept to the wall, and lay down as close to it as he could.

The dogs, in their haste, went over both wall and fox at a jump, and ran straight on. They were going so fast that they could not stop, and they did not see where the fox had hid.

As soon as the dogs were over, the fox, quick as a flash, made a leap back over the wall, and was soon out of sight. On went the dogs; but they never saw the fox again.

Was not that a cunning fox? He knew how to cheat the dogs, and he saved his life by it.

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### LESSON XII.

#### GOD IS NEAR.

It is God who made all things. He made the earth, and he made the sun, and the moon, and the stars also.

God made the beasts that roam over the earth, the birds that fly in the air, and the fish that swim in the rivers, the lakes, and the great sea. He made man also.

God makes the tender herb and the grass to grow, as well as the tall trees of the forest; and he sends the rain and the dew to water them, and the sun to warm them.

He gives us all our food: for if he did not take care of the beasts, and the birds, and the fish, and the grain that we sow, and the seeds that we plant, all of them would die; and then we should die also.

But God not only takes care of us, and all things around us, but he is also near us at all times. He sees us now. He sees all that we do, and he knows all our thoughts. He knows all things.

We should thank God for all his goodness to us. We should pray to him often, and ask him to keep us from sin, and to bless us.



When we rise from bed in the morning, and when we lie down at night, we should lift up our hearts to him in prayer. God will hear us, and if we pray to him with a right heart, he will bless us, both in this world, and in the world to come.

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### LESSON XIII.

#### MAKING PIES.



Miss Mary has gone to the kitchen to show Susan how to make pies. Do you know which Miss Mary is? What is she doing now? \* What

is she holding in her left hand? What has she in her right hand? What is she cutting off with the knife? She is cutting off some of the dough which the pie-crust is made of.

Is Susan a white woman? Do you think Susan is talking now? Does she look pleased? What do you think she is pleased about? I think she is pleased because Miss Mary has come down to the kitchen to show her how to make pies. Which has the biggest nose, Miss Mary, or Susan? Which has the thickest lips?

Susan says she can make pretty good pies, but she says she thinks Miss Mary can make better pies. Do you see the young girl? Is she a white girl? Does she look any like Susan? Do you suppose she thinks her curls are pretty?

What has Susan on her head? Are her arms as white as Miss Mary's? Is her face as white? Are her hands black? Yes, but they are as clean as they would be if they were white.

What is the little boy doing? Has he any cap on his head? What kind of hair has he? Why does he open his mouth so? Can he see any better with his mouth open?

What kind of a pie do you suppose Miss Mary is making? It may be a peach-pie, or a mince-pie, or an apple-pie, or a currant-pie, or some other kind of pie. What kind of a pie do you love best?

What do you see on the table? I see a bottle, with a long neck, and a cork in it; and a jar with a spoon in it. Do you think there is any thing else in the jar?

## LESSON XIV.

## LAKE IN THE WOODS.



Here is a lake in the woods. Do you see the water? How still the water is. Do you think the wind blows there now?

Is it summer there, or is it winter? Why do you think it is summer? Are there any leaves on the trees in

the winter? Do you see any grass and weeds in this place? Do grass and weeds grow in the winter?

Do you think there are any birds in those trees, or any fish in the lake? We do not see any birds, nor any fish. If there are any fish in the lake, why



can not we see them now? There may be wild ducks on the water, among the weeds. Wild ducks love quiet places.

Here is a picture of a lake in the woods also. Is it the same lake that we see above, at the top of the page? Yes, it is the



same lake, but we do not see it in the same place.

What do you see now on the lake? How many persons do you see in the boat? What is that in the man's hand that looks like a long stick? Why does the man bend forward so? Which way is the boat going, to your right hand, or to your left hand?



Do we see the same boat in this next picture? No, it is not the same boat, and it is not a lake that we see.

This boat is on the Hudson River. Do you know where the Hudson River is; and can you tell me what great city is at the mouth of it?

How many men do you think there are in this boat? There are eight men in it. See if you can point out all of them. Do you know how the men make the boat go? They row with their oars, and that pushes the boat along.

There are six men rowing in that boat, three on one side, and three on the other. How many oars can you see? Why can not you see the other oars?

The boat which we see is called a *row-boat*. A boat that has sails, and is moved by the wind, is called a *sail-boat*. A sail-boat is not so safe as a row-boat.

## LESSON XV.

## THE ROBIN.



Did you ever hear the robins sing in the morning, when you were in bed? The robin sings very early, almost as soon as it is light.

When the robin sings so early in the morning, it is very happy; and it seems to say, "Up, up, and be happy with me." I will tell you what a little girl told me about a robin that came to her window, and sung very early one morning.

There came to my window,  
One morning in spring,  
A sweet little robin;  
She came there to sing;  
And the tune that she sung  
Was prettier far  
Than ever I heard  
On the flute or guitar.

She raised her light wings  
To soar far away,  
Then resting a moment,  
Seemed sweetly to say,  
"O happy, how happy,  
This world seems to be  
Up, up, little girl,  
And be happy with me."

## LESSON XVI.

## THE TWO FRIENDS.



The two friends have gone out into the field, and now they are sitting on a mossy bank, in the shade of a tree. We can see by the grass and the shrubs growing near them and the leaves on the trees, that it is summer.

What is it that tells us that it is summer?

Ralph is partly lying down close to the tree, with his elbow resting on the ground. He has a book in his hand, and he is reading from it. Frank listens, and seems to be much pleased.

What do you think Ralph is reading about? How should we know, when we can not hear? But we can see what the two friends are doing. We know that Ralph reads, and that Frank listens; and we can see, from Frank's face, that he is pleased.

How can Frank's face show that he is pleased? Does his face speak, when he does not open his mouth? Yes, it speaks by signs. Is not the smile on his face a sign that he is pleased?

Do you not know that we all talk very much by signs, and that we tell people what we are,

even when we do not open our lips? Yes, our eyes and our faces are great tell-tales.

They tell if we are happy; they tell if we are sad;  
They tell if we are good; they tell if we are bad.

We should be very careful to be pleasant and kind to others at all times; for if we are peevish, and fretful, and cross, and lazy, there is something that will tell of us. When there is a fretful temper the face will show it.

## LESSON XVII.

## THE IDLE WORD.

"But I say unto you, that every idle word men shall speak, they shall give account thereof in the day of judgment.—MATTHEW, xii, 36.

## FIRST VOICE.

It passed away, it passed away;  
Thou canst not hear the sound to-day;  
'Twas water lost upon the ground,  
Or wind that vanisheth in sound;  
O! who shall gather it, or tell  
How idly from the lip it fell!

## SECOND VOICE.

'Tis written with an iron pen;  
And thou shalt hear it yet again!  
A solemn thing it then shall seem  
To trifle with a holy theme.  
O! let our lightest accent be  
Uttered as for eternity.

moss'-y	grow'-ing	pee'-vish	van'-ish-eth
read'-ing	ly'-ing	fret'-ful	light'-est
list'-en	tell'-tale	tem'-per	e-ter'-ni-ty



[Rules for the use of the Teacher only.]

**RULE VII.**—For the sake of variety and harmony, the last pause but one in a sentence is usually preceded by the rising inflection.

**EXAMPLES.**—1st. The minor longs to be of age; then to be a man of business; then to arrive at honors; then to retire.

2d. Time taxes our health, our limbs, our faculties, our strength, and our features.

**NOTE.**—The foregoing rule is sometimes departed from, in the case of an emphatic succession of particulars, for which, see Rule VIII.

In the second example above, the rising inflection is given to the words health, limbs, faculties, and strength, both because they are not attended with strong emphasis, and because they are followed by the pause of suspension, in which the mind anticipates a continuation of the sentence.

**RULE VIII.**—An *emphatic succession of particulars*, and *emphatic repetition*, require the falling inflection.

**EXAMPLES.**—1st. *Succession.*—Charity suffereth long, and is kind, charity envieth not, charity vaunteth not itself, is not puffed up, doth not behave itself unseemly, seeketh not her own, is not easily provoked, thinketh no evil.

2d. *Repetition.*—You wrong me every way; you wrong me, Brutus.

## LESSON I.

## THE MANSION.

On the opposite page is a picture of large and elegant building, with pleasant lawns, and groves of trees, and gardens around it. It is the country residence of a rich man. It is called "The Mansion."

Do you know what a *lawn* is? It is a space of ground covered with grass, and is often seen in front of or around a fine house or mansion. Some lawns are called *velvet lawns*, because the grass, which is kept short and smooth, when seen from a distance appears like velvet.

After seeing a picture of this mansion, could you give a good description of it? Let us see. Could you tell what kind of a roof, or covering, it has? Into how many parts do you think the roof is divided? How many chimneys do you see? If you describe the house, you must tell about all these things.

But this is not all. Do you notice the peculiar shape of the chimneys, and of the windows, and of the whole building? Do you see a long piazza on each side of the front entrance, and do you see that the front doorway is arched?

Do you know what a *piazza* is? If you do not, how can you describe the building? A piazza is a covered walk, supported by columns, and built against the side of a house.

You should always notice with care whatever is

worth seeing. *Keep your eyes open*, and think about what you see. Those who notice nothing will know but little.

pic-ture	col-umns	cov-er-ing	sup-port'-ed
build'-ing	op'-po-site	di-vid'-ed	what-ev'-er
coun'-try	cl'-e-gant	pe-cul'-iar	arch'ed
man'-sion	res'-i-dence	pi-az'-za	door'-way
chim'-ney	de-scrip'-tion	de-scribe'	en'-trance

## LESSON II.

### THE SPRING-TIME.



It is now in the spring-time of the year'. The birds sing', the lambs skip and play on the lawn', the trees put forth their tender leaves', the grass covers the plains with verdure', and all nature has put on her robes of beauty'.

So youth' is the spring-time of life; the morn-

ing' of what seems a bright and happy day'. Youth is gay', and active', and full of life', and joy', and hope'. It is the time to plant the seeds of knowledge and virtue.

Caroline has gone out to gather flowers. She is plucking one now. She has her apron nearly full of them. How beautiful the flowers are!

Do you not love the spring-time of the year'? Do you not love the birds', and the green grass', and the flowers', and the trees', and the bright sun'? How thankful we should be that God has filled the world with so many things to make us happy!

But, while we enjoy these things', let us not forget who gave them to us'. God is the author and giver of all our blessings.

## LESSON III.

### MAN AND HIS MAKER.

Man is a human being. He walks upright. Beasts walk with their faces toward the ground.

Beasts see', smell', feel', hear', and taste'; so does man'. Beasts have a voice', but they can not speak words.

Man can speak. He makes use of words to tell his thoughts. He can think also. Man has reason; that is', he has the power of thinking. No animal but man has reason.

This great world was made for man. It is his home. God made the world for man to dwell in.

He made the sun to give man light by day', and the moon to give him light by night'.

God spread a carpet of green over the earth, that it might be a place of beauty to delight the eyes of man. What is that carpet made of?

Does man want food? The fields will give him grain'; the air will give him birds'; and the seas', the lakes', and the rivers' will give him fish'.

Does man want clothing? The sheep bears it on her back'; the cotton-plant will yield it', or the little silk-worm will spin it for him'.

Does man want tools to work with? Let him dig into the earth, and take the iron and make them. Does he want music? The birds sing for him. Does he want sweet odors? Let him go to the flowers, and inhale their fragrance.

All things in the earth', and on it', and in the deep sea'—the grass and the flowers of the field'—the trees and the fruits'—the tame cattle and the wild', are given to man'.

God made them for man, and gave them to him for his use and comfort. We must make a good use of all that God has given us.

**GOD IS SEEN IN EVERY THING**

In the sun, the moon, the sky;  
In the mountain wide and high;  
In the thunder, in the rain;  
In the winds, the woods, the plain;  
In the little birds that sing;  
*God is seen in every thing.*

LESSON IV.

LAZY SLOKINS, THE SCHOOL-BOY.



One of these boys has a book in his hand, and you can see that he is very busy reading it. It looks like a new book, although the boy has used it a long time.

This boy is getting his lesson in school; and he will have a good lesson, and he will recite it well too. You can see that *he* is not a lazy boy, and that he takes good care of his books.

The name of the other boy is Slokins. What do you think of him? \* He looks like a lazy fellow. He has a book in his hand, but it is all torn in pieces. He can scarcely read in it. When he reads, he has to stop to spell out the hard words.

Slokins does not like a book. You can see that

\* As this is a word of but one short syllable, and the voice must rise to strike it, it is spoken very much as though it had the rising inflection. In the following sentence, the last syllable in "Johnson" evidently has the falling inflection. If the last syllable were taken away, "John" would seem to have the rising inflection, but it has not—it is merely *emphatic*, beginning on a high pitch, but immediately taking the falling slide—"If that is your opinion of Webster, what do you think of Johnson?"

in his face. His face *tells of him*. It tells that he is lazy. Do you think, if he were a good, smart, and active boy, and one who liked to read, that his face would look so?

No, his face would not look so. His face would have a smart look, for smart boys *look smart*. And how do you suppose Slokins's book became so torn and dirty? It is because he did not take care of it. Is it not strange that the books of the boys who get their lessons always look very nice?

## LESSON V.

## LAZY SLOKINS, THE YOUNG MAN.



What a lazy man this is! Don't you think he looks lazy? Why don't he get up and go to work?

He is too lazy to work; so he sits down in the sun, and goes to sleep.

who do you think he is? Why, that is Slokins himself. He is a man now, but he is just as lazy as ever.

• What a poor old hat he wears! Why don't he get a better hat? A better hat! How can he get a hat without money, and how can he get money if he will not work? Lazy men have but little money.

Do you see one of his shoes? Do you see how his toes stick out of it? Why don't he get a pair of new shoes? New shoes! How can he get them without money? He has a wife at home; but what do you think will become of her?

Sometimes this man works a little, while, and gets a little money; but he does not use it to buy a hat, or shoes. What does he do with it? Do you ask what he does with it? Look at the next picture and see what he does with it.

## LESSON VI.

## LAZY SLOKINS, THE DRUNKARD.



Sure enough! Here he is again. this is the same man, only a little older. It is Slokins himself. I can tell by his long nose, and his sharp chin, and his mean look.

But where is he now? Where is he now? He is on the "road to ruin." Don't you see that the sign-board says so? But Slokins did not stop to read it. Lazy man as he is, he is sometimes in a hurry.

What kind of a place do you think that is which you see in the picture? It is a grog-shop. And what is Slokins doing there? He has gone there

to get a drink—to get a drink of *rum*', and to get his bottle filled with rum'. Do you see the bottle in his pocket?

What hurt will it do if Slokins does drink rum? What hurt will it do? If he drinks a little', it will make him feel finely'; if he drinks a little more', it will make him wild and crazy'; and if he drinks very much', it will make him stagger', and fall down drunk in the street'.

It is not safe for a man to drink any rum'; for if he drinks only a little at a time, he will soon love it so that he will be apt to drink more and more, until he becomes a drunkard'.

## LESSON VII.

### LARY SLOKINS, THE THIEF.



But what became of that man, Slokins, whom we read about in the preceding lesson? Did he become a drunkard'?

Yes', he became a drunkard'; and then he stole money to buy rum with, and then he

was put in prison. Here you see him in prison—a poor old drunkard, on a bed of straw. But what became of his wife? Turn to the 114th page, and you will see.

If you do not wish to be a drunkard', do not

taste rum', nor any other strong drink'. Do not go where it is sold. "Touch not', taste not', handle not'." That is the safest way.

Do you know what the Bible says about strong drink? It says, "Wine is a mocker'; strong drink is raging'. Who hath woe'? who hath sorrow'? who hath contentions'? who hath babblings'? who hath wounds without cause'? who hath redness of eyes'? They that tarry long as the wine."

The Bible also says, "Look not upon the wint when it is red. At last it biteth like a serpent, and stingeth like an adder."

## LESSON VIII.

### THE ROBIN'S TEMPERANCE SONG.

I asked a sweet robin, one morning in May,  
Who sung in the apple-tree over the way,  
What 'twas she was singing so sweetly about,  
For I'd tried a long time, but could not find out:  
"Why, I'm sure," she replied, "you cannot guess wrong';  
Don't you know I am singing a temperance song'?"  
"Teetotal—oh, that's the first word of my lay;  
And then, don't you see how I twitter away'?"  
"Tis because I've just dipped my beak in the spring,  
And brushed the fair face of the lake with my wing.  
Cold water', cold water'; yes, that is my song',  
And I love to keep singing it all the day long'.  
"And now, my sweet child, won't you give me a crumb?  
For the dear little nestlings are waiting at home':  
And one thing besides: since my story you've heard',  
I hope you'll remember the lay of the bird';  
And never forget, while you list to my song,  
All the birds to the cold-water army belong'."

## LESSON IX.

## THE LOAD OF GRAIN.



The load of grain has just come from the field, and now it is going through the gate. There are three persons on the load, and two of them are waving their hats, and shouting.

The farmer stands near the gate, with a pitchfork in his hand, and he is waving his hat to those who are on the load. What kind of grain do you think this is? It is wheat.

The grain is to be taken to the barn, or put into a stack until winter. Then it is to be threshed, and the wheat is to be cleaned from the chaff and the straw.

The wheat will be taken to the mill and ground,

and the white flour that is made from it will be brought home and made into bread.

There are many kinds of grain, such as wheat, rye, oats, barley, and maize. Maize is what we call corn; but *Indian* corn is the right name.

## LESSON X.

## BUILDING A PIER.



Here are some boys building a pier. Can you spell the word pier? Try. Do you know what a pier is? A pier is a place built out into the water for ships to come up to and unload.

Do you think these boys are building such a pier? No; they are building a pier to stand on when they are fishing.

This place which you see is on the shore of a pond. The boys used to go to this pond to catch fish; but the shores of the pond were low, and



the place where the boys had to stand was very muddy. So they thought they would build a pier to stand on.

Do you see the boy who is on his knees? What do you think he is doing? Is he talking? Yes! He is telling the boys where to place the stones. Do you see him point with his finger?

There is a boy on the other side who tells the boys to bring some stones where he is. How many boys do you see? There are five boys in all.

One boy stands in the water. Do you think he will get his clothes wet? No; he has rolled up his clothes above his knees. He will not go into the water deep enough to wet them.

There are two boys who have hold of one stone. Why does not one boy carry it? Because it is too large and too heavy for one boy to carry. It is almost as much as two boys can do to carry such a stone as that.

Why do the boys make the pier of stones? Why do they not make it of wood? Would not wood be much lighter for them to carry?

I suppose they can not find any wood there, and if they could, I am not sure that they would use it. Which do you think is the best to build it of, wood, or stone, or turf? Which do you think would last the longest?

What do you see growing in the water near the boys? Is it grass? It is a very coarse grass, with some reeds, or rushes. Cattle do not like to eat the coarse grass which grows in the water.

## LESSON XI.

## THE GENTLE COW.



What a fine old cow this is. How gentle she is! The boy does not fear her, for she does not hook with her horns, nor kick with her feet.

The cow has a string around her neck, and she is tied to a tree. If she is a kind and gentle cow, why do they tie her to a tree?

They tie her to the tree so that they can keep her there until they have time to milk her. When she has been milked, the boy will lead her to the pasture, and then he will take off the rope, and let her go where she pleases.

Do you see what the boy is doing now? He is giving the cow some grass to eat. He is kind

to the cow. He does not whip her, nor vex her. He takes hold of her head with one hand, and with the other he holds the grass up to her mouth. He knows that the cow will not hurt him.

Has the boy a stick in his hand? Is it in his right hand, or in his left hand? Is it a dry stick? No. How do you know that it is not a dry stick? Because I see the leaves on it. He has just cut the stick from a tree.

Do you see what the boy has on his arm? What do you think it is? I think it is a hoop, and I think the boy likes to roll it. But I do not see the stick with which he rolls it. The stick which he has in his hand is too small for him to strike the hoop.

## LESSON XII.

### UNCLE TOBY.



Uncle Toby is telling Robert and Mary where he has been, and what he has seen. He has been all around the world; he has seen many strange

lands; he has seen a great many people; and he tells a great many funny stories.

Uncle Toby is telling them now that he was once in a very cold country, where the sun did not rise for three whole months, and it was night there all that time. The people lived in houses made of snow and ice. Where do you think that country is? Perhaps your teacher will tell you.

Uncle Toby says he has seen mountains whose tops are so high and so cold that the snow never melts there. A man would freeze to death before he could climb to the top of such a mountain.

"But why don't the sun melt the snow up there?" said Mary. "Is it never summer there?" "The summers up there," said Uncle Toby, "are colder than our coldest winters here. The higher up we go, the colder it is."

"But some of the high mountains," said Uncle Toby, "have great fires in them, and smoke and fire come out of their tops, just as they come out of a chimney, when the chimney is on fire.

"It would take more than ten thousand chimneys on fire," said Uncle Toby, "to make such a fire as I have seen come out of the top of a mountain." Robert and Mary thought this was a pretty big story; but it is a true story.

Robert and Mary asked Uncle Toby a great many questions about these mountains on fire, and about the ships that he had sailed in, and about the strange fish and the great whales that he had seen in the sea.

And Uncle Toby had seen lions, and tigers, and

a great many other wild beasts; and he told Robert and Mary a great many nice stories about them.

Would not you like to have some one tell you just such *true* stories as Uncle Toby told? All the stories that Uncle Toby told were true. True stories are the *best* stories.

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### LESSON XIII.

#### THE WORKS OF GOD



God made the sky that looks so blue';  
 He made the grass so green';  
 He made the flowers that smell so sweet',  
 In pretty colors seen'.

God made the sun that shines so bright',  
 And gladdens all I see';  
 It comes to give us heat and light';  
 How thank'ful we should be'!

God made the pretty bird to fly';  
 How sweetly has she sung';  
 And though she flies so very high',  
 She won't forget her young'.

God made the cow' to give nice milk',  
 The horse' for us to use';  
 We'll treat them kindly' for his sake',  
 Nor dare' his gifts abuse'.

God made the water' for our drink';  
 He made the fish' to swim';  
 He made the tree' to bear nice fruit':  
 Oh, how' should we love him'!

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### LESSON XIV.

#### BOATS ON THE WATER.



Mary has put her boat on the water in the pond, that it may have a sail. She keeps a long string tied to it, that it may not be blown away, and get lost. Mary's boat is a sloop, for it has only one mast. Do you know which the mast is? The wind

blows against the sails, and drives the boat on the pond, just as it makes great ships sail on the sea.

Henry has a boat also. He is just putting it on the water. It has two masts. Such a boat is called a *schooner*. If it had three masts, it would be called a *ship*.

All such boats are also called sailing vessels, because they have sails. The sails are made of stout cloth. That part of a ship on which men walk is called the deck. At the back part of the ship is a helm. The use of the helm is to guide the ship.

### LESSON XV.

#### STORY OF THE RAIL-ROAD THIEF.



One of these men has a paper, and he has been reading a story which he found in it. The paper which he holds in his hand is called a newspaper. You all know what a newspaper is, do you not?

I will tell you what the story is about. It is

about a thief who stole a trunk from a car on a rail-road. Do you know what a rail-road is, and what a car is? On the next page is a picture of a train of cars on a rail-road.

The thief, whose name was Tobin, got into one of the cars before it started, and took his seat near the door. He put his carpet-bag under the seat. The cars were going to New York. Do you know where New York is?

I will tell you how this man Tobin stole the trunk, just as the man with the hat on read it in the newspaper.

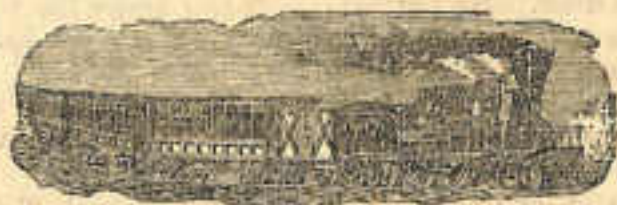
A short time after the cars had started, Tobin got up and went into the car in which all the trunks were put. This is called the baggage-car.

"Ah!" said he, speaking to the man who had charge of the trunks, "there is my trunk at the top of the pile. I wish to put the cover on it. I did not have time to do it at the hotel."

Tobin told a lie then, for it was not his trunk. But those who will steal will tell lies also. Tobin asked the man if he would take down the trunk for him, while he went to get the cover, which he said he had put into his carpet-bag. As the man thought it was Tobin's trunk, he took it down for him.

Tobin then went to the other car, and got a cloth cover, and when he came back he put it over the trunk. The cloth cover had Tobin's name painted on it. Then Tobin went and took his seat in the other car again.

Here is a picture of a train of cars. The forward car, from which you see the smoke coming, is the engine-car, which moves the whole train. The baggage-car is the one next to the engine, and the long cars are the cars in which the people ride.



When the cars stopped at New York, Tobin went to the baggage-car and asked for his trunk. "That is my trunk," said he: "you will find my name on it."

The man asked him what his name was, and when Tobin told him, the man looked and saw the name on the trunk. So he let him take the trunk, and Tobin got a cab-man to put it into a cab, and carry it away.

The cab-man took the trunk to an old house which Tobin pointed out to him: but he thought it was strange that a man who had so nice a trunk should live in such a poor house.

The more the cab-man thought about this, the more sure he was that Tobin had stolen the trunk. When he went back to the cars, he found a man looking for a lost trunk.

This made him more sure than ever that the trunk which he had taken away for Tobin was stolen. So he told the man what he thought about it.



Then the man got an officer, and they went to the house where Tobin had stopped, and there they found Tobin just breaking open the trunk which he had stolen.

Tobin was then taken to jail, and the next day he was tried for steal-

ing, and sent to prison, where he will have to stay for two long years.

This is the story which the man with the hat on was reading. He looks very much pleased because Tobin was caught and sent to prison. The young man with the cap on looks pleased also.

He says, "I am glad they caught him that time. I hope they will give him nothing but dry bread to eat in prison, and nothing but water to drink."

The other man, who is much older, thinks that the man who had charge of the baggage ought not to have let Tobin take the trunk. "How did he know," said he, "that it was Tobin's trunk?" He thinks the man was very much to blame for letting Tobin have the trunk.

A man could not steal a trunk from the cars that way now. Now, when a man puts a trunk on the cars, he takes a *check*, or ticket, for it; and one just like it is put on the trunk. No one then can get the trunk unless he has the right check to show for it.

## LESSON XVI.

## WINTER SCENES.



Winter has come again. The leaves have fallen from the trees, and left the branches bare; the water is frozen in the streams; and in place of the green grass, which was like a carpet of velvet under our feet, the ground is now covered with a dreary mantle of snow.

In the house we gather around the blazing fire; but out of doors it is cold and cheerless. When we go out we wear mittens, great-coats, and tippets, to keep out the cold, and shield us from the biting wind. Sometimes it is more than we can do, with all our coats and tippets, to keep warm; and our toes, our fingers, and our ears, will ache with the cold.

At the top of this page is a picture of a scene in winter. How cold and cheerless it looks there!

The warm glow of summer is all gone. You see an old hut in the fields, having a roof of straw, which is now covered with snow. The door is broken down, and some boys are in the hut.

Can you see what these boys are doing? They have set a net at a little distance from the hut, and are trying to catch some birds in it. It is a square net, and is set on its edge upon the snow, and held up by a stick.

There is a long line, one end of which is tied to the stick, and the other end is held by one of the boys in the hut. The line lies loosely on the snow, but the boy will draw it in very slowly, until it gets almost straight. Then, if he pulls the line quickly, the stick will be pulled away, and the net will fall.

The boys have put some chaff and seeds under the net, and now they are watching some snow-birds that are near it. If the birds go under the net to get the seeds, the boy will pull the string quickly, and the net will fall and catch the birds.

The boys want the birds to put them in a cage. Sometimes boys catch large flocks of doves and quails in this way; but doves and quails are more shy than snow-birds, and it is not very easy to catch them.

Do you see any persons besides those in the hut? On the right, beyond the net, is a man with a bundle of sticks on his back; and on the left, but farther off, is a man with a gun on his shoulders. The figures of these men seem quite black, because the ground is so white around them.



Here you see another winter scene. It is a stack of hay in the open field. Part of the stack has been cut down and carried away. There is a large mass of snow on the stack, and it is snowing now.

Oh, see! the snow is falling now,  
It powders all the trees;  
Its flakes abound, and all around  
They float upon the breeze.

A ladder leans against the stack, and a man is standing near it. This man has come out to cut some more hay. His dog is standing near him. The man has been up the ladder, and has cut down as much hay as he can carry, and has tied it up in a bundle. You can see the bundle lying on the snow near him.

## LESSON XVII.

### THE WAY TO BE HAPPY.

A hermit there was, who lived in a grot,  
And the way to be happy they said he had got.  
As I wanted to learn it, I went to his cell;  
And this answer he gave, when I asked him to tell:  
"Tis *being*, and *doing*, and *having*, that make  
All the pleasures and pains of which mortals partake,  
To *be* what God pleases, to *do* a man's best,  
And to *have* a good heart, is the way to be blest."

## LESSON XVIII.

### WHAT IS EARTH?

What do you ask? \* What is the earth on which we live? It is just what we make it. Some use it for one thing', and some for another'.

If the school-boy thinks of nothing, and cares for nothing but play', then the earth is to him merely a place for play'.

If a man places all his thoughts upon getting riches', and cares for nothing else', then the earth is to him merely a place for making money'.

What is earth', school-boy?—A place for my play'.  
What is earth', maiden?—A place to be gay'.  
What is earth', seamstress?—A place where I weep'.  
What is earth', sluggard?—A good place to sleep'.  
What is earth', soldier?—A place for a battle'.  
What is earth', herdsman?—A place to raise cattle'.

What is earth', widow?—A place for true sorrow'.  
What is earth', tradesman?—I'll tell you to-morrow'.  
What is earth', sick man?—'Tis nothing to me'.  
What is earth', sailor?—My home is the sea'.  
What is earth', sexton?—A place to dig graves'.  
What is earth', rich man?—A place to work slaves'.

What is earth', graybeard?—A place to grow old'.  
What is earth', miser?—A place to dig gold'.  
What is earth', statesman?—A place to win fame'.  
What is earth', author?—I'll write there my name'.  
What is earth', monarch?—For my realm 'tis given'.  
What is earth', Christian?—*The gateway to heaven'*.

\* In this case the word "ask" takes the rising inflection, in accordance with the Note to Rule III., page 22. Several of the Rules are very happily illustrated in this Lesson.



[The rules for the use of the teacher only.]

**RULE IX.**—Expressions of *tender* emotion, such as grief, pity, kindness, gentle joy, a gentle reproof, gentle appeal, gentle entreaty or expostulation, etc., commonly require a gentle *rising* inflection.

**EXAMPLES.**—Mary! Mary! do' not do so,  
My mother', when I learned that thou wast dead',  
Say', wast thou conscious' of the tears' I shed?  
Hovered thy spirit o'er thy sorrowing son',  
Wretch even then', life's journey just begun?

**RULE X.**—Expressions of *strong* emotion, such as the language of exclamation not designed as a question, authority, surprise, distress, denunciation, earnest entreaty, reproach, terror, anger, hatred, envy, revenge, etc., require the *falling* inflection.

**EXAMPLES.**—What a piece of work is man! How noble in reason! how infinite in faculties! In action, how like an angel! In apprehension, how like a God!

Woe unto you, Pharisees! woe unto you, Scribes!

**NOTE.**—But when exclamatory sentences become questions, they require the *rising* inflection.

**EXAMPLES.**—What are you saying? Where are you going?  
They planted by your name? No; your oppressors' planted them in America.

## LESSON I.

## OLD AEG AND YOUTH.

Who is it that sits in the old arm-chair? You can see, by her face covered with wrinkles', by her long and bony fingers', and by her dim eye', that she is nearly at the end' of the journey of life'.

How feeble she is! How old and weary she looks! How her steps totter when she walks! She will soon sink into the grave! Was she not once as young as you are?

Do you see her little grand-daughter by her side? The little girl looks up into the face of her grandmother, and says, "Grandma, does that noise hurt you? Do you want Charley to stop?"

Yes'. Charley', why' do you do so? Do' not make such a noise'. Do' not blow that noisy thing in the house'. Do' not beat that drum here'. Charley', Charley', do' put them away.\*

\* The last sentence may become sufficiently intensive, and the entreaty sufficiently earnest and commanding, to require the falling inflection.

A more earnest request—in the nature of a *command*—would have required the falling inflection in the preceding sentences also. Thus, "Do not make such a noise." But this would not have been the tone of affectionate entreaty.



## LESSON II.

DON'T KILL THE BIRDS.\*



The little birds have been away during the winter; and now that the chilling storms of winter are over, they have come back again. How sweetly they sing! Little boys, don't kill the birds'.

There are the swallows. The air seems to be full of them. They were here last summer, but they went away before winter came. They went a long way to the south, where it was warm.

\* This is the language of *authority*, and must close with the *falling* inflection, in accordance with Rule X. But the sentences in the last verse of Lesson II. (except questions), and nearly all the sentences in Lesson III., are supposed to be in the language of *earnest entreaty*, and therefore require the *rising* inflection, in accordance with Rule IX.

Now they have come back; and again they will build their nests under the eaves of the barn.

The robins have come too. The orchard seems to be full of them. They love to build their nests in the apple-trees. How sweetly they sing early in the morning, as soon as it begins to be light!

I hope no one will kill the birds, or frighten them away. Some wicked boys throw stones at them, and try to kill them. How would these boys like to have some wicked men throw stones at them? There comes Henry! He is throwing stones at the robins now! I believe he has hit one!

Henry, do not kill the birds—the pretty little birds! Why do you wish to kill them? Do you not like to have them sing about the door? Then do not shoot them with your bow and arrow.

## LESSON III.

DON'T KILL THE BIRDS!

Don't kill the birds—the little birds'.  
They sing about the door,  
Soon as the joyous spring has come,  
And chilling storms are o'er'.

The little birds that sweetly sing!  
Oh, let them joyous live';  
And do not seek to take their life,  
Which you can never give.

Don't kill the birds—the pretty birds  
That play among the trees';  
'Twould make the earth a cheerless place',  
To see no more' of these'.

The little birds that fondly play',  
Do not disturb their sport;  
But let them warble forth their songs',  
Till winter cuts them short.

Don't kill the birds'—the happy birds,  
That cheer the field and grove';  
Such harmless things to look upon',  
They claim our warmest love'.

#### LESSON IV.

##### THE POOR WOMAN.

We should pity those who are poor and honest,  
and we should help them also.



Here is a poor woman. She is sewing,\* and rocking the cradle at the same time. But you can not see the cradle in the picture. Her husband is dead, and she lives in a very poor room in a great city.

This poor woman tries to earn a little money to buy food for herself and child. How unhappy she looks! Perhaps she has no bread in the house, and no money to buy it with.

She says she does not know what she shall do. She can not let her child starve', and now she has

\* Pronounced sō-ing.

gone out to beg' something for her child to eat'. She says she would not beg for herself; but what woman would not beg to keep her child from starving'?



She has a basket on her arm. If the people give her any thing to eat', she can bring it home in the basket. She is holding out her hand for some one to give her money.

There are thousands of such poor people in the great cities. We should be very *thankful* that our lot is better than theirs; but we should not be *proud* on account of our own better fortune. It is God alone who has made our lot to differ from the lot of others.

#### LESSON V.

##### EARLY RISING.

The lark is up to meet the sun,  
The bee is on the wing;  
The ant its labor has begun,  
The woods with music ring.

Shall birds', and bees', and ants', be wise',  
while I my moments waste'?  
O let me with the morning rise',  
And to my duty haste'.

## LESSON VI.

## CHILDHOOD'S HOURS.

Amid the blue and starry sky,  
A group of Hours, one even,  
Met, as they took their upward flight  
Into the highest heaven.

And they were going up to heaven,  
With all that had been done  
By little children, good or bad,  
Since the last rising sun.

And some had gold and purple wings,  
Some drooped like faded flowers,  
And sadly soared to tell the tale,  
That they were *misspent* Hours.

Some glowed with rosy hopes and smiles,  
And some had many a tear;  
Others had some kind words and acts  
To carry upward there.

A shining hour, with golden plumes,  
Was laden with a deed  
Of generous sacrifice, a child  
Had done for one in need.

And one was bearing up a prayer  
A little child had said,  
All full of penitence and love,  
While kneeling by his bed.

And thus they glided on, and gave  
Their records dark, and bright,  
To Him, who marks each passing hour  
Of childhood's day and night.

Remember, children of the earth,  
Each hour is on its way,  
Bearing its own report to heaven  
Of all you do and say.

MRS. GARDNER.

## LESSON VII.

## THE EGG-HUNTERS.

Children like, very much, to hunt eggs'. They like to go to the barn', and climb up on the hay', and find the nests which the hens make'.

Sometimes they find nests in the tall grass in the meadow; sometimes in the corners of the fences; and sometimes under the currant-bushes.

It is very pleasant', and very easy', to get eggs in this way'. There is no trouble in finding them', and no danger in getting them'.

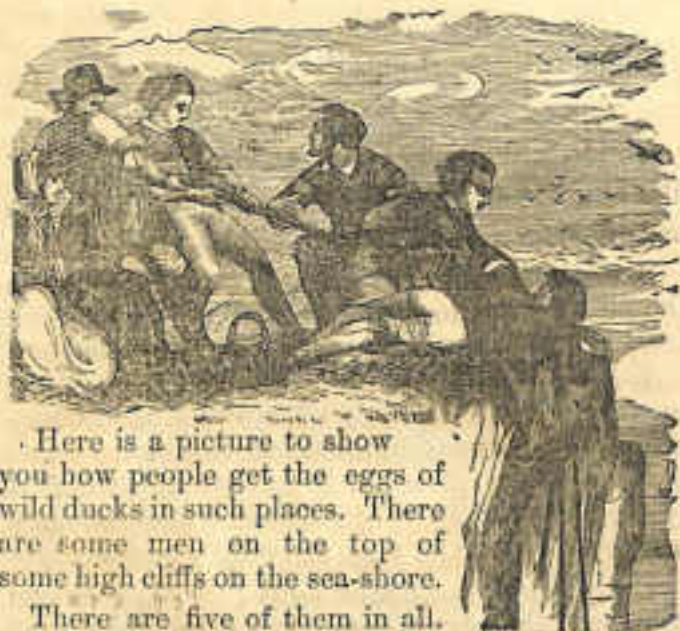
But in some places it is not so easy to find eggs', nor so easy to get them'. Almost every one loves eggs', and they are very nice food.

Did you ever see ducks' eggs'? I suppose you have seen the eggs of tame ducks', have you not? It is as easy to find them' as to find 'hens' eggs'. But where do you suppose wild ducks lay their eggs'? Not around the barn', nor in the garden'.

Wild ducks live most of the time on the water'; sometimes on lakes', and sometimes on the ocean near the shore'. Sometimes they lay their eggs in clefts of rocks', where it is not easy to get them.

When the rocks rise up very steep', and to a great height from the water', and the ducks lay their eggs in hollow places in the rocks', how do you suppose you could get their eggs'?

You could not climb up the steep rocks; and if you should try to do it', you would be very sure to fall', and be dashed in pieces.



Here is a picture to show you how people get the eggs of wild ducks in such places. There are some men on the top of some high cliffs on the sea-shore.

There are five of them in all. Two of them look like young men, or boys. There is a woman also. She seems to be afraid that some one will get hurt. What do you think the men are doing?

Four of the men have hold of a stout rope. A part of the rope reaches over the cliffs—as far down as you can see. The men pull as though there was something heavy on the other end of the rope. What do you suppose it can be?

One of the young men is lying on the very edge of the cliffs, and he is just now looking back, and telling the men what to do. Do you think he tells them to pull harder, or to let the rope down farther?

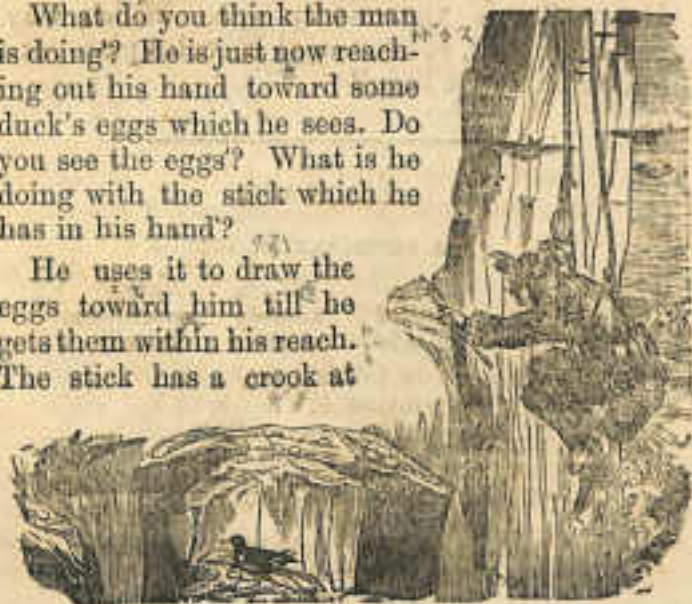
Do the men who have hold of the rope look like stout men? Do you see one of the arms of the man who has a hat on? He looks like a stout man. In the picture on *this* page we can look down over the cliff, and see what is on the other end of the rope.

It is a man! Does it make you dizzy to look down? Do you think the man who hangs down there is dizzy? No. He does not seem to be either dizzy or afraid.

He knows if the men above hold on tight, he will not fall, for the rope is tied fast around him; but if they should let go he would fall down—down—into the sea, or be dashed in pieces on the rocks below him.

What do you think the man is doing? He is just now reaching out his hand toward some duck's eggs which he sees. Do you see the eggs? What is he doing with the stick which he has in his hand?

He uses it to draw the eggs toward him till he gets them within his reach. The stick has a crook at



the end, so that he can reach around the eggs with it. He must be careful, or the eggs will roll down over the edge of the rocks. When he can reach them with his hand, he will take them and put them in the bag which is tied around his waist.

There are more eggs below the man, on the rocks. He can not reach them now, but he will call to the men above, and tell them to let him down lower. See the ducks flying around him! They do not like to have him get their eggs. They fly close up to him, and flap their wings in his face, and scream in his ears, to drive him away.

He has caught four of the ducks that came too near him. Do you see the ducks which he has caught? Where are they? I hope the men above will draw the man up safe. Which would you like better, to hunt eggs in such a place, or to find them in the barn?

### LESSON VIII.

#### I'LL NEVER USE TOBACCO.

to-hac'-co-	dirf'-y	tav'-ern	shard
filth'-y	smoked	mon'-ey	worth'-less
idle	be-side'	moth'-er	in-deed'

"I'll never use tobacco, no',  
It is a filthy weed';  
I'll never put it in my mouth',"  
Said little Robert Reid.

"Why, there was idle Jerry Jones',  
As dirty as a pig',  
Who smoked when only ten years old,  
And thought it made him big'.

"He'd puff along the open street',  
As if he had no shame';  
He'd sit beside the tavern door',  
And there he'd do the same'.  
"He spent his time', and money too',  
And made his mother sad';  
She feared a worthless man' would come  
From such a worthless lad'.  
"Oh no', I'll never smoke nor chew',  
'Tis very wrong, indeed';  
It hurts the health', it makes bad breath',"  
Said little Robert Reid.

### LESSON IX.

#### THE ANGRY MAN.



You are a strange man to wish to hurt a little boy.\* Do not do so.\* You are too large and too old to treat a little boy in that way.\* Even

\* Gentle reproof, or expostulation. Rule IX.

if he has done wrong', *that* is not the way to treat him'.\*

Let him alone', † I say. Take away your hand'. † Are you going to choke him', and strike him too'? Govern your *own* temper', † and act more like a man'.

Did you say that this little boy is your brother'? Then you should set him a good example', and not get *angry* at him'.\* If he has done wrong', speak to him about it kindly'; show him his fault'; and show him that his conduct grieves you'.

Do you know that you make your brother worse by getting angry at him, and striking him'? That is not the way to make him better'. † That is not the right way'. † You should be ashamed to treat him so'. † It is wicked also'.

## LESSON X.

### HOUSES, HAMLETS, VILLAGES, AND CITIES.

Men can not at all times live in the open air; hence they build houses in which to dwell. Most houses are made of wood, or bricks, or stone.

In some countries poor people live in huts made of clay or turf. There are also some that dwell in caves; others that live in tents; while

\* Gentle reproof, or expostulation. Rule IX.

† Tone of command; Rule X.

‡ This might have had the rising inflection. With the falling inflection the sentence is merely *declaratory*; with the rising it would have been *expostulatory*.

some dig holes in the earth, and there take up their abode.

If we look at a house, we shall see that it has four walls, called the sides and the ends of the house. It has, also, a door and windows. By the door the people go in and out; and by the windows light and air enter the dwelling.

The door is made of wood; but the windows are made of wood and glass. The house has a roof, which slopes in order to throw off the rain.

A house may have one or more *floors*, or *stories*; and when there are more than one, there are stairs, made of wood or stone, which lead from one story to the others.

In the house we find rooms, some of which are large, and some are small. They are called kitchens, bed-rooms, sitting-rooms, parlors, and dining-rooms.

To most houses in the country there are gardens, in which the people raise fruits, flowers, and herbs, and such things as potatoes, onions, peas, beans, carrots, and turnips. A garden is of great use to man.

Sometimes houses are built close together. Those who dwell in those houses are neighbors. Good neighbors always live in peace with each other, and, at all times, are willing to help each other.

A small number of houses forms a *hamlet*; a larger number a *village*; and a still larger number a *city*. A city contains a great many people.

In each country one city is called the *capital*.

Thus the capital of England is London, which stands on the River Thames. London is also the largest city in England. The capital of the United States is Washington; but the largest city in the United States is New York.

The houses and streets in nearly all our large villages and cities are lighted with gas, which is made from coal. In some places oil lamps are still used, while in others the streets at night are quite dark, being without gas or oil lamps.

The streets of our cities are paved with stones. Coaches, carts, and wagons pass along the streets; and on each side of the street is a foot-path paved with small stones, bricks, or large flat stones, on which the people walk.

## LESSON XI.

### A GOOD NAME.

Children, choose it,  
 Don't refuse it,  
 'Tis a precious diadem;  
 Highly prize it,  
 Don't despise it,  
 You will need it when you're men.

Love and cherish,  
 Keep and nourish,  
 'Tis more precious far than gold;  
 Watch and guard it,  
 Don't discard it,  
 You will need it when you're old.

## LESSON XII.

### MONEY.



He took out a handful of money and showed it to them. They gazed at it with great interest, for it was not often that one of them had so much money in his pocket.

The boy with the hat on has been away from home, and has been at work in a printing-office. He worked in a printing-office before he went away. Now he has returned, and is showing to his old friends in the office the money which he has earned.

"There, boys," said he, "you see what I have earned. I earned it all by hard labor. I know how to work, and, although I have nice clothes on now, I am not ashamed to work.

"I bought these clothes with the money which

I earned ; and I think a boy has a right to wear good clothes if he buys them with his own money. I mean to go to work again, and earn more money, and I don't mean to spend it foolishly, either."

That is right. Work and earn money, and then take good care of it. But you must not be vain because you wear nice clothes, nor proud because you have a little money. That would be both foolish and wicked.

But what is money good for? It is good to buy clothes with, and to buy food with ; and it is good to give to the poor, that they may buy food, and clothes, and fuel with it, to keep from starving and freezing.

It is foolish to get money just to keep it, to be proud of, and to tell how rich you are. Money is a good thing when it is put to a good use, but a bad thing when it is used to do wrong with. Much good may be done with it, and much evil also. The Bible tells us that "the love of money is the root of all evil."

### LESSON XIII.

#### THE STARS.

We can see the stars when it is dark, or when the light of the sun has left us ; but if we go down into a pit or deep well we can see them in the daytime.

Who can count the stars? Yet some stars are larger than the earth on which we live ; but they

are so far from us that they seem like little shining specks in the sky.

When we look at the stars they do not all seem to be of the same size. There are some, too, that change their places, while others do not. Those that do not change their places are called *fixed stars*, while those that appear to move about among the fixed stars are called *planets*.

The moon which gives us light by night, the earth on which we live, and which goes round the sun, are both planets. There are some who think that the fixed stars are suns, and that they have planets which go round them in the same way as the earth goes round the sun.

All the planets which we can see have names, and we know the paths in which they move through the heavens. That bright red star which you sometimes see in the west, and sometimes in the east, is the planet *Mars*.

Another planet which you can often see is called *Venus*. It is also called the *Morning and Evening Star*. Another star which you can see in the sky is the planet which is called *Jupiter*. Sometimes it gives as much light as a new moon.

Many of the fixed stars also have names. There is a cluster of these stars which is called the *Great Bear* ; there is one that is called the *Little Bear* ; and another that is called the *Swan*.

There is one star that is called the *North Star*. It is directly north of us in the heavens. Long ago those who went to sea in ships took this star for their guide. So long as they could see it they



had no fear of being lost. You must ask some one to show you which the North Star is.

#### LESSON XIV.

##### TWINKLE, LITTLE STAR.

Twinkle, twinkle, little star;  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.

When the glorious sun is set,  
When the grass with dew is wet,  
Then you show your little light,  
Twinkle, twinkle, all the night.

In the dark blue sky you keep,  
And often through my curtains peep;  
For you never shut your eye,  
Till the sun is in the sky.

Tell me, for I long to know,  
Who has made you sparkle so?  
It is God, the star replied,  
God, who hung me in the sky.

He stoops to watch an infant soul  
With an ever gracious eye,  
And esteems it dearer far,  
More in value than a star.

#### LESSON XV.

##### WORK AND PLAY.

It is not pleasant to work all the time, nor is it useful to play all the time; but while you are at work you should work in earnest, and then you will be the more happy when you play.

Work while you pretend to work, and do not

be a lazy boy. Lazy boys are apt to be bad boys, and bad boys are apt to grow up to be bad men.

Try to be cheerful at all times. The surest way to be cheerful and happy is to be good. Bad boys can not be happy, for there is something within them that will trouble them if they are bad.

Do one thing at a time, and do it well. If you have any work to do, take hold of it in earnest, and you will soon finish it. If you have a lesson to learn, don't stop to think how hard it is, but study, and do nothing else, until you have learned it.

Those children who are all the day  
Allowed to wander out,  
And only waste their time in play,  
Or running wild about;  
Who do not any school attend,  
But trifle as they will,  
Are almost certain, in the end,  
To come to something ill.

Oh no, we must not always play,  
And frolic days and months away;  
But, like the bee upon the wing,  
So we must gather in the spring;  
For summer comes, and winter too  
When we shall find enough to do.  
Then let us learn as well as play,  
Still mindful of a future day.

Work while you work, play while you play,  
That is the way to be cheerful and gay;  
All that you do, do with your might,  
Things done by halves are never done right.

## LESSON XVI.

## A QUIET SUMMER MORNING IN THE COUNTRY.



This is a place in the country; and the time when we see it is a quiet summer morning. How calm and peaceful it is there!

Do you see any thing to disturb the quiet of the scene? The man, the sheep, and the dogs are the only living things we see—just enough to give life to the picture, but not enough to disturb its calm repose.

Do you see any water in this quiet scene? Yes; on the left is a small surface of water—a little pond half shaded by the trees which hang over it. In the centre of the picture is a church

with a square tower. What do you think the church is built of? Do you think it is built of brick, or of wood, or of stone? I think it is a stone church.

Do you see the tomb-stones in the church-yard? Yes; there the dead are buried. Some old men lie buried there; some who were in the middle age of life; and some very little children. For the young die as well as the old. All are asleep there. How quiet and peaceful it is in that old church-yard!

The gate at the entrance of the church-yard is shut, and no one is now going out or coming in. It is not Sunday there now. On Sunday the gate will be open, and it will not be so still and quiet there as it is now.

Do you see the small gate by the side of the great gate? That is shut too. By the side of the small gate is a flight of steps leading over the wall, for children to go up and down, so that they can get into the church-yard when the gates are shut.

On the other side is a flight of steps leading down from the top of the wall into the yard; but we can not see them. Are there any children going up or down those steps now? No, there is no one there now.

On this side of the steps is a large thatched cottage. Do you know what *thatched* means? It means *covered with straw* or with *thatch*, a kind of straw, and not with wood, or slate, or tile. That is a double cottage, and it is covered with straw.

It is an inn, or tavern, also. How do we know that? We know it by the sign which hangs over the roof. Do you see the sign? Can you point it out to me? There is also a little trough or rack near a door by the side of the house. Do you know what that is for? It is to feed horses in. But there are no horses there now. It would not be so quiet if there were.

Do you see the gate on this side of the inn? It leads into the yard; but the gate is shut now. Is it a large gate, or a small gate? Is it large enough for a wagon to go through? There is no one going out or coming in now. How quiet it is there!

But there are some living things to be seen in this country place. A man is driving a small flock of sheep. He walks slowly along, with his pack upon his back, and his hand by his side. The sheep move very slowly too. They do not run, and jump, and play.

Nearer to us, in the corner of a yard, are two dogs asleep on the straw. One of them has a ring around his neck; and a chain is fastened to the ring, and also to the dog's kennel. Do you know what a kennel is? It is a dog's house. The other dog is also lying asleep in the sun, but he is not chained.

What do you see on the ground, on this side of the dogs? A spade and a shovel. The spade and the shovel are at rest, for no one is using them; the dogs are at rest; the water in the little pond is at rest; the man and the sheep are

going along very quietly; all is still around the church and the cottage; and the whole picture presents a scene of *rural repose*.

Do you know what is meant by *rural*? A *rural* scene is a *country* scene; and this is a *rural* scene because it is a scene in the country. It is a country place that you see here, and not a place in a city or a village. *Repose* means rest, or quiet. I am sure this is a very quiet place.

## LESSON XVII.

### PRAISE YE THE LORD.

Praise ye the Lord. Praise him upon the harp. O give thanks unto the Lord, for he is good; for his mercy endureth forever.

It is a good thing to give thanks unto the Lord, and to sing praises unto the name of the Most High. From the rising of the sun unto the going down of the same, the Lord's name is to be praised.

Praise the Lord, all ye nations; praise him all ye people. For his merciful kindness is great toward us; and the truth of the Lord endureth forever. Praise ye the Lord.

The Lord is a great God, and a great king above



all gods. In his hand are the deep places of the earth, the strength of the hills is his also.

The sea is his, and he made it; and his hands formed the dry land. O come, let us worship,



and bow down; let us kneel before the Lord our Maker. For he is our God, and we are the people of his pasture, and the sheep of his hand.

Bless the Lord, O my soul, and all that is within me, bless his holy name.

Bless the Lord, O my soul, and forget not all his benefits.

### LESSON XVIII.

#### BOY AND LARK.



Who taught you to sing,  
My sweet pretty birds'?

Who tuned your beautiful throats'?

You make all the woods'  
And the valleys to ring';  
You bring the first news'  
Of the earliest spring,

With your loud and silvery notes'.

It was God, said a lark,  
As he rose from the earth';

He gives us the good we enjoy';

He painted our wings',

He gave us our voice',

He finds us our food',

He bids us rejoice'—

Good-morning, my beautiful boy'.

L. H. SPOONER.

### LESSON XIX.

#### THE TEN COMMANDMENTS.

1. See that thou have no gods but me';
2. Before no idol bow thy knee';
3. Take not the name of God in vain';
4. Nor dare the Sabbath-day profane'.
5. Give both thy parents honor due'.
6. Take heed that thou no murder do.
7. Shun words', and thoughts', and deeds unclean';
8. Steal not', though thou art poor and mean'.
9. Don't make a willful lie; nor love it'.
10. What is thy neighbor's', do not covet'.

#### THE WORLD IS FULL OF BEAUTY.

There is beauty in the forest

Where the trees are green and fair,

There is beauty in the meadow

Where wild flowers scent the air;

There is beauty in the sunlight,

And the soft, blue beams above;

Oh, the world is full of beauty

When the heart is full of love!

face of the ground. Flies walk on the surface of the glass that is in the window.

6. A surface has length and breadth only; but a *solid* has something more. A solid has length, breadth, and thickness. A brick is a solid. A door is a solid also. The longest measure of the brick is its length; the next is its breadth; and the smallest is its thickness. On all the sides of the brick are its surfaces.

7. If you understand<sup>1</sup> this lesson, you can now make foot measures, and you can measure a great many things. You can tell how much taller John is than William; how high and how wide the door is, how thick it is, and how long and how wide the table is. But before you measure any thing, you should *guess*<sup>7</sup> its length or width, and then see how nearly right you guessed. When you have practiced<sup>8</sup> enough in this way, you will be able to guess almost right every time.

8. *What is a line?* A line is that which has length only. As a line has no width, any number of such lines put together would not make the thickness of the smallest thread. Such lines are called *imaginary*<sup>9</sup> lines. We can not touch them; we can not take hold of them. But we can make what we call *real* lines, such as fish-lines, and lines to measure with.

9. *What is a surface?* A surface is that which has length and breadth only. The surface of any thing is only the outside, or boundary,<sup>10</sup> and has no thickness.

10. *What is a solid?* A solid is that which

has length, breadth, and thickness. A *solid* is also very different from a *fluid*.<sup>11</sup> A hard and firm body is a solid; but water, and milk, and such things, are *fluids*.

1 STRAIGHT, direct; not crooked.

2 EX-TENDS, reaches.

3 DIS-TANCE, space; extent.

4 MEAS-URE, to ascertain the extent of.

5 HEIGHT, distance upward from the ground.

6 UN-DE-R-STAND, to know.

7 GUESSES, suppose; judge at random.

8 PRACTICE, to do frequently.

9 IM-A-GI-N-A-RY, not real.

10 BOUND-A-RY, limit; extent.

11 FLUID, a liquid, as opposed to a solid.

## LESSON II.

### LINES, ANGLES, AND PLANE FIGURES.

1. We have learned what a *line* is, what a *surface* is, and what a *solid* is. But there are many kinds of lines, many kinds of surfaces, and many kinds of solids. Would you like to know what they are?

2. We will first show you some of the different kinds of lines. In the margin<sup>1</sup> you see what is called a *horizontal*<sup>2</sup> line. If a straight stick should float on the surface of still water, it would be in a horizontal position.<sup>3</sup> What things can you mention<sup>4</sup> that are in a horizontal position? In what position do you sleep in bed?

3. The next is called a *perpendicular*<sup>5</sup> line. If you should put one end of a straight cane<sup>6</sup> into the ground, so that it should stand up erect,<sup>7</sup> the cane would be perpendicular. Do you see any thing that is perpendicular? In what position are the walls of a house? In what position do trees usually<sup>8</sup> grow?

4. An *oblique*<sup>9</sup> line is a straight line which is neither perpendicular nor horizontal. When a perpendicular line is made

Perpendicular.

Oblique  
Lines.



Parallel Lines.

to lean over, it becomes an oblique line. When two straight lines, or two curved lines, are at the same distance from each other throughout<sup>19</sup> their whole length, they are called *parallel*<sup>21</sup> lines.

5. There is a great variety of curved<sup>22</sup> lines. There are also *waving*<sup>23</sup> lines and *spiral*<sup>24</sup> lines. Some objects are bounded by curved lines, some by straight lines, and some by both kinds of lines. Curved and waving lines are far more graceful<sup>25</sup> and beautiful<sup>26</sup> than straight lines. Nearly all ornaments<sup>27</sup> have curved surfaces; and so have plants and animals.



6. When lines meet each other, they form angles, or corners, where they meet. There are three kinds of angles—a right angle, an acute angle, and an obtuse angle; and here we give an example<sup>28</sup> of each.



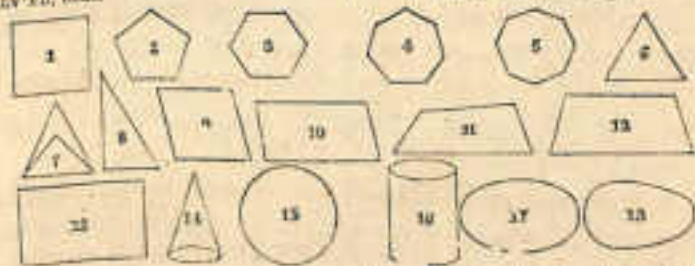
7. Plane figures are surfaces which are bounded by straight lines. There is a great variety of these figures. On the next page are drawings of them, with the names of the figures; and, if you will examine them carefully, we think you will be able to describe them. Some have only three sides, and some have more; some of them have their sides equal, and some have their sides unequal. Some of the angles are right angles, some are acute an-

gles, and some are obtuse angles. Can you tell what kind of a figure a square<sup>29</sup> is, and what kind of a figure an octagon<sup>30</sup> is? See how well you can describe all these figures.\*

8. If you will notice things around you, you will see a great many kinds of lines, and angles, and surfaces, and solids, which you may wish to talk about, and describe to others. But how can you describe them if you do not know what to call them?

- 1 Man'-dan, border; side.
- 2 Hon'-o'-o'-tal, level.
- 3 Foot'-step, situation.
- 4 Man'-dan, name.
- 5 Pen'-dan-ah'-u'-lan, upright.
- 6 CANE, a walking-stick.
- 7 E-a'-fect, upright; perpendicular.
- 8 U'-per-at'-er, generally.
- 9 O'-d-ject' (pronounced od-ject), not perpendicular; askew.
- 10 Trans-fer, to carry over; to transfer; to carry over; to transfer.
- 11 Right-angle, having the same direction.
- 12 U'-per, level.

- 13 Wav'-ing, moving as a wave.
- 14 Spir'-al, winding like a screw.
- 15 Grad'-ual, slightly; agreeable in appearance.
- 16 Grad'-u-ous, (pronounced grad-u-ous), slight in form.
- 17 Or'-na-ment, whatever embellishes or adorns.
- 18 Ex-er'-cise, specimen; sample.
- 19 Equi-lat, a figure having four equal sides and four right angles.
- 20 Octo-gon, a figure having eight equal sides and eight equal angles.



1. Square—four equal sides.
2. Pentagon—five equal sides.
3. Hexagon—six equal sides.
4. Heptagon—seven equal sides.
5. Octagon—eight equal sides.
6. Nonagon—nine equal sides.
7. Equilateral triangle—three equal sides.
8. Right triangle—three equal sides.
9. Acute triangle—three equal sides.
10. Obtuse triangle—three equal sides.
11. Trapezoid—two opposite sides parallel.
12. Parallelogram—two opposite sides parallel.
13. Rhombus—four right angles; opposite sides only equal.
14. Circle.
15. Sphere.
16. Cylinder.
17. Cone.
18. Oval.

19. Rhomboid—opposite sides only equal; two obtuse and two acute angles.
20. Trapezium—opposite sides not parallel.
21. Trapezoid—two opposite sides parallel.
22. Rectangle—four right angles; opposite sides only equal.
23. Square.
24. Circle.
25. Sphere.
26. Cylinder.
27. Cone.
28. Oval.

\* Note.—The teacher should require his youthful pupils to draw these figures on their slates, and explain how they differ one from another—tell what figures have their opposite sides equal, what angles they have, etc. Such exercises, besides occupying the minds of the children, will do much to cultivate habits of observation, and will be much more beneficial than the learning of formal definitions.

## LESSON III.

## THE VOYAGE OF THE GRASSHOPPER.

[Adapted from Harry's Summer in Ashcroft.]

1. When Harry's new boat was finished, he got the coachman to help him take it to the pond. This pond was nearly a mile long, and in some places about half a mile wide. Harry's sister Emma came down to see the boat launched,<sup>1</sup> and to take a ride in it.

2. The boat was soon placed on the water, and tied by a rope to the little wharf.<sup>2</sup> As it was in the middle of the day, and the sun was hot, Harry nailed four rods to the sides of the boat, and, taking a piece of cloth which he had brought with him, he stretched it over them for an awning.<sup>3</sup>

3. "Now," said Harry, "our boat must have a name, and you must name it."

"I think," said Emma, "that it looks as much like a grasshopper sitting on the water as any thing I can think of."

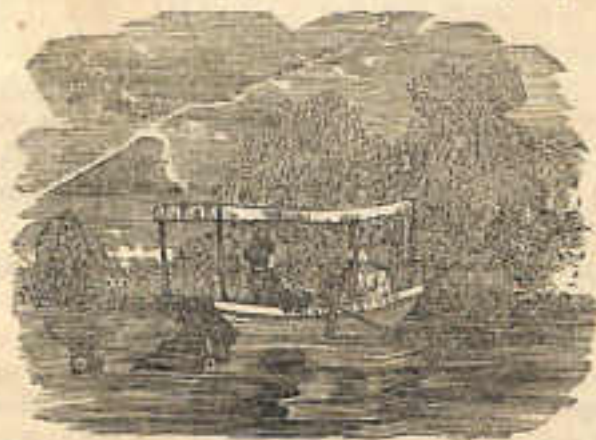
4. "First-rate! Grasshopper it is, then," said Harry; and with a piece of chalk which he took from his pocket he neatly marked the word on the side of the boat. "You will think it a grasshopper," said he, "when you see it jump over the water. Let us get in now, and sail on a voyage."

5. The boat lay so steadily on the water that when Emma took her seat in it she did not feel at all afraid.

"I will make a map of this expedition,"<sup>4</sup> said

Harry, "and write a history of it. What shall we call the place we sail from?"

6. "Names are usually given from some important event," said Emma. "We might call this Bumble Bee Point, as the most remarkable incident<sup>5</sup> that has happened here is the sinking of that old tub of a boat of yours, the Bumble Bee. And then it will be put down in the geographies for little boys and girls to study—'Bumble Bee Point, so called from the terrible shipwreck of the Bumble Bee, which occurred just off the coast in the year one thousand eight hundred and fifty-eight.'"



7. "This," said Emma, "is Cowslip Bay, because the discoverers, the first time they came down upon the banks, found cowslips. And the creek is the Violet River, which rises in the unexplored<sup>6</sup> regions, runs southwest, and empties into Cowslip Bay. It was called Violet River from the immense number of violets that grow on its banks."

18. "It seems to me that it is hardly grand enough. How would this sound: 'The Partridge Nest was discovered by Harry, who sailed in the ship Grasshopper from Bumble Bee Point on the sixteenth of October, one thousand eight hundred and fifty-eight. It is well wooded, the soil is fertile, and the principal exports<sup>18</sup> are pitch, tar, turpentine, and lumber?' "

19. They kept along close to the shore, and, turning the southern point of the promontory,<sup>17</sup>

came to a little gulf or arm of the lake that set back into the land.

The banks were here perpendicular and rocky, and the water full of lilies. Emma made a little sketch

of the lilies, and the rocks, and the bushes about them, and when she got home she finished the drawing.

Here it is,



20. They called this place the Gulf of Lilies. In the farther end was a cave made by the wearing away of the bank under the shelf-like rocks that formed the roof. The cave was large, and high enough to take in the whole Grasshopper easily. The sunlight reflected from the water fell upon the roof and sides, making it light as day within. Harry threw the sounding-line, and found the depth half a fathom. As they sat enjoying this newly-found retreat, Emma spied some half-hidden characters<sup>19</sup> cut in the stone on one side. Clearing away the moss, they found the figure of a cross upon a heart, and below, "Bernard, 1780."

21. After many conjectures<sup>19</sup> about Bernard, and the reason of his cutting his name there, they continued their voyage, calling the place Bernard's Cave.

22. They came to a small island in the lower part of the lake, near the main land. It could hardly be called an island, for the water in the channel was so shallow that the Grasshopper could not pass. Emma said the channel should be called Harry's Straits.

23. Harry cut some branches of grapes on the island, and plucked a quantity of flowers, to carry home, and, throwing them into the boat, rowed away to the north.

24. The island was thickly covered with grape-vines, and ivy, and creepers, hanging like robes of flame upon the little elms and maples. It looked exceedingly beautiful as they sailed away, and Harry promised himself to come and make some walks through the shrubbery, and some seats under the vines; it would make such a fine place to visit, and play, and picnic, and pull grapes. They called it the Isle of Vines.

25. After leaving the Isle of Vines, they sailed along by the Cat-tail Shoals, but did not land again till they reached Bumble Bee Point, for the western shore of the lake was already familiar, and the sun was getting low; they, however, took the depth of the lake at different points for Harry's chart.

26. Thus happily ended the first voyage of the Grasshopper. Harry fastened the boat securely



by the cable to the pier, and they wended their way home.



27. A few days afterward Harry made his map of the lake. It cost him a great deal of work to measure the curves of the banks, and get their exact directions and distances, but with some assistance from his father he made a very correct map.

- 1 LIVEREEN, made to slide from the land into the water.
- 2 WHARF, a landing-place.
- 3 A SUN-UMB, a covering from the sun.
- 4 EX-PE-OF'-TION, voyage.
- 5 IS'-CI-NERT, fact; event.
- 6 UN-EX-AMINED, not examined.
- 7 SOUND, measure the depth.
- 8 NI'-VI-GA-TORS, those who sail ships.
- 9 CON-VOY'-OR-ERS, large and convenient.
- 10 FIVE'-FOOT, six feet.
- 11 COAST'-GUARD, sailing along the coast.

- 12 BE'-RY, a steep or high bank.
- 13 CLIM'-BING, climbed with difficulty.
- 14 WHIRL, sound made by a bird's rapid flight.
- 15 COV'-ERY (KOV'-Y), a brood of birds.
- 16 EX'-PORTS, those things which are carried away and sold.
- 17 PINE'-POIN-TON, a high point of land extending out into the lake.
- 18 CROWN'-AC-TRESS, marks; letters.
- 19 CON-RECT'-ORS, quizzers; scrutinizers.

NOTE.—Teachers should encourage their pupils to make maps of sections of country with which they are familiar, such as fields and groves containing streams of water, little lakes, ponds, etc. Besides cultivating their powers of observation, and teaching them to make sketches of real objects, it will be of value in giving them correct notions of geography, and a taste for geographical studies.

## LESSON IV.

### APPLE PIE.



1. It was a pleasant game for the children in Mr. Moreland's family school to spell out words from little blocks that were made into the shape of the letters of the alphabet. It was not only fine sport for them, but it was useful also. The way they played was this:

2. One of the children would select the letters that spelled a word, and then, after mixing them up together, give them to some one who was to put them down in such order that they should spell the word which the other had selected.

3. It was often amusing to see the many efforts that some of them made before they could spell

the right word. John Barlow, the boy whom you see laying down the letter E, has just spelled out APPLE PIE with the letters which Mary Jones gave him.

4. But John had to try many times before he could succeed. Mary told him that the letters would spell something that he loved. "Then," said Willie Brown, who was looking over John's shoulder, "I guess they will spell Mary Jones."

5. This made them all laugh; but Mary said the letters would spell the name of something that John loved to eat, and she was sure he did not want to eat *her*.

6. John first spelled A L E, and asked if that was not a part of the name. "Oh no," said Mary; "that is something that is bad to drink." So John tried again, and after a great many efforts he spelled out *Apple Pie*, which Mary said was right.

7. Then John gave Willie a word to find out. Willie asked him whether it was a single word or a *compound* word—that is, made up of *two* words, like *apple-pie* and *ink-stand*. John said it was a single word. Willie spelled it out, and found it was *Bible*.

8. Sometimes one would choose letters that spelled the name of some person whom they all knew, or the name of some river or mountain that was in their lesson. After they had played a while with the blocks, one of the older boys printed letters on little cards which he cut out of thick paper, and they found that they could play with them just as well as with the blocks.

## LESSON V.

### A FIRST LESSON ON COLORS.

(Illustrated by the colored Engraving facing the Title-page.)

1. One day Charles came running into the sitting-room, where his mother and sister were, exclaiming, "See, mother, what a nice red pocket-book father has bought me!" At the same time he held up the pocket-book for his mother and sister to see it.

2. "I declare, Charles," said Mary, "if you don't call that a *red* pocket-book! Mother, did you ever see any thing like it? Charles don't know *red* from *crimson*."

3. "Well, now, Miss Mary," said Charles, "I would like to know what *difference* there is between *red* and *crimson*. Is not *crimson* red, and is not red the same as *crimson*? You girls think you know all about colors. Is not that a red hood that Aunt Jane knit for you?"

4. "There, Charles," said Mary, "you are wrong again. That hood is *scarlet*. Mother, don't you think Charles ought to know colors better?"

"Yes, my dear," said Mrs. Murray; "all people should be able to distinguish the principal colors, and to call them by their right names."

5. "Why, mother," said Charles, "of what use would it be to me? I suppose girls want to know colors, so that they can tell each other the color of their ribbons, and dresses, and bonnets, and such things. But I don't see that it would be of any

13. All this was quite new to Charles, and he began to see that to be ignorant of *colors* was to be ignorant of the most common things around him. And even Mary, although she knew the difference between crimson and scarlet, and had a dress that was of a *maroon* color, and could tell *mazarine blue* from *lilac*, found herself much more ignorant on the subject of colors than she had supposed she was.

14. So Mrs. Murray painted on a card some of the principal colors, with their names, and gave it to her children for their "First Lesson on Colors." Charles and Mary then collected a great many articles, such as pebbles, shells, pieces of wood and bark, mosses, leaves, and flowers, which they called their *museum*; and by comparing the objects with the card they learned to describe their colors, although with occasional aid from their mother.

15. They also began to *notice* things around them much more carefully than before. By thus *keeping their eyes open* they formed the habit of observing things—a habit which was ever after a source of great pleasure and profit to them; for it added greatly to their general knowledge: it showed the world to be full of beauties which they had never dreamed of; and it also furnished them numerous evidences of the wisdom and goodness of God in the most simple works of creation.

[For painted cards like Mrs. Murray's, see Nos. 13 and 14 of the School and Family Charts.]

THE END

明治十三年十二月廿四日 織刻御届  
明治十四年十月出版

人 刻 織

日本橋區本町三丁目廿番地  
瑞穂屋 清水卯三郎

同通三丁目十四番地  
丸屋 丸家善七

同兩國吉川町六番地  
島屋 攪島一介

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慶雲堂 伊藤德太郎

芝區柴井町十六番地  
土屋 松井忠兵衛

京橋區銀座四丁目十番地  
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