

THE
MARITIME SCHOOL, SEPTUENTH



FIRST
READING BOOK

William Collins, Sons, & Co.'s Educational Works.

THE MARITIME SCHOOL SERIES.

THE MARITIME READERS, PROFUSELY ILLUSTRATED.

AN ENTIRELY NEW SERIES.

*Authorised by the Council of Public Instruction to be used in the
Public Schools of Nova Scotia.*

FIRST PRIMER, 32 pp., - - - - -	price 3 cents.
SECOND PRIMER, 64 pp., - - - - -	6 "
FIRST BOOK, 104 pp., Extra Fcap., cloth, -	15 "
SECOND BOOK, 168 pp., Extra Fcap., cloth, -	23 "
THIRD BOOK, 200 pp., Extra Fcap., cloth, -	30 "
FOURTH BOOK, 232 pp., Extra Fcap., cloth, -	38 "
FIFTH BOOK, 288 pp., Extra Fcap., cloth, -	45 "
SIXTH BOOK, 352 pp., Extra Fcap. 8vo, cloth, -	50 "

AN ELEMENTARY GEOGRAPHY

FOR USE IN

THE SCHOOLS OF THE MARITIME PROVINCES OF CANADA.

104 pp., 12 Maps, and 26 Illustrations. Price 40 cents.

*Authorised by the Council of Public Instruction of Nova Scotia,
and the Board of Education of Prince Edward Island.*

ADDITIONAL READING BOOKS.

"It is exceedingly desirable to have a book which may serve the purpose of an *Occasional Reading Book* for Class teaching. Such a practice varies the monotony of the ordinary 'Reader,' and may at the same time be used as a medium for imparting much *information of really practical utility.*"

The following can be recommended as well adapted for such purposes:—

HISTORY OF ENGLISH LITERATURE, for Junior Classes. By F. A. LAING. Extra Fcap. 8vo, cloth, price 45 cents.

SELECTIONS FROM ENGLISH LITERATURE—PROSE. Extra Fcap. 8vo, cloth, price 45 cents.

EMINENT ENGLISH WRITERS. By WILLIAM LAWSON, F.R.G.S. Extra Fcap. 8vo, price 45 cents.

OUTLINES OF NATURAL PHILOSOPHY. By B. SIMPSON, London. Illustrated. Extra Fcap. 8vo, cloth, price 30 cents.

OUTLINES OF NATURAL HISTORY. By Dr. A. H. DICK. Illustrated. Extra Fcap. 8vo, cloth, price 30 cents.

LESSONS IN DOMESTIC ECONOMY FOR GIRLS. By J. HASSELL, London. Illustrated. Extra Fcap. 8vo, cloth, price 30 cents.

LESSONS IN POLITICAL ECONOMY FOR SCHOOLS. By Dr. A. H. DICK. Extra Fcap. 8vo, cloth, price 30 cents.

William Collins, Sons, & Co.'s Educational Works.

MATHEMATICS.

- ELEMENTS OF ALGEBRA.** For Middle Class Schools and Training Colleges. By EDWARD ATKINS, B.Sc. Post 8vo, 360 pp., cloth, with Answers, price 75 cents.
- ALGEBRA, to Quadratic Equations.** By EDWARD ATKINS, B.Sc. Fcap. 8vo, cloth, price 45 cents.
- ELEMENTARY ALGEBRA.** For Higher and Middle Class Schools. By D. MUNN, F.R.S.E. Fcap. 8vo, cloth, price 75 cents.
- EUCLID'S ELEMENTS** (Simson's text). Books I.-VI., with Exercises, 12mo, cloth, price 45 cents.
Key to Exercises, 12mo, cloth, 45 cents.
- ELEMENTS OF EUCLID** (Books I.-VI.) *adapted to Modern Methods in Geometry.* By JAMES BRYCE, LL.D., and DAVID MUNN, F.R.S.E. Fcap. 8vo, cloth, price 75 cents.
- MENSURATION.** By Rev. H. LEWIS, B.A., Culham College. Fcap. 8vo, 85 pp., cloth, price 30 cents.
- MATHEMATICAL TABLES.** Arranged, Corrected, and some Recalculated. By HENRY EVERS, LL.D. Post 8vo, 185 pp., cloth, price \$1.05.
- LOGARITHMIC AND TRIGONOMETRICAL TABLES,** for *approximate* Calculations. By J. BOTTOMLEY, M.A., F.R.S.E. Post 8vo, cloth, New Edition, price 30 cents.

COLLINS' NEW ATLASES.

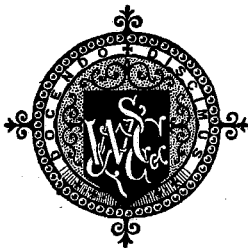
Carefully Constructed and Engraved from the best and latest Authorities, and Beautifully Printed in Colours, on Superfine Cream Wave Paper.

- THE COLLEGIATE ATLAS,** consisting of 32 Modern, 16 Historical, and 2 Ancient Maps, Mounted on Guards, with a Copious Index, Imp. 8vo, cloth lettered, price \$2.50.
- THE INTERNATIONAL ATLAS,** consisting of 62 Maps (32 Modern and 30 Historical and Classical), with an Introduction on Historical Geography by W. F. COLLIER, LL.D.; and on Classical Geography by LEONHARD SCHMITZ, LL.D., with Index. Imperial 8vo, \$3.25.
- THE IMPERIAL ATLAS FOR THE DOMINION OF CANADA.** 16 Maps, 4to, Stiff Cover, price 60 cents; cloth, 75 cents.
- THE PORTABLE ATLAS FOR THE DOMINION OF CANADA.** 16 Maps, on Guards, 8vo, cloth, price 75 cents.
- THE STUDENT'S ATLAS OF PHYSICAL GEOGRAPHY,** 20 Maps, mounted on Guards, with Letterpress Description and Wood Engravings. By JAMES BRYCE, LL.D., F.G.S. Imperial 8vo, cloth, price \$1.50.
- THE STUDENT'S ATLAS OF HISTORICAL GEOGRAPHY,** 16 Maps, with Letterpress Description by WILLIAM F. COLLIER, LL.D., and Index. Imperial 8vo, cloth, price 90 cents.
- THE STUDENT'S ATLAS OF CLASSICAL GEOGRAPHY,** 15 Maps, with Descriptive Letterpress by LEONHARD SCHMITZ, LL.D., and Index. Imperial 8vo, cloth lettered, 90 cents.

Maggie D. Morton
Oct 6th 99.
The Maritime School Series.

THE FIRST
MARITIME READER,
ILLUSTRATED.

SPECIALLY PREPARED FOR USE IN THE PUBLIC SCHOOLS OF
NOVA SCOTIA, AND AUTHORISED BY THE COUNCIL
OF PUBLIC INSTRUCTION.



LONDON AND GLASGOW:
WILLIAM COLLINS, SONS, & COMPANY.
1877.

PREFACE.

IN the preparation of this book, the Compiler has endeavoured to adapt the lessons to the class of children for whom a First Book is intended.

The more important words, with their meaning in the text, have been placed at the beginning of each lesson ; and, at the end there have been added Reading and Spelling Columns, together with a series of easy Questions on the lessons ; all which, it is hoped, will materially assist the pupil in the work of home preparation, as well as parents and others, in testing the learner's knowledge and progress.

Numerous Script Exercises have also been given, calculated to interest the pupil, develop his thinking powers, and render him accurate and ready in spelling.

A variety of woodcuts have likewise been inserted throughout the work, illustrative of the more striking incidents in the narratives.

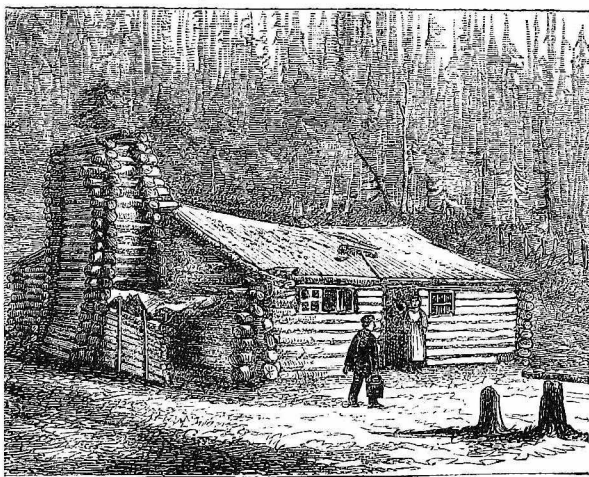
CONTENTS.

The Titles of Poetical Pieces are printed in Italics.

	PAGE
I.—The Log Cabin, - - - -	7
II.—The Farm Yard, - - - -	9
III.— <i>The Busy Bee</i> , - - - -	11
IV.—Ships, - - - -	13
V.— <i>The Fairy Queen</i> , - - - -	15
VI.—The Boy and the Bird, - - - -	16
VII.— <i>The Boy and the Sparrow</i> , - - - -	18
VIII.—The Fox and the Stork, - - - -	20
IX.— <i>Love One Another</i> , - - - -	22
X.—Who Lighted the Lamps? - - - -	23
XI.—The Clever Dog, - - - -	26
XII.—The Fox and the Grapes, - - - -	27
XIII.—The Two Dogs, - - - -	28
XIV.—Little Things, - - - -	30
XV.—The Young Mouse, - - - -	33
XVI.—The Rabbits, - - - -	35
XVII.—The Lion and the Mouse, - - - -	37
XVIII.—The Bird's Nest, - - - -	39
XIX.—The Robin, - - - -	41
XX.— <i>Robin Red-Breast</i> , - - - -	43
XXI.—The Boy and the Starling, - - - -	44
XXII.—Dash and the Glove, - - - -	45
XXIII.— <i>Mary's Pet Lamb</i> , - - - -	48
XXIV.—Harry and the Flies, - - - -	49
XXV.— <i>God's Care of Animals</i> , - - - -	51
XXVI.—Bob, the Old Horse, - - - -	52

	PAGE
XXVII.—The Bantam Cock, - - -	55
XXVIII.— <i>The Little Lark</i> , - - -	56
XXIX.—The Owl, - - -	58
XXX.—The Silly Little Lamb, - - -	60
XXXI.— <i>The Silly Little Fish</i> , - - -	63
XXXII.—Stealing Birds' Eggs, - - -	65
XXXIII.—The Eagle and the Child, - - -	67
XXXIV.— <i>Going Home</i> , - - -	69
XXXV.—The Bird's Nest, - - -	71
XXXVI.—A Tiger Hunt, - - -	75
XXXVII.— <i>The Star</i> , - - -	79
XXXVIII.—A Real Hero, - - -	80
XXXIX.— <i>Morning Hymn</i> , - - -	84
XL.— <i>Evening Hymn</i> , - - -	85
XLI.—King Henry's Parrot, - - -	86
XLII.—Ready Wit, - - -	89
XLIII.—The Slave and the Lion, - - -	91
XLIV.— <i>The Child and the Bird</i> , - - -	93
XLV.—Flies, and how they walk head down- wards, - - -	94
XLVI.—Vain Rose Brown and her Mama, - - -	97
XLVII.—Be kind to the Birds, - - -	100
Word Exercises, - - -	102

THE FIRST MARITIME READER.



I.—THE LOG CABIN.

A-gain', once more.
Break'-fast, the morning meal.
Ca'-bin, a hut.
Cleared, without trees.
Fast, quick.
Forced, compelled.

Frame, made of sawn timber.
La'-zy, idle.
Lis'-ten, hearken.
Log, the trunk of a tree.
Win'-ter, the coldest season.
Woods, the forest.

THIS is a log cabin in the woods of Nova Scotia. The man who owns it works very hard in cutting down the trees. He wants

to make a cleared space all round his house; and then he will sow corn in the fields, which he thus makes.

He has not been living here very long. When he has the land cleared he will build a frame house.

The man who owns the cabin has a little boy, who is always glad to go to school. The school is nearly a mile from the cabin. But little Tom is not lazy; for as soon as he gets his break-fast he starts off with his books.

In winter, when the snow is deep, Tom walks to school on snow-shoes. Even when the snow lies on the ground three feet deep, he can run very fast.

One day the snow began to fall when Tom was in school. When he left to go home the wind blew the snow in his face. Poor little Tom lost his way, and was forced to sit down near a fir tree. He did not know how he was to get home again.

What is that he hears? Listen! It is the loud bark of a dog. Good old Dash has found him out. In a short time Tom and Dash are in the little log cabin again.

READING AND SPELLING COLUMNS.

Owens.	Ver'-y.	Found.
Snow-Shoes.	Lit'-tle.	Hears.
Ground.	Fir Tree.	La'-zy.
Deep.	Lis'-ten.	Win'-ter.

QUESTIONS.

What do you see in the picture? In what country is this log cabin? Why does the man work very hard? What will he do when he has cleared his land? How long has he been living in the cabin? What is a frame house? What is the name of the man's little boy? Has Tom any work to do? How far is the school from Tom's home? Does he like to go to school? How do you know? How was Tom nearly lost one day? How was he rescued?

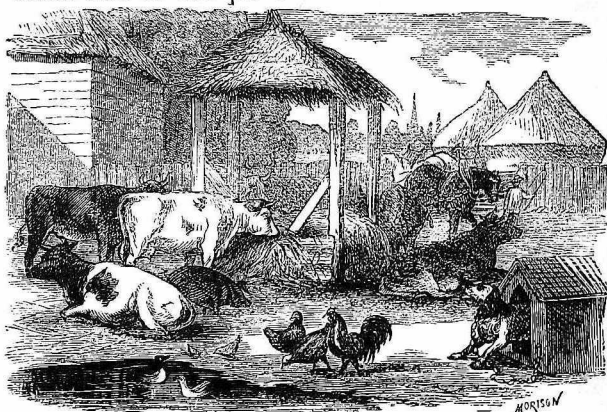
II.—THE FARM YARD.

A'-ni-mals, beasts.	Pond, a pool of water.
A-sleep', not awake.	Ser'-vant, one who serves another.
Faith'-ful, trusty,	Stran'-ger, a visitor.
Harm, hurt.	Walk'-ing, moving on foot.
Mas'-ter, owner.	Washed, cleaned with water.
Pail, a dish for holding milk.	Watch'-es, keeps guard.

THERE are many fine farms in Prince Edward Island. Let us visit one of the farm yards, and name all the animals we see in it. There are horses, cows, pigs, hens, and one large dog.

The horses have just come back from the field, and the man in charge of them lets them go to the pond, where their legs may be washed, and where they can get a drink. They have worked hard all day.

The cows look as if they were asleep. Some are lying down in the straw, and others are eating some hay. They are soon to be milked by the servant who carries a pail in her hand. The cows are very good, and like to give their milk; but sometimes one will kick, and spill all the milk out of the pail.



The hens are walking about, picking up food here and there; and the pig is running about the yard. In the pond there are some ducks and geese. It is nice to see the little ducks diving for their food.

The dog looks out of his house, and barks loud when he sees any stranger. But he

knows all the animals in the farm yard, and does not harm them. He is very faithful to his master, and watches for him, when he is not at home.

READING AND SPELLING COLUMNS.

Prince.	Drink.	Car'ries.
Ed'ward.	Legs.	Milked.
Isl'and.	Worked.	Some'times.
Charge.	Ly'ing.	Run'ning.
Field.	Straw.	Spill.

QUESTIONS.

Where are there fine farms? cows kept by the farmer? Who milks the cows? Are all the cows good? What are the hens doing? Where are the ducks and geese? Where is the dog? Why does the farmer keep a dog?

III.—THE BUSY BEE.

Bus'y, not idle.	Wax, what honeycomb is made of.
Im-prove', to use well.	Store, to fill.
Gath'-er, bring together.	Mis'-chief, evil doing.
Skil'-ful-ly, cleverly.	Health'-ful, good for body and mind.
Builds, makes.	Ac-count', report.
Cell, the place bees fill with wax.	
La'-bours, works.	

How doth the little busy bee
Improve each shining hour,
And gather honey all the day,
From every opening flower!

How skil'-ful-ly she builds her cell!
How neat she spreads the wax,
And labours hard to store it well
With the sweet food she makes!



In works of labour, or of skill,
 I would be busy too ;
 For Satan finds some mis-chief still
 For idle hands to do.

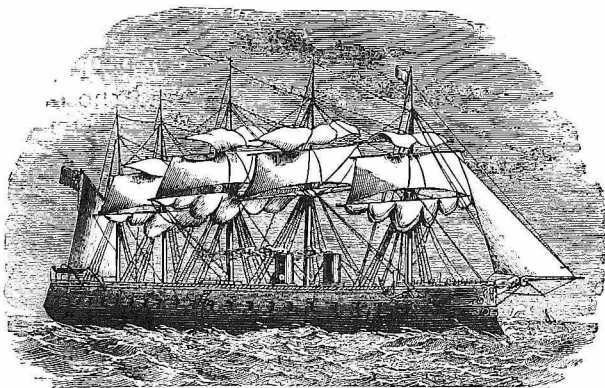
In books, or works, or health-ful play
 Let my first years be past,
 That I may give for every day
 Some good account at last

READING AND SPELLING COLUMNS.

Hour.	Sweet.	Sa'-tan.
Shin'-ing.	Skill.	Years.
O'-pen-ing.	Spreads.	Neat.

QUESTIONS.

Name the insect in the lesson. to the hive? When are they
 What is its house called? most busy? How do they pro-
 What is it made of? What are vide for winter? What bee leads
 the little wax holes in it called? off a swarm? Where do the bees
 What is in these holes? Name often rest? What insect often
 the chief bee. The other bees. robs a hive? How does a bee
 Where do bees get the honey? defend itself? What lessons are
 On what do they carry the honey taught us by the bee?



IV.—SHIPS.

Ca-noes', light boats.
 Deep'-est, farthest down.
 For'-est, woods,
 Guides, directs.
 In'-di-ans, savages.
 Man of war, a war ship.

Moved, made to sail.
 Rud'-der, helm.
 Sawed, cut into planks.
 Trade, com-merce.
 Trunks, logs.
 Wrecked, destroyed.

SHIPS are made of wood or iron, and are moved by wind or steam. The ships that are built in our country are made of wood, which is cut down in the forest, and sawed in our own mills. A large number of ships are built every year at St. John and Yarmouth.

The first boats that men ever used, were perhaps made out of the trunks of trees. The Indians make their canoes or boats with birch bark. But when men want to

sail on the wide sea, they build large ships, which can hold a great number of people.

The front part of a ship is called the bow or prow; the other end is the stern. That part which is deepest in the water is the keel. A man at the stern guides the ship by the help of a piece of wood, called the rudder, which stands out from the stern of the ship.

Some ships are built for war. They are very large and strong. Most ships are built for trade. Many of them are large, but not so large as a man of war. They bring what we want from all parts of the world, and take back, in return, many things that we can spare.

Sometimes the ships are wrecked in a storm at sea. Not long ago, a large ship, with a great number of people on board, was wrecked on the shore near Halifax. Only a few of the men and women were saved.

READING AND SPELLING COLUMNS.

I'ron.	Birch bark.	Stern.
Coun'try.	Front.	Strong.
Yar'mouth.	Prow.	Re-turn'.
Per-haps'.	Piece.	Filled.

QUESTIONS.

What are ships made of?	What do you call that part
What kind of ships are built in	which is deepest in the water?
our country? Where are ships	What is the rudder? What is
built? How were boats made	the use of ships? Where was a
at first? What kind of boats	large ship wrecked some time
did the Indians use? Why do	ago? What happened to many
men build large ships? What	of the men and women?
is the front part of a ship called?	

WRITE—Some ships are built for war.

V.—THE FAIRY QUEEN.

Fair'-ies, fanciful beings.

Sport'-ing, playing.

Cir'-cle, turn.

Sphere, in a ring.

Tress'-es, locks of hair.

Sea'-sons, the four quarters of
the year.

Glow, feel warm.

LET us laugh and let us sing,
Dancing in a merry ring;
We'll be fairies on the green,
Sporting round the Fairy Queen.

Like the seasons of the year,
Round we circle in a sphere:
I'll be Summer, you'll be Spring,
Dancing in a fairy ring.

Harry will be Winter wild;
Little Annie, Autumn mild;
Summer, Autumn, Winter, Spring,
Dancing in a fairy ring.

Spring and Summer glide away,
Autumn comes with tresses gray;
Winter, hand in hand with Spring,
Dancing in a fairy ring.

Faster! faster! round we go,
 While our cheeks like roses glow;
 Free as birds upon the wing,
 Dancing in a fairy ring.

READING AND SPELLING COLUMNS.

Laugh.	Spring.	Win'-ter.
Mer'-ry	Sum'-mer.	Year.
Cheeks.	Au'-tumn.	Sport'-ing.

QUESTIONS.

Name the Winter months. What then appear all naked and dead? What sort of weather has Winter? What often lies on the ground? What are the rivers and lakes often covered with? What is snow? Ice? What like are the trees? The days and nights? When is the shortest day? Name the Spring months. What now appear on trees and in the fields? What	does the farmer begin to do? What do birds make? Name the Summer months. How do the fields look now? When is the longest day? Name the Autumn months. What is gathered from the fields? What now fall from the trees? What creatures are the seasons likened to? Why are they said to dance in a circle?
---	--

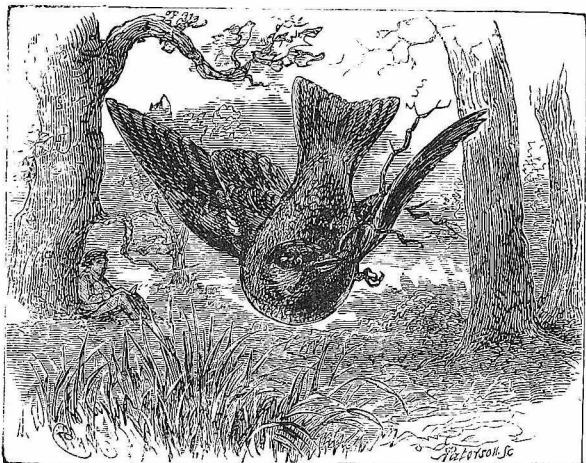
WRITE—Let us laugh and let us sing.

 VI.—THE BOY AND THE BIRD.

Les'-son, task.	Build, to make.
Learn, to know.	Twig, a very small branch.
Plot, small bit of ground.	Mount, to fly up.

ONE day Willy had a very long lesson to learn. He did not sit down and do his best to learn, but he ran out of the house, and sat down on a grassy plot in a park. A bird flew by, and Willy thought he would like to be a bird, and

have no lessons to learn, and no work to do. In this he was wrong; for the bird did not fly on, but came to the ground, and tried to carry off a long twig to help to build its nest.



Each time the bird rose, the twig caught its wing, and it fell on the ground. It took hold of the twig first this way, and then that way, but it could not mount with it. After having lost its hold five or six times, it at last took it by the right place, and carried it off with ease to its nest.

Willy said to himself, "May I not take a lesson from this poor bird, and try again?" So he went back into the house, took his book, and soon learned his lesson.

READING AND SPELLING COLUMNS.

Gras'-sy.	Car'-ry.	Right.
Tried.	Caught.	Learned.
Thought.	Wrong.	Ground.

QUESTIONS.

Where did Willy sit down? to the ground? How often did
 What did he see? What was it fall? How did the bird at
 it doing? For what purpose? last succeed? What lesson does
 What made the twig always fall the bird teach?

WRITE—He took his book, and soon learned his lesson.

VII.—THE BOY AND THE SPARROW.

Chirp, voice.	Rob'-bing, stealing.
Fright'-ened, afraid.	Shock'-ing, horrid.
Treat, feast.	Hon'-est, upright.
Com'-plains, finds fault.	Vexed, troubled.
Ri'-pest, full grown.	Wrong, wicked.
Share, part.	In-tend', mean.

GLAD to see you, little bird,
 'Twas your pretty chirp I heard;
 What did you intend to say?
 "Give me something, this cold day"?

That I will, and plenty too;
 All these crumbs I saved for you,
 Don't be fright'-ened—here's a treat:
 I will wait and see you eat.

Frost and snow have made you bold,
 I'll not hurt you, though I'm told
 There are many reasons why
 Every sparrow ought to die.

Thomas says you steal his wheat,
 John complains his plums you eat,
 Choose the ripest for your share,
 Never asking whose they are.

Shock-ing tales I hear of you;
 Chirp, and tell me are they true?
 Rob-bing all the summer long
 Don't you think it very wrong?

Yet you seem an honest bird;
 Don't be vexed at what I've heard:
 Now, no grapes and plums you eat;
 Now, you cannot steal the wheat.

So I will not try to know
 What you did so long ago;
 There's your break-fast, eat away;
 Come and see me every day.

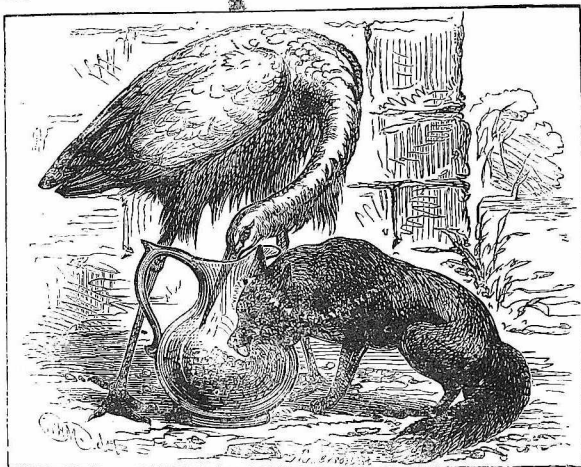
READING AND SPELLING COLUMNS.

Some'-thing.	Tales.	Break'-fast.
Saved.	Tails.	Grapes.
Ri'-pest.	Sum'-mer.	Ought.

QUESTIONS.

Who gave a welcome to the sparrow? What did he hear? What did its chirp mean? What did the boy give it? What are sparrows blamed for doing? What did Thomas blame it for? What John? What did the boy incline to think it? What did he wish it to do?	daily? What do boys often throw at sparrows? What crawling creatures do sparrows often pick off the ground? What useful purpose does this serve to farmers? Name other birds that eat up grubs. Whose wisdom is shown in all this?
---	--

WRITE—Glad to see you, little bird.



VIII.—THE FOX AND THE STORK.

Trick, a joke.

Vexed, sad.

Shal'-low, not deep.

Plen'-ty, enough.

Craf'-ty, cunning.

Lapped, licked up.

Ap-pease', to satisfy.

Coin, money.

ONE day the fox asked the stork to dinner. The fox is a funny fellow, and he wished to play a trick on the stork. So when the stork came, she found nothing on the table but soup, in wide shallow dishes, so that she could only dip in the end of her long bill, and could not appease her hunger. The fox lapped it up very quickly, now and then asking the stork how she liked her dinner, hoping that it was to her mind,

but saying that he was sorry to see her eat so little. The stork knew that he was making fun of her ; but she made no remark.

Some days after, the stork, in her turn, asked the fox to dine with her. Sly as he was, he did not expect to be paid back in his own coin ; so he went. When dinner was served, he was much vexed to see nothing but some meat, cut very small, and placed in a big bottle, the neck of which was very long and very narrow. The stork, putting in her long bill, could help herself to plenty of it ; but the fox could only lick the outside of the bottle. The fox asked if that was all the dinner. "O yes," said the stork ; "I am glad to see you are so hungry ; I hope you will make as good a dinner at my table as I did at yours the other day." The fox felt angry at first ; but had at last to own that he had been rightly dealt with. He felt that, if he did not like to have a joke played upon himself, he should not have played one upon the stork.

We should never do to another what we would not like another to do to us.

READING AND SPELLING COLUMNS.

Hun'-ger.	Wished.	Served.
Ex-pect'.	Dealt.	Soup.
Be-mark'.	Fun'-ny.	Quick'-ly.

QUESTIONS.

What two animals dined together? Who played a trick on the stork? What did he have for dinner? What kind of dishes did he use? Why could the stork eat so little? What did she then think? What did the stork do some days after? What did she put the dinner into? Why? Who therefore could get little to eat? How did the fox then feel? What confession did he make? How should people always treat one another?

WRITE—One day the fox asked the stork to dinner.

IX.—LOVE ONE ANOTHER.

True, not false.	Ac'-tions, deeds.
Gen'-tle, mild, meek.	An'-swer, reply.
Of-fence', displeasure.	Sel'-fish, love of self.
Wrath, anger.	Mar, to spoil, to hurt.

CHILDREN, do you love each other?

Are you always kind and true?

Do you always do to others

As you'd have them do to you?

Are you gentle to each other?

Are you careful, day by day,

Not to give offence by actions,

Or by anything you say?

Little children, love each other,

Never give another pain;

If your brother speak in anger,

Answer not in wrath again.

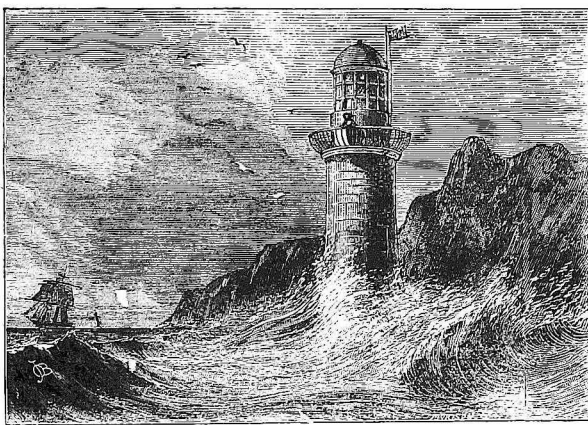
Be not selfish to each other,

Never mar another's rest;

Strive to make each other happy,

And you will yourselves be blest.

WRITE—Children, do you love each other?



X.—WHO LIGHTED THE LAMPS?

Light'-house, tower with lights	Tip'-toe, on the points of the
to guide ships at sea.	toes.
Wreck'-ers, men who rob	Sur'-prise', wonder.
wrecked ships.	Low'-water, the tide at its
Seiz'-ed, laid hold of.	lowest.

Upon the rocky coast of Cornwall there stood some years ago a light-house. It was of great use to sailors in guiding them in dark and stormy nights, and saved many a ship from being dashed to pieces on the rocks.

The light-house was kept by a man and his little girl, and was so placed upon the rocks that, at low water, you could walk from it to the shore, but at high water no

one could get to it, as no ship could ride in safety among the breakers and the rocks.

One day the good man had gone on shore, leaving his little girl alone in the light-house, when some bad men, called wreckers, seized him, and kept him from going back to light his lamps, in the hope that some ships might be driven upon the rocks, when they would reap the spoil. They kept him till long after the tide came in. At last they let him go, and he stood upon the shore very sad. The night was very dark and stormy, and the waves lashed in fury around the light-house, but the lantern at its top was yet dark.

When the little girl saw that her father did not return she was very sad. She looked over the dark and stormy sea, and saw some ships in the distance. She knew that unless the lamps were lighted, the ships would most likely be wrecked. In her distress she knelt down and prayed to God to help her in her trouble. She then walked up into the lantern at the top of the light-house, and tried to light the lamps, but she was far too little to reach them.

Down stairs she went, and with great toil took up a table, on which she stood, but still she could not reach the lamps. Looking about for something else to stand on, her eye fell on her mother's large Bible. She took it up, and placed it on the table. She did not like to stand upon the Bible, but nothing else could be found, so she mounted upon the Book, and standing tip-toe on it, she found she could just reach the lamps.

In a minute all the lamps were lighted, and their bright rays shot far across the dark and stormy sea, to the joy of the sailors, the surprise of her father, and the shame and grief of the wreckers. At the same time her father cried out, "Who lighted the lamps?"

READING AND SPELLING COLUMNS.

Sail'-ors.	Break'-ers.	Trou'-ble.
Guid'-ing.	Light'-ed.	Mount'-ed.
Dashed.	Like'-ly.	Dis-tress'.

QUESTIONS.

What are lighthouses? Where are they placed? Describe one. Where was the one in the lesson placed? On what sort of a coast? Who kept it? Where did the man go one day? Who was left behind? Who kept the father from returning in time to light the lamps? Why did they do this? When, then, did the man return? What kind of night was it? What like was the sea? Why	could he not get to the lighthouse? What causes high and low water? What state was the girl in when her father did not come? To whom, and for what, did she pray? What did she then do? Why did she fail at first? How did she at last light the lamps? Who was surprised at this? Who grieved? What might have taken place had she not lit the lamps?
--	--

XI.—THE CLEVER DOG.

Stream, a very small river.		Brim, the edge.
Fail, did not succeed.		Wise, clever.

A dog was sent across a stream to bring two hats that had been left on the other side, while his master and a friend had gone on some distance. The dog went for the hats, and the gentlemen saw him try to carry both hats at once, and fail ; for the two were too much for him.

The wise animal stood for a little, and took a careful look at the hats. He saw that the one was larger than the other. He put the small one in the larger, took the large one in his teeth by the brim, swam across the stream, and soon laid both hats at his master's feet.

Bring.		Mas'-ter.		Dis'-tance.
Gen'-tle-men.		An'-i-mal.		Care'-ful.

QUESTIONS.

What did the dog cross ? For what ? Who left them ? What is a stream ? What are hats made of ? Why did the dog not bring the hats at first ? What did he observe about them ?		How at last did he bring them to his master ? In bringing the hats, what did the dog show ? Tell any other clever thing you know about dogs.
---	--	--

SCRIPT EXERCISE.

Write the names of objects in the house, at home, as knife, fork, chair, &c.

XII.—THE FOX AND THE GRAPES.

Rows, in lines.	Gaz'-ing, looking.
Clus'-ters, bunches.	Trash, worthless thing.
Sul'-try, hot and dry.	Trained, reared.
Peck, pick up.	Sour, acid, not sweet.

THE vines were trained on poles in long rows, and the pretty red grapes hung down in clusters. The sun shone brightly, the air was dry and sultry, and a fox that could find no water to drink stood gazing at the vines. "What a pity these fine grapes are so high," said the fox; "I should have a nice feast—they would be both meat and drink; but I will try to get at them." He then made one of his very best leaps, and his nose nearly touched them—he thought they had a very fine smell. He tried again and again, but the last time he fell upon his back, which was hurt by a sharp stone. He then cast his eyes on the grapes, and said, with a grin, "You vile trash, I would not eat you though you were lying on the ground. You are so sour that the very birds would not peck you."

READING AND SPELLING COLUMNS.

Pret'-ty.	Sharp.	Shone.
Bright'-ly.	Sour.	Ly'-ing.
Leaps.	Rows.	Vile.

QUESTIONS.

What are vines? Where grown? What do they yield? Of what colours are grapes? What taste have they? Into what are they made? On what were the vines in the lesson hung? What animal looked at them? What was it in want of

at the time? What made it so? What did it say? What did it then do? What happened to him the last time he leapt? When disappointed, what did he say? What is the lesson taught by this fable?

WRITE—The very birds would not peck you.



XIII.—THE TWO DOGS.

Romp'-ing, running about.
Speech, language.
Seemed, looked like.
Steep, straight up.
Clever, smart, quick.

Spring, leap.
Howl, cry or wail.
Sud'-den, all at once.
Read'-y, eager, willing.
Mo'-ment, a second of time.

A RICH man had two dogs. They were very fond of each other, and might often

be seen playing and romping in the green fields and on the high hills. They had a speech of their own, and seemed to know what each other said.

One day, in the midst of their romping, one of them fell into a river at a place where the bank was very steep. The dog tried very hard to get out of the river, but could not stretch his paw far enough to reach the top of the bank. The poor dog began to howl in distress, when, all at once, the other dog ran to the edge of the river.

What do you think he did? Why, the wise creature put out his neck as far as he could, and caught hold of the other dog's ear. In a moment the dog that was in the water gave a sudden spring, and the other dog gave a clever pull, and the next moment both dogs were running about as happy as before.

Now, if dogs are so kind to each other, and so ready to help each other when in trouble, how much more should little boys and girls be kind and helpful to each other.

SCRIPT EXERCISE.

Write the names of all the parts of the body that you know.

READING AND SPELLING COLUMNS.

Crea-ture.	Reach.	Hap-py.
E-nough'.	Edge.	Fields.
Dis-tress'.	Troub'-le.	Caught.

QUESTIONS.

What did one of the dogs fall into? Why could it not get out? What did it then do? Who ran to his help? How did it pull	him out? What did this show the dogs to have for each other? What may be learnt from the lesson?
---	--

XIV.—LITTLE THINGS.

Ship'-yard, place where ships are built.	In'-jure, hurt.
Hew'-ing, cutting down.	Weak, not strong.
Tim'-ber, wood.	Voy'-age, journey by sea.
Chips, small pieces.	Cap'-tain, commander.
Worm'-y, full of worms.	Leak, an opening letting in water.
In-crease', grow in number.	Wealth, riches.

Two men were at work one day in a ship-yard. They were hewing a piece of timber to put into a ship. It was a small piece, and not worth much. As they cut off the chips, they found a worm, a little worm, in the wood, about half an inch long. "This wood is wormy," said one, "shall we put it in?" "I don't know: yes, I think it may go in: it will never be seen, of course."

"Yes; but there may be other worms in

it, and these may increase and injure the ship."

"No, I think not. To be sure the wood is not worth much ; but I do not wish to lose it. Come, never mind the worm ; we have seen but one ; put it in." So the wormy piece of wood was put in. The ship was finished, and she looked very fine indeed. She went to sea, and for some years did well. But it was found on a long voyage that she grew weak and rotten. Her timbers were found to be much eaten by the worms. The captain thought he would try to get her home ; but she sprang a leak. She filled with water, and soon after sank, with all the goods and most of the people on board.

How much wealth, and how many lives may be lost by a little worm ! And how much evil may a man do, when he does a small wrong, as he did who put the wormy timber into the ship !

LITTLE drops of water,
Little grains of sand,
Make the mighty ocean,
And the solid land.

And the little moments,
 Humble though they be,
 Make the mighty ages
 Of eternity.

So our little errors
 Lead the soul away
 From the paths of virtue,
 Oft in sin to stray.

Little deeds of kindness,
 Little words of love,
 Make our earth an Eden,
 Like the heaven above.

READING AND SPELLING COLUMNS.

Course.	Fin-ished.	Wrong.
Their.	Eat'en.	Thought.
There.	Sprung.	Rot'-ten.

QUESTIONS.

What were the two men doing? What cutting? For what purpose? Was the piece of wood large or small? What was found in it? What did one of the men ask the other? What did the other reply? What did the first man say to that? What made them agree to use the small bit of wood? What did this little bit of wood cause in the ship? How? Who tried to take the ship home? Why did he fail? What at last became of the ship and cargo? Who and what were to blame for all this? What is the lesson it teaches?

WRITE—How much evil a man may do when he does a small wrong!

WRITE—1st, The names of boys in the school; 2nd, The names of girls in the school; 3rd, The names of places; and 4th, The names of the days of the week.

XV.—THE YOUNG MOUSE.

Cup'-board, a case with shelves.	Toast'-ed, cooked before the
Bis'-cuit, dry, hard bread.	fire.
Crumbs, small broken pieces.	Luck'-y, good chance.
Di'ned, took dinner.	Guile, cunning.
Trap, snare.	Lodge, live.
Built, made.	Fierce, savage.
Fol'-low, go after.	Carp'-et, cover of the floor.

A YOUNG mouse lived in a cup-board where sweet-meats were kept. She dined every day upon biscuit, fruit, and fine sugar. Never did any little mouse live so well.

She had often dared to peep at the family while they sat at supper. Sometimes she even stole on the carpet, and picked up the crumbs. No one ever hurt her.

Well, one day she came to her mother in great joy, crying out, "Mother! the good people of this family have built me a house to live in; it is in the cupboard. I am sure it is for me, for it is just the right size. The bottom is of wood, and it is covered all over with wires. There is a door, too, just big enough for me, so that puss cannot follow me. The good people

have put in some toasted cheese, which smells so nicely, that I should have at once run in ; but I thought I would tell you first. Let us both go in, and lodge there to-night, for it will hold us both.

“ My dear child,” said the old mouse, “ it is lucky you did not go in ; for your fine house is nothing but a trap. You would never have come out again, except to have been killed. Though man has not so fierce a look as a cat, he is as full of guile, and is no friend of ours.”

SCRIPT EXERCISE.

Write the names of all the colours that you know.

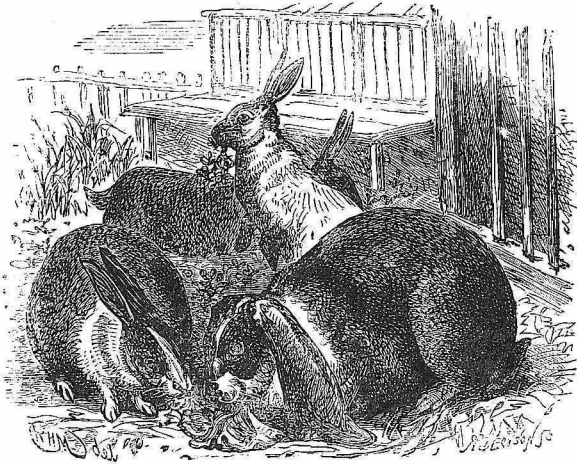
READING AND SPELLING COLUMNS.

Sure.	Ex-cept'.	Nice'-ly.
Su'-gar.	Fierce.	Size.
Fruit.	Friend.	Fam'-i-ly.
Wires.	Once.	A-gain'.
De'ar.	First.	Da'ed.

QUESTIONS.

Where did the mouse live ? inside ? What did the young
 What did it find there to eat ? mouse think the trap was ? Who
 Where else did it pick up food ? warned her against it ? What
 What was set to catch it ? De- did the old mouse say it was ?
 scribe it. What was the bait ? Who had set the trap ?

WRITE—She dined daily on biscuit and sugar.



XVI.—THE RABBITS.

Tame, not wild.

Lock'ed, closed with a key.

Greed'-i-ly, eagerly.

Se-cure', safe.

Foes, enemies.

Signs, appearances.

Look at these rabbits. See how tame they are. Some of them are white, some black, and some brown.

They live in a little house made of wood, and the little boy and girl to whom they belong are very careful to keep the door of this house locked after the rabbits are put in, in order to keep them from being

killed by dogs and cats, or stolen by bad boys.

When they are to be fed, the door is opened, and out run the pretty little rabbits, and feed greed-i-ly upon the green leaves that have been put down for them to eat. By these means, the rabbits have become very tame, and run out and in without any signs of fear.

There are also wild rabbits, that live in the fields and woods. They make holes in the ground, and in these they bring up their young, secure from the fox, the dog, and most other foes. The old rabbits lead out their young before sunrise to the green fields, where they feed until the sun begins to rise, when they again run back to their holes.

Little boys who keep rabbits should be kind to them, and feed them well. God made them to be happy.

READING AND SPELLING COLUMNS.

Be-long'.	Killed.	Young.
Care'-ful.	Pret'-ty.	Hap'-py.
Stol'-en.	Leaves.	O'-pened.

QUESTIONS.

Where are rabbits found?	What tame ones?	What do they live on?
What are their colours?	What are wild rabbits?	How are they kept safe?
Where do they live?	What animals attack them?	What from?
Who often steal them?	How should we always treat them?	What does God intend them to be?
What do the old rabbits teach their young to do?	What are	

WRITE—Little boys who keep rabbits should be kind to them, and feed them well.

XVII.—THE LION AND THE MOUSE.

Tired, worn out.	Beg'ged, asked.
Hunt'ing, searching for food.	Mer'-cy, pardon.
Prey, food.	Net, snare made of twine.
Gnaw'ed, bit through.	Hum'-ble, not proud.
Paws, feet.	Doz'-ing, falling off to sleep.

ONE very hot day, a great lion, quite tired with hunting for his prey, went under the shade of a large tree, and lay down to sleep. A little mouse came out of her hole in the tree behind, and ran over his back, waking him just as he was dozing off to sleep.

The great animal put out one of his paws and caught the mouse, who, nearly dead with fright, begged for mercy; and the noble lion was so kind as to let her run off.

Not long after this the lion was one night hunting for his supper in the woods, when he was caught in a net spread for him by the hunters. Not being able to

get out of it, he set up a loud and dreadful roar. The mouse heard the noise, and thinking it might be the voice of her kind friend, she ran to the place, telling him to keep still and she would try to set him free. So the mouse set to work with her little sharp teeth, and soon gnawed the strings and knots of the net, so that the lion got up, and having shaken himself, walked away, thinking to himself, "If I had not been so kind as to spare the life of that little mouse, I might have lain under the net until my foes came and put an end to my life."

This fable was written to teach us that, however great we may now be, we may one day, perhaps, stand in need of help from the most humble.

SCRIPT EXERCISE.

Write—1st, The names of flowers. 2nd, The names of trees. 3rd, The names of fruits. 4th, the names of vegetables.

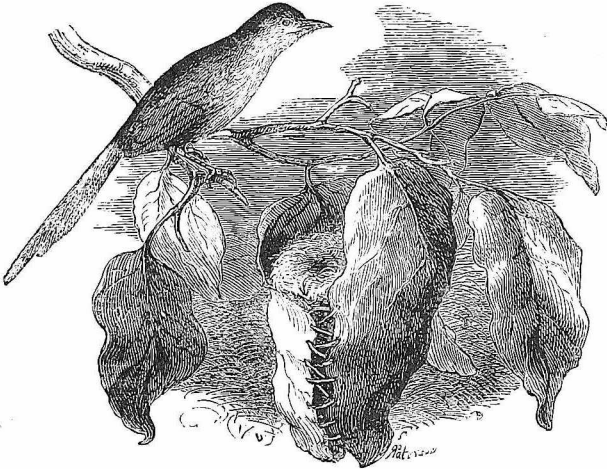
READING AND SPELLING COLUMNS.

Knots.		Dread'ful.		Spare.
Ma'king.		Tell'ing.		Writ-ten.
No'-ble.		Sha'ken.		Spread.

WRITE—The great animal put out one of his paws and caught the mouse.

QUESTIONS.

Where are lions found? What are they noted for? What had the lion in the lesson been doing? For what? Where did the lion lie down? What to do? What animal ran over its back? Where did it come from? What laid hold of the mouse? By what? How did the mouse feel? What did it beg for? What did the lion then do? What befel the lion some time after this? What did he do? What animal heard his roar? How did the mouse free the lion? What did the lion say when freed? Why did the mouse act thus? What lesson does this story teach?



XVIII.—THE BIRD'S NEST.

Neat-ly, very prettily.
Moss, soft grassy plant.
Hay, dry grass.
Pro-duce', bring forth.

Wool, hair of the sheep.
Skill, ability.
Cru-el-ly, with pain.
Rob, to steal.

HAVE you ever looked at a bird's nest? See how well and neatly it is built. God taught the birds to do this. He taught

them to get the moss, the hay, and the wool, with which their pretty little nest is made, and he gave them skill to build it so neatly. Will he then not much more teach little children to love Him, and to be wise and good?

Some boys, instead of learning any good lessons from birds, only treat them cruelly. Do not rob birds of their eggs or their young. If you ever see a pretty nest, do not touch the eggs: they will soon produce little birds, and perhaps you will hear them sing very sweetly in a few months.

Christ tells us to behold the fowls of the air, and by means of them He teaches us to put our trust in God. He who takes so much care of little birds will not forget good boys and girls.

READING AND SPELLING COLUMNS.

Teach.	Learn'ing.	Sweet'ly.
In-stead'.	Les'son.	Pret'ty.
Treat.	Touch.	Months.

QUESTIONS.

What do birds live in? What are nests made of? How built? Who taught them this? What do birds lay in them? What do	boys often do to the nests? Why is this wrong? When we see nests, what ought we not to do?
---	---

WRITE—Do not rob birds of their eggs or their young.

XIX.—THE ROBIN.

Bit'-ter, very cold.	Lib'-er-ty, freedom.
Hun'-ger, want of food.	Meek, mild.
Shrunk, become small.	Soar, mount up.
Warb'-ling, singing.	Cow'-er-ing, shrinking with
Pris'-on, cage.	fear.
Win'-dow-sill, stone or wood at	Si'-lent, dumb.
the foot of a window.	Al-low'ed, had leave.

It is a bitter morning. The ground is white. Poor little Robin! The seeds and grains of corn he used to find about the doors are all covered up with snow. Hunger and cold make him tame, and he hops to the doorstep, or to the window-sill, with his small shrunk feet and shiv-er-ing legs. His meek eye seems to say, "Please to give me some breakfast."

"Stop," said Peter, "I'll run for my trap, with the strings and horse-hair, and will try to catch him by the leg."

"No, no," said little Mary, "don't frighten him, poor fellow. Mama says that many would be thankful even for the crumbs we make when we cut the bread at tea-time. I'm sure Robin will be glad to get them."

So she got a handful of crumbs, and threw them out; and then she and her

brother went back, that Robin might pick them up.

Every morning, while the storm lasted, Robin came for more crumbs. He seemed to have found a friend ; and I am sure Mary felt happy at being kind even to a poor Robin-red-breast.

Poor Robin ! why should any of you try to catch him ? Would it do you any good ? When very young, I once saw a poor lark caught. It used to soar, singing and warbling in the morning sun. A cruel boy put it into a cage, but the lark could not sing any longer. It sat cowering and silent in its prison, as if its little heart would break ; and, oh, how glad it was when the cage door was open and it was allowed to fly away !

Be kind to Robin-red-breast, and to all his brothers and sisters that sing among the branches. Their life and their lib-er-ty are as sweet to them as yours are to you.

READING AND SPELLING COLUMNS.

Shiv'-er-ing.
Break'-fast.
Please.

Fright'-en
Crumbs.
Thank'-ful.

Long'-er.
Hop'-ping.
Gay'-er.

QUESTIONS.

At what time of the year did this robin come? What was on the ground? What were covered up? Where did the bird go for food? What did he seem to say? What was Peter going to do? For what purpose? Who forbade him? What did she throw to the robin? How long did he visit her house? How did she feel towards him? What was the lark put into? Who did it? What state was it in? How should we treat all birds?

WRITE—Every morning, while the storm lasted, robin came for more crumbs.

Write the names of birds you know.

 XX.—ROBIN-RED-BREAST.

PRETTY Robin-red-breast,
Hop-ping in the snow;
Why are you so early here
I should like to know?

Faith-ful Robin-red-breast!
With re-turn-ing spring
Soon the birds will come again,
To glitter or to sing.

Though some have gayer coats,
Some a sweeter song,
You, Robin, stay with us
All the winter long.

Come then, sweet Robin-red-breast,
Prithee do not fear;
No rude boy is standing by,
No sly pussy near.

Come nearer to the window, friend,
 For safely you may come;
 There eat your fill, and take beside
 A tiny morsel home.

XXI.—THE BOY AND THE STARLING

Fond, much loved.

Hon'-est, just, true.

Pock'-et, a small bag in a dress.

Steal, to take what is not our

Thief, one who steals. [own.

A-mu'se, to delight.

A POOR man had a starling that could speak a few words. When its master said, "Star-ling, where are you?" the bird would say, "Here I am."

A little boy, whose name was Charles Reid, was very fond of the bird, and came often to see it. Little Charles was not very honest, and had a wish to make the bird his own.

One day he came when the man was out. Charles got hold of the bird, put it in his pock-et, and was going to steal away with it.

At that very mo-ment the man came back. He found Charles in the room, and, without seeing the trick that he had played, and wishing to amuse the little boy, he

called to the bird, Star-ling, where are you?" "Here I am," sang out the bird from the little thief's pock-et.

READING AND SPELLING COLUMNS.

Star'-ling.	Charles.	Wish'-ing.
Speak.	Played.	Mo'-ment.
Go'-ing.	See'-ing.	Mas'-ter.

QUESTIONS.

To whom did the starling be-long? What was it taught to do? What words could it say? Who was fond of the bird? What was his character? For what did this give him a desire? When did he go to see it? What did he lay hold of? Where did he put it? Who came into the house? What did he wish to do to the boy? What did the man call out? What did the bird re-ply? Where from? What les-son is to be learnt from this?

WRITE—Little Charles was not very honest, and had a wish to make the bird his own.

XXII.—DASH AND THE GLOVE.

Cry'-ing, weeping.	Ditch, a narrow cutting in the
A-fraid', in fear.	ground.
Drags, pulls.	For'-cing, pushing.
Pick'ed, took up.	Thought, expected.
Sto'-ry, tale.	Jack'-et, short coat.

HERE are a little boy and a dog. The boy is crying, and is much afraid, for the dog holds him by the jacket, and drags him along. What can the dog mean, or what does he wish to do with the boy?

This is the story. A Duke had a very fine dog whose name was Dash. Dash had

been taught to carry things, and to do a great many clever tricks.

One day the Duke went out with Dash to take a walk along a road. He threw his glove into a ditch, and having walked on for a mile, he sent Dash back for it.



As Dash did not return so soon as he thought he ought to do, he went back to see what was the matter, when he heard loud cries in the distance. Walking on still, he saw the dog drag-ging a boy by his jack-et along the road.

The Duke asked the little boy if he had found anything ; when the boy told him that he had picked up a glove in a ditch by the road side, and put it in his pock-et. The wise dog had no other way of letting his master know that his glove was in the little boy's pock-et, than by forcing the boy along with him.

Now, boys and girls, can any of you tell how Dash knew that the boy had the glove ?

READING AND SPELLING COLUMNS.

Taught	Jack ^l -et.	Tricks.
A-fraid ^l .	Drag ^l -ging.	Cries.
Dis ^l -tance.	Heard.	Threw.

QUESTIONS.

Who are these in the picture ? Dash was long in coming back ?
 What is the dog doing to the boy ? What did he hear ? What did
 What is the boy doing ? Why ? he see Dash doing ? What said
 Whose dog is it ? What was it the Duke to the boy ? What
 taught to do ? What did the was the boy's answer ? Why
 Duke throw away one day ? did the dog pull the boy back ?
 Where ? What was he doing at How did it know the boy had
 the time ? What did he do when the glove ?

WRITE.—A Duke had a very fine dog whose name was Dash.

SCRIPT EXERCISE.

Write the names of dogs you know.

XXIII.—MARY'S PET LAMB.

Ap-pear', came out of school.	Rule, law.
Lin'-gered, waited.	Pa'-tient-ly, without being
Re-ply', gave an answer.	Ea'-ger, keen. [weary.

MARY had a little lamb,
 Its fleece was white as snow,
 And every-where that Mary went
 The lamb was sure to go.

He went with her to school one day;
 That was against the rule;
 It made the children laugh and play,
 To see a lamb at school.

So the teacher turned him out,
 But still he lin-gered near,
 And waited pa-tient-ly about
 Till Mary did appear.

And then he ran to her and laid
 His head upon her arm,
 As if he said, I'm not afraid;
 You'll keep me from all harm.

"What makes the lamb love Mary so?"
 The eager children cry:
 "Why, Mary loves the lamb, you know,"
 The teacher did reply.

READING AND SPELLING COLUMNS.

Laugh.		Laid.		Fleece.
Teach'-er.		A-gainst'.		Turned.
Sure.		Wait'-ed.		Ev'-er-y-where.

QUESTIONS.

Who had a lamb? Whom did it follow? Where did it go with her one day? What was wrong in this? What did it make the scholars do? What did the teacher do to the lamb? Was	this right? Why? Where did the lamb wait? For whom? What did it do to her when she came out of school? What made the lamb love Mary?
--	--

WRITE—Mary had a little lamb, Its fleece was white
as snow.

XXIV.—HARRY AND THE FLIES.

Panes, glass in windows. Pinch'ed, nipped. Crawl'ed, crept. Pun'-ish, chastise.	Meant, intended. Sport, play. Pre-vent', hinder. Cru'-el, hurtful.
--	---

THERE was a little boy whose name was Harry, and he stood by a window, and tried to catch the flies which crawled up the panes of glass. At last he got hold of one, and he pinched it so hard, that it might not get away, and the poor fly was killed. He then pulled off its legs and its wings, and brought them to show to his mother.

“Oh, poor fly!” said his mother; “it is quite dead; how much you must have hurt it. It will never fly about any more with these pretty wings which you have torn from its body; never run any more

with all these six legs which you have pulled off; never eat and drink any more; never be gay and happy again ! ”

Harry looked down, and tears stood in his eyes. He had not meant to do wrong in killing the fly; he had thought only of his own sport, and not of the fly's pain; and he was very sorry for what he had done.

“ You are but a little boy,” said his mother, “ and so you never thought that a fly could feel pain as well as yourself; but, now that you know a fly does feel pain, it would be very wrong if you ever did any thing of this kind again, either to a fly or to any other living crea-ture. To give pain without any use is cruel; and I should not love my little Harry if he were cruel; and if you were to forget what I now tell you, I should have to punish you, in order to pre-vent your doing so any more.”

READING AND SPELLING COLUMNS.

Catch.	Pull'ed.	Liv'ing.
Brought.	Look'ed.	Wrong.
Quite.	Crea'ture.	Tears.

QUESTIONS.

Name the boy in the lesson. | say to him? How did he then
 What was he always trying to | feel? What made him hurt the
 catch? Where? What did | fly? What often makes boys
 he do to one? To whom did | do this? How was Harry's con-
 he show it? What did she | duct cruel?

WRITE—Harry looked down, and tears stood in his eyes.

Write the names of ten insects.

XXV.—GOD'S CARE OF ANIMALS.

Se-cure', safe.	Bu'-sy, active, at work.
Tip'-toe, on the points of the toes.	In'-sect, small animal like a fly.
Fright'-en, make afraid.	Fetch'-ing, bringing.

I HAVE found a little nest,
 Built this year by a red-breast ;
 With great care the nest is made,
 In it little eggs are laid.

Now and then upon tip-toe,
 Softly to the nest I go ;
 And the old bird does not stir,
 For I do not fright-en her.

Soon the eggs will broken be,
 And the little birds set free ;
 I shall stand the trees among,
 See the old birds feed their young.

Oh! how busy they will be,
 Fetch-ing food for one, two, three,
 Little birds secure from harm
 In the nest so soft and warm.

Beast and bird, and in-sect small,
 Mother says, God made them all;
 Things that walk, and creep, and fly,
 On the earth, and in the sky.

And the God who made them all,
 Sees if but a spar-row fall:
 So mother says that we must love
 All crea-tures made by God above.

READING AND SPELLING COLUMNS.

Year.		Spar'-row.		Says.
Built.		Young.		Bro'-ken.
Laid.		Creep.		Soft'-ly.

QUESTIONS.

What bird built the nest? | to them? Who feeds her while
 When? What were in it? | hatching? When fledged, what
 What came out of the eggs? | do the young birds do? Who
 What does the mother-bird do | watches and cares for them all?

WRITE—God, who made them all, sees if but a sparrow
 fall.

XXVI.—BOB, THE OLD HORSE.

Lame, unable to walk.		De-spise', look down upon,
Nim'-ble, fleet.		dislike.
Weak, feeble, not strong.		Serve, work for him.
Pleas'-ant, agreeable.		Ser'-vant, one who works.

Do you know poor Bob, the old horse?
 See, there he lies on the grass, in the
 warm sun-shine.

Poor fellow ! he cannot work now as he once could : no, he is old and lame. Once he was young and strong, and then he worked with a willing heart and nimble



feet : he never said he had too much work to do ; for he loved his master, and liked to serve him. And now, when he is able to work no longer, his master is very kind to him, and has given him this nice field to live in, where there is plenty of sweet grass, with dai-sies and

king-cups, shady trees, and sunny spots, and all so pleas-ant, that I think he must be happy, though he is old and weak.

Then at night his master takes him home to a warm stable, where he has a soft bed to lie on, and good hay to eat. Is he not a kind master to this poor old ser-vant?

I sup-pose he thinks as Mama once said to me—"We should never de-spise any crea-ture because it is old and feeble; for if we live a short time longer, we also shall be old, and then we shall want some kind friend to take care of us."

READING AND SPELLING COLUMNS.

Know.	Loved.	Long'-er.
Heart.	Liked.	Dai'-sies.
Worked.	Though.	Hap'-py.

QUESTIONS.

Name the old horse in the les-son.	What had he to eat there?
Where was he put? Who did it?	What had he to eat in the field?
Why was he put there?	How should old age be treated?
Where was he put at night?	What makes a happy old age?

WRITE—We should never despise any creature because it is old and feeble.

XXVII.—THE BANTAM COCK.

Strange, odd.	Beak, bill.
Tiles, roofing of fired clay	Emp'-ty, containing nothing.
Mount'-ed, got up.	Roof, top of the house.
Strut, walk proudly.	Plu'-ming, dressing.

ONE morning a gen-tle-man who lived in Fal-kirk was looking out of the window of his room, when he saw a flock of spar-rows flying about in a very strange manner on the other side of the street.

Wishing to find out the cause, he opened the window, when he was sorry to see that one of the young birds had fallen from its warm nest, which had been built under the tiles of the house. There the poor little bird lay on the ground, unable to fly, and the old birds unable to lift it up.

A fine ban-tam cock, which seemed to know what was wanted, came forward, and very gently took up the poor little bird in his beak. He then mount-ed upon an empty cart, from which he flew upon the roof, and stretch-ing his neck out over the edge of the tiles, put his little charge safely into its nice warm nest again. In doing so, however, the noble bird fell upon the

ground. He seemed afraid, but not much hurt. After plu-ming his feathers for a short time, he began to strut about and crow, as if quite proud of his kind deed.

May not all learn a lesson from the pretty ban-tam? Both young and old would do well not to forget it, as it teaches us how to help one another.

READING AND SPELLING COLUMNS.

Morn'-ing.	Cause.	O'-pened.
Wish'-ing.	Feath'-ers.	Sor'-ry.
Ban'-tam.	Proud.	Stretch'-ing.

QUESTIONS.

Where did the gentleman live? to lift it up? Who took it up?
 What did he see from his win- With what? Where did he then-
 dow? What doing? Where? go to? Where did he place the
 How were the birds flying? What sparrow? In doing this what
 had fallen? Where from? Where befel the bantam? What did he
 built? Where did the bird lie do after he got up? What les-
 when it fell? Who were unable son does this story teach?

WRITE—Both young and old should help one another.

XXVIII.—THE LITTLE LARK.

Mer'-ry, glad.	Ear'-ly, soon, at sunrise.
Shi'-ning, giving light.	Plough'-man, a farm servant.
Lin'-ger, remain behind.	Tune, song.

"I HEAR a pretty bird, but hark!

I cannot see it anywhere;

Oh! it is a little lark,

Singing in the morning air.

Little lark, do tell me why
You are singing in the sky ?

“Other little birds at rest
Have not yet begun to sing ;
Every one is in its nest,
With its head behind its wing.
Little lark, then tell me why
You sing so early in the sky ?”

“’Tis to sing a merry song
To the pleasant morning light ;
Why linger in my nest so long
When the sun is shining bright ?
Little lady, this is why
I sing so early in the sky.

‘To the little birds below
I do sing a merry tune ;
And I let the ploughman know
He must come to labour soon.
Little lady, this is why
I am singing in the sky.”

READING AND SPELLING COLUMNS.

La'-bour.		A'-ny-where.		Morn'-ing.
Pleas'-ant.		La'-dy.		Be-low'.
Bright.		Sing'-ing.		Head.

WRITE—Little lady, this is why I am singing in the sky.

SCRIPT EXERCISE.

Write the names of all the singing birds that you know.

XXIX.—THE OWL.

Ru'-in, broken down gate.	Pro-vidē', procure.
Hoot, the owl's cry.	Diz'-zy, giddy.
Glare, bright sunshine.	In-sult', mock.
Daz'-zled, overpowered with	Dusk, twilight, evening.
light.	Prey, food.
Pounce, to spring upon.	Grove, small wood.

AN owl sat upon the ruin of an old gateway watching for any little mouse that might come out of its hole.

A little boy, who had to pass that way, saw the owl, and thought it was a cat. He took up a stone to throw at it, but just at that moment the owl looking down said, "Hoot, hoot, hoot."

The boy was just on the point of running off with fright, when the owl again said, "Hoot, hoot, hoot, stop, little boy, you must not throw stones at me; I am not a cat, as you thought, but I am a poor owl, that has got no supper, and I am sitting here until I see a fat mouse peep from its hole, when I hope to make it my prey."

"Why," said the boy, "did you not pro-vidē your supper in the day-light, when you could have seen much better

to catch the mice and the little birds than in the dark ? ”

“ Oh,” said the owl, “ I cannot see in the glare of day. My eye is made to see in the dark ; and were I to go out in the broad light of the sun, my eye would be daz-zled, my head become dizzy, and all the birds of the grove would then in-sult and abuse me.

“ I make my nest in this old tower here, or in a hole in the wall of a barn, where I am sure to get plenty of mice ; hence I am called the barn or white owl. I lay from three to five eggs of a blu-ish white colour ; but I will not tell you where my present nest is, as I know that little boys are fond to have my eggs, and they often take away my young ones and kill them.

“ I sit in my dark hole all day, but when the dusk of the eve-ning comes on, I fly out in search of food, and go off to hunt for mice, and even little birds, if they happen to be out so late. Here I sit ready to pounce on my prey ; but you must run away, little boy, for no fat

mouse will dare to peep out of its hole so long as you stand there."

READING AND SPELLING COLUMNS.

Watch'-ing.	Sit'-ting.	Blu'-ish.
Run'-ning.	Sup'-per.	Search.
Look'-ing.	Tow'-er.	Eve'-ning.

QUESTIONS.

Where was the owl sitting? What the birds would do to
 Who saw it? What did he think it? Where did it say it made
 it was? What was he going to its nest? Why made in these
 throw at it? What did it cry? places? What name does it get
 What did it tell him it was? because of this? How many
 And what waiting for? What eggs does it lay? Of what col-
 did the boy say it should have our? What does the owl do
 done? What did it tell the boy all day? Of what use is the
 about its eye? About what owl?
 the light would do to its head?

WRITE—Here I sit, ready to pounce on my prey.

XXX.—THE SILLY LITTLE LAMB.

Shep'-herd, one who herds sheep.	Fold, place where sheep are kept.
Sick, unwell, ill.	Slit'-ly, stealthily.
Climb'ed, walked up.	Frisk'ed, leapt.
Steep, sloping.	Cave, a hollow in the earth.
Stile, steps into a field.	Seiz'ed, laid hold of.
Sil'-ly, simple.	Cubs, young wolves.
Dare'-say, perhaps, may-be.	Dis'-mal, dark.

THERE was once a shepherd who had a great many sheep and lambs. He took great care of them, and gave them sweet fresh grass to eat, and clear water to drink; and if they were sick, he was very good to

them. When they climbed up a steep hill, he used to carry the lambs which got tired in his arms ; and when they were all eating their suppers in the field, he used to sit upon a stile and play them a tune, and sing to them ; and so they were the hap-pi-est sheep and lambs in the whole world.

But every night when it grew dark and cold, this shep-herd called all his flock together, and drove them into the fold, and shut them up. There they lay as snug and warm as could be, and nothing could get in to hurt them. The dogs lay round on the outside to guard them, and to bark if any one came near ; and in the morning the shep-herd opened the fold, and let them all out again.

Now, they were all very happy, as I told you, and loved the shepherd dearly that was so good to them, all except one foolish little lamb.

This lamb did not like to be shut up every night in the fold ; and she came to her mother, who was a wise old sheep, and said to her, “ I wonder why we are shut up so every night : the dogs are not shut up,

and why should we be shut up? I think it is very hard, and I will get away if I can, for I like to run about where I please, and I think it is very pleasant in the woods by moon-light."

Then the old sheep said to her, "You are very silly, you little lamb; you had better stay in the fold. The shep-herd is so good to us that we should always do as he bids us; and if you wander about by yourself, I daresay you will come to some harm."

"I daresay not," said the little lamb; and so, when the eve-ning came, and the shep-herd called them all to come into the fold, she would not come, but crept silyly away, and hid herself. When the rest of the lambs were all in the fold and fast asleep, she came out, and jumped, and frisked, and danced about. At last she got out of the field, and went into a forest full of trees, when a very fierce wolf came rushing out of a cave, and howled very loud.

Then the silly little lamb wished she had been shut up in the fold; but the fold was a great way off. The wolf soon saw her, and seized her, and carried her away to a dismal

den all covered with bones and blood. There the wolf had two cubs, and the wolf said to them, "Here, I have brought you a young fat lamb;" and so the cubs took her, and growled over her a little while, and then tore her to pieces and ate her up.

READING AND SPELLING COLUMNS.

Growl'ed.	Car'-ried.	Fool'-ish.
Ti'ed.	Pie'-ces.	Fierce.
Jump'ed.	Ex-cept'.	A-sleep'.

QUESTIONS.

What is a shepherd? What did the shepherd in the lesson give his sheep and lambs? What did he do to the tired ones? How amuse them at supper-time? What did he do with them at night? What guarded their fold? How did they feel? What did one lamb dislike? What did it do? Who forbade her to do it? Where did it go to? Who caught it? Where take it to? What was in the place? What should the lamb have done?

WRITE—The shepherd is so good to us that we should always do as he bids us.

Write the names of boys at school.

XXXI.—THE SILLY LITTLE FISH.

Pray, tell me.	Pluck, pull.
Hun'-gry, requiring food.	Stuck, stabbed.
Nook, hiding place.	Gill, what a fish breathes by.
Trout, a small fish.	Faint, weak.
Ven'-ture, try, dare.	Mind'-ed, heeded.

"DEAR mother," said a little fish,

"Pray, is not that a fly?

I'm very hungry, and I wish

You'd let me go and try."

"My dear sweet child," the mother cried,
 And started from her nook,
 "That horrid fly is put to hide
 The sharpness of a hook."

Now, as I've heard, this little trout
 Was young and foolish too,
 And so he thought he'd venture out
 To see if it was true.

And round about the hook he played,
 With many a longing look,
 And—"Dear me," to himself he said,
"I'm sure that's not a hook."

"I can but give one little pluck;
 Let's see, and so I will."
 So on he went, and lo! it stuck
 Quite through his little gill.

And as he faint and fainter grew,
 With hollow voice he cried,
 "Dear mother, had I minded you,
 I need not thus have died."

READING AND SPELLING COLUMNS.

Start'-ed.	Play'ed.	Di'ed.
Hor'-rid.	Long'-ing.	Hook.
Cri'ed.	Faint'-er.	Sharp'-ness

QUESTIONS.

How are fish caught? What is put on hooks to catch them? What did the trout think it saw? Who warned it not to take it? Did it obey? What happened? Where did the hook catch the trout? What did it say when dying?

WRITE—Dear mother, had I minded you,
 I need not thus have died.

SCRIPT EXERCISE.

Write the names of beasts that you know.

XXXII.—STEALING BIRDS' EGGS.

Rob'bed, stole.
Hatch'ed, brought forth.
Watch'ed, guarded.

Sor'-ry, sad.
Un-truth', a lie.
Wick'-ed, bad.

A BAD boy found a bird's nest on a tree, and taking the eggs out of it, he carried them away.

The birds came back to the nest, and were sorry to find that it had been robbed by some bad boy.

So he took the eggs, and hid them away in the room where he slept, and where he thought no one could find them.

A few weeks after this, he was going by the tree where the nest was made, and he saw the birds flying around it as if they were at home.

He climbed up into the tree, and found that the birds had laid three eggs more. These he did not take, but said to himself that he would wait till the young birds were hatched.

So he watched the nest, and went to see it very often. At last he found three little birds in the nest; and when they had grown to be so large that they were

nearly ready to fly, this cruel boy took them out of their nice warm nest, and carried them home.

One of them died on the way, but two were alive when he came to the house. His father saw him with the birds in his hand, and asked him where he had got them.

He said that he found them on the side of the road, and he was so afraid they would be killed he had brought them home to take care of them, as they had no mother.

This was a sad un-truth, but it shows us that one wick-ed thing leads to others. This boy went on from bad to worse. First he took the eggs, then he took the young birds, and then he told a lie.

He grew up to be a bad man, and it was not strange that he came at last to a bad end.

READING AND SPELLING COLUMNS.

Car'-ried.
Slept.
Thought.

Clim'bed.
Kill'ed.
Grown.

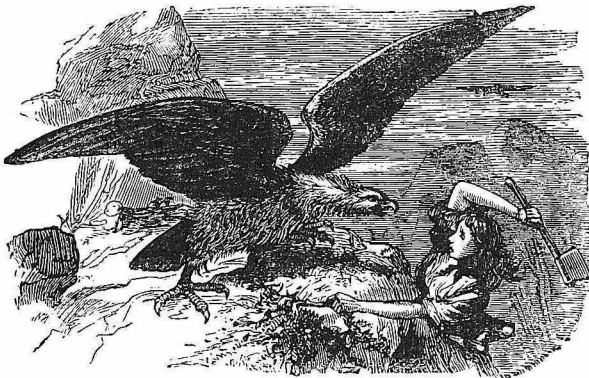
Cru'-el.
Strange.
Ask'ed.

QUESTIONS.

What did the bad boy find? Where? What did he take out of it? Where did he hide them? What did the bird lay a second time? How many? After what length of time was it? Who climbed up the tree and saw them? Why did he not take them then? What did the eggs at last become? What did the boy then do? What befell one of the birds on the way to the boy's house? Who met him on his way home? What did he ask him? What did the boy answer? Was this true? What sort of a man did the boy turn out to be? What was his end?

WRITE—First he took the eggs, then he took the young birds, and then he told a lie.

Write the names of streets, lanes, hills, and rivers you know,



XXXIII.—THE EAGLE AND THE CHILD.

Bird of prey, a bird that lives on other birds.	Hunt'-er, sportsman.
Kids, young goats.	Re-cov'-er, get back.
Fawns, young-deer.	Sur-prise', wonder.
Cranes, birds with long legs and long bills.	Tal'-ons, claws.
	Swoop, dart.
	Ey'-ry, eagle's nest.

THE eagle is a very large and fierce bird. It is a bird of prey, and can carry off

geese and cranes with ease. It also carries away kids, fawns, lambs, and even little chil-dren, and tears them in pieces as food for its young.

In the north of Scot-land, some years ago, a boy about two years old was carried off by an eagle; but the child's mother, having seen where the fierce bird had built its nest, ran to the spot, and, after a great deal of hard work with the eagle, she had the good fortune to re-cov-er her child.

In the country at the foot of the Alps, many years ago, some chil-dren were playing on the green in front of their parents' door. A bird of prey, that had been watching them over head, all at once made a swoop upon a very young child, and carried it off in his talons.

On the very same day, a hunter had hid himself near an eagle's nest, to wait for a shot at the bird as he came home to his ey-ry. After watch-ing for some hours, he at length saw a large bird flying slowly towards the rocks, but seeming twice as large as a common eagle.

The hunter's sur-prise was great when he

saw that the bird carried a child in his talons. He heard its cries, and clearly saw its face. He prayed to God, took aim at the bird, and fired. The shot took effect, and the eagle fell dead. The hunter took up the child, and carried it safely home to the sad mother.

READING AND SPELLING COLUMNS.

Fierce.	Ea'gle.	Fly'ing.
Cranes.	For'tune.	Seem'ing.
Tears.	Pa'rents.	Effect'.

QUESTIONS.

What kind of bird is the eagle? What animals does it attack and carry off? What does it sometimes do to children? How old was the boy mentioned in the lesson? Where was he carried to? Who saw it done? What did she do? Where was there another child carried off? What was it doing at the time? By what did the eagle hold the child? Who was hid near its nest? What did he observe? How long had he watched? Where was it taking the child to? Where was the bird's nest? What did the hunter hear? What did he do to the bird? What did he do before he fired? Who got back the child?

WRITE—The hunter took up the child, and carried it safely home to the sad mother.

XXXIV.—GOING HOME.

Gath'er, pick up.	Loi'ter, linger.
Tread, to walk.	Li'ly-wreath', lilies twisted to-
Twine, fold round.	Love'li-er, prettier. [gether.

"WILL you come with me, my fair one?"

I asked a little child,

"Will you come and gather flowers?"

She looked at me and smiled.

Then, in a low, sweet, gentle voice,
She said, "I cannot come,
I must not leave this narrow path,
For I am going home."

"But will you not," I asked again.
"The sun is shining bright,
And you might twine a lily-wreath
To carry home at night;
And I could show you pleas-ant things
If you would only come:"
But still she answered as before—
"No, I am going home."

"But look, my child: the fields are green,
And 'neath the leafy trees
Chil-dren are playing mer-ri-ly,
Or resting at their ease;
Does it not hurt your tender feet
This stony path to tread?"
"Sometimes; but I am going home!"
Once more she sweet-ly said.

"My Father bade me keep this path,
Nor ever turn aside;
The road which leads away from Him
Is very smooth and wide;
The fields are fresh and cool and green;
Pleas-ant the shady trees;
But those around my own dear home
Are love-li-er far than these.

"I must not loiter on the road,
For I have far to go;
And I should like to reach the door
Before the sun is low,

I must not stay ; but will you not—
 Oh, will you not—come too ?”
 My home is very beau-ti-ful,
 And there is room for you.”

READING AND SPELLING COLUMNS.

Smiled.	Mer'-ri-ly.	Reach.
Look'ed.	Sweet'-ly.	Beau'-ti-ful.
An'-swered.	Smooth.	Pleas'-ant.

WRITE—My home is very beautiful,
 And there is room for you.

XXXV.—THE BIRD'S NEST.

Sew, to stitch.	Deal, much.
Seam, what is sewed.	Ad-mi'ed, thought much of.
Ty'-ing, fastening.	Bare, without feathers.
Ma-te'-ri-als, stuff for making	Hop'-ping, jumping.
the nest.	Clev'-er, skilful.
Wind, the air in motion.	Neat'-ly, beautifully.

COME, and I will tell you a story about a bird's nest.

Little Fanny Mor-ton having finished a seam her Mama had given her to sew, and her brother Harry having said a good lesson, they were allowed to take a walk in the garden.

While she was tying up a flower which the wind had bent down, Harry called

out, "Fanny, Fanny! come and see what I have found; it is a pretty bird's nest, with five blue eggs." Fanny went to look at it, and admired it very much. "I



should like to take it," said the little boy, "and string the eggs upon a piece of thread." "Oh no, you must not indeed," said his sister: "Mama would be very angry; you know she has often told us that it is very cruel to take the nests, and make the poor birds so un-hap-py. It will be a great deal more pleas-ant to see

the young ones, than to have the eggs upon a string."

Harry found his sister was in the right ; and, after listen-ing to her some time, he said, " Well then, I won't take it ; but we will come and look at it every day." They then ran to-geth-er into the house to tell their Mama what a pretty nest they had found. The next day they came to peep at it again, and saw the old bird sitting upon it.

After vis-it-ing the nest every day for a week, they found that the eggs were all hatched, and that there were five young birds. They were poor little bare things, with scarce-ly any feathers upon them ; all open-ing their mouths, as wide as they could, for something to eat ; and their mother had flown away to seek some food for them. Fanny and her brother went to look at the birds very often, and were very much pleased to see that they grew every day, and were at length quite covered with pretty brown feathers ; and one day, when the chil-dren went to look at them, they found that they had all

flown away. Soon after, they saw them hopping along the walks, and the old birds feeding them.

Harry, when he went into the house, asked his Mama if he might not take the nest, now that the birds were done with it? She told him, that he might take it if he pleased in another week. Harry did not forget to fetch it at the time his Mama gave him leave. He and his sister looked at it, and were much pleased to see how neatly it was made of moss and hay woven to-ge-th-er, and lined with hair, wool, and feathers, to make it soft and warm for the young ones.

Fanny did not see how the little birds could make so pretty a nest without hands; she thought they must be very clever to do it all with their feet and bills, and had a great mind to try if she could make such a one; but after taking a great deal of pains to get the ma-te-ri-als, she found she could not put them to-ge-th-er so as to make a nest; and that she was not so clever as the little birds.

READING AND SPELLING COLUMNS.

Fin'-ished.	Thread.	Length.
Les'-son.	Listen'-ing.	Hatch'ed.
Fan'-ny	Vis'-it-ing.	Scarce'-ly.
Feath'-ers.	Cov'-ered.	Pleas'ed.

QUESTIONS.

Who took a walk? After what? Where did they walk? What did Fanny do to a flower? What broke it? What did Harry ask her to go and see? How many eggs were in it? What did Harry wish to do with them? Who forbade this? Why? What did Harry answer? When did Harry and Fanny return to see the nest? After a few days what came out of the eggs? How long did they watch the young ones? What at last did they do with the nest? Why do this? What did they think of the nest? What did the birds make the nest of? In the making of it what did they show?

WRITE—Fanny did not see how the little birds could make so pretty a nest without hands.

WRITE—1st, The names of trades. 2nd, The names of articles used by a mason.

XXXVI.—A TIGER HUNT.

Search, look for.	Graz'ed, slightly touched.
Cen'-tre, middle.	Top'-pled, fell.
Val'-ley, space between hills.	Re-treat', shelter.
Purp'-ling, making red.	Stunn'ed, made senseless.
Steep, almost straight up.	Peer'-ing, looking about.
Car'-case, dead body.	Pan'-ic, sudden fright.
Growl, snarl.	Pe-cu'-li-ar, belonging to.
Pa'-ces, steps.	Bar'-rel, the part of a gun into
Jun'-gle, thicket of trees or shrubs.	which the shot is put.
	Muz'-zle, mouth of the gun.

MR. ADAM WHITE, a great hunter, had gone in search of a tiger that had carried off a cow, and he thus tells the story :

“ I had gone a little way up the valley, and was standing on the bank of a stream, whose steep banks were covered with jungle, into which the tiger had been seen to retreat. Peering about, I heard the low growl so pe-cu-li-ar to the tiger when about to make a charge. I had barely time to look whence the sound



came, when a fine tiger rushed at me from under a thick bush, where he had been lying hid, about twenty paces from me.

“ I had not a second to lose, and there-

fore at once fired the right barrel of my gun at the head of the beast. The ball, however, only grazed his skull, and made a deep flesh wound under his left ear. On he came with greater fury, and, when within a yard of the muzzle of my rifle, I hit him with the contents of the left barrel in the centre of his chest.

“Al-though my second bullet did instant and fatal work, still his rush was such that his body, carried forward with the last effort of his vital strength, dashed against me with great force, threw me down, and gave me an awk-ward back fall of fifteen feet from the top to the bottom of the steep bank.

“Of course, we both top-pled over at the same instant; and, on re-cov-er-ing, for I had been stunned by the fall, I found myself below my late foe, he quite dead, with his head laid across my left arm, and purpling my face with his life's blood.

“With an effort, I got myself clear of his carcase, but, on trying to stand, I found that my left leg was hurt. Just then

my two servants, who, on hearing and seeing the tiger, had fled, came up, still under the effects of their late panic, and thinking the beast to be still alive, fired at him, but with such bad aim that, instead of hitting the tiger, they very nearly hit me.

“After an hour’s delay, I was taken to my tent, the tiger being carried in the rear. Next day I was brought to town, and placed under the care of a doc-tor, and, as I was not much hurt, I was soon able to walk again.”

READING AND SPELLING COLUMNS.

Brought.	Doc'-tor.	Rush'ed.
Stow'-a-ways.	Bul'-let.	Strength.
Pass'-age.	Be-lief'	Awk'-ward.

QUESTIONS.

Name the hunter. What was he searching for? What had it done? Where had it gone? Out of what did it rush on him? What did he then do? Where did the ball hit the tiger? Why did it not kill it? What did the second shot do? What made the hunter and the tiger fall together? Over what did they fall? What distance?	What did the fall do to Mr. White? Tell how he and the tiger were lying together. Who came to Mr. White's help? What had made them run away? What part of Mr. White's body was hurt? Why did the servants fire at the carcase? In firing, what did they nearly do?
--	--

WRITE—As I was not much hurt, I was soon able to walk again.

Write the names of ten wild beasts.

XXXVII.—THE STAR.

Twin'-kle, sparkle.		Tra'-vel-ler, one going from
Di'-a-mond, a costly stone, gem.		place to place.
Blaz'-ing, shining, on fire.		Won'-der, anxious to know.
Ti'-ny, small.		Peep, look.

TWINKLE, twinkle, little star;
 How I wonder what you are!
 Up above the world so high,
 Like a di-a-mond in the sky.

When the blazing sun is gone,
 When he nothing shines upon,
 Then you show your little light,
 Twinkle, twinkle, all the night.

Then the trav-el-ler in the dark
 Thanks you for your tiny spark;
 He could not see which way to go
 If you did not twinkle so.

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

As your bright but tiny spark
 Lights the trav-el-ler in the dark,
 Though I know not what you are,
 Twinkle, twinkle, little star.

READING AND SPELLING COLUMNS.

Shines.		Bright.		Thanks.
Win'-dow.		Blue.		Through.
Peep.		Know.		Twink'-le.

QUESTIONS.

Where are the stars to be seen? | other body shines at night be-
 When are they seen? Why | sides stars? What sometimes
 cannot the stars be seen in the | hides them from our sight?
 daytime? To whom is their | Who made the stars?
 light useful at night? What |

WRITE.—Though I know not what you are,
 Twinkle, twinkle, little star.

XXXVIII.—A REAL HERO.

Voy-age, journey by sea.	We'-ar-ied, tired out.
Mir'-rors, looking-glasses.	Col'-lar, neck of coat.
Stow'-ed, hidden.	Of'-fi-cers, commanders.
Pas'-sage, journey or voyage.	Stern, firm, hard,
Ex-am'-ined, questioned.	Eye'-wit'-ness, onlooker.
E-rect', upright.	Scene, a sight.
Steam'-er, ship driven by steam	Af'-fect'-ing, touching.

IN the month of March, 1869, on board an English steamer a little rag-ged boy, aged nine years, was found on the fourth day of the voyage from Liv-er-pool to New York, and brought before the first mate, whose duty it was to deal with such cases.

When asked his object in being stowed away, and who brought him on board, the boy, who had a fine sunny face, and eyes that looked like the very mir-rors of truth, said that his step-father did it,

because he could not afford to keep him, nor to pay his passage out to New York, where he had an aunt who was rich, and to whose house he was going.



The mate did not believe the story, in spite of the winning face and truthful words of the boy. He had seen too much of stow-a-ways to be misled by them; and it was his firm belief that the sailors had brought the boy on board and given him food. The little fellow was therefore rather sharply dealt with. Day

after day he was ex-am-ined by the mate, but always with the same result. He said he did not know a sailor on board, and his father alone had hid him and given him the food which he ate.

At last the mate, wear-ied by the boy's always telling the same story, seized him one day by the collar, and, drag-ging him to the fore-deck, told him that unless he told the truth in ten minutes from that time, he would hang him from the yard-arm. He then made him sit down under it on the deck. All around him were the pas-sen-gers and sailors, and in front of him stood the stern mate, with his watch in his hand, and the other of-fi-cers of the ship by his side.

It was the finest sight, said an eye-witness, that she ever beheld—to see the pale, proud, yet sad face of that noble boy, his head erect, and his beau-ti-ful eyes bright with tears.

When eight minutes had fled, the mate told him he had but two minutes to live, and ad-vised him to speak the truth and

save his life ; but he replied with the utmost calm-ness by asking the mate if he might pray. The mate said nothing, but nodded his head, turned pale, and shook like a reed with the wind. And there, all eyes turned on him, the brave and noble little fellow knelt with clasp-ed hands, and eyes up-turned to heaven, while he re-peat-ed the Lord's Prayer, and prayed that he might be taken to heaven.

An af-fect-ing scene then took place. Sobs broke from strong hard hearts as the mate sprang forward to the boy and clasped him to his bosom, and kissed him, and blessed him, and told him that he now believed his story, and how glad he was that he had been brave enough to face death, and be willing to give his life for the truth of his word.

READING AND SPELLING COLUMNS.

Mouth.
Min'-utes.
Deal.
Fore'-deck.
Be-lieve'.

Ob-ject.
Af-ford'.
Aunt.
Reed.
E-nough'.

Truth'-ful.
Sail'-ors.
Sharp'-ly.
Clasp'-ed.
Re-peat'-ed.

QUESTIONS.

Who was hid on board the steamer? How old was he? Where was the ship going? Where did it sail from? When was the boy discovered? Before whom was he brought? Tell his appearance. Who did he say had put him on board? Why? To whom was his father sending him? Where? Why did the mate not believe his story? Who did he think had put him on board? What did	the mate, at last, propose to do to force him to speak the truth? Was the boy telling the truth all the time? When the time was nearly up, what did he ask leave to do? What made the mate, at last, believe his story? Who were moved by his conduct? What did the mate himself do to him? Tell all the points you admire in the boy's conduct. Tell what is to be blamed in the others connected with him.
--	--

WRITE—He had been brave enough to face death, and be willing to give his life for the truth of his word.

XXXIX.—MORNING HYMN.

Pause, stop. Sim'ple, plain. Bleat-ing, crying of a sheep. Wake, to get out of sleep.	Scent, smell. Bats, bird-like animals. Shield, defend. Roam, wander.
--	---

WAKE, little child! the morn is gay,
 The air is fresh and cool;
 But pause awhile, and kneel to pray,
 Before you go to merry play—
 Before you go to school.

Kneel down and speak the holy words;
 God loves your simple prayer
 Above the sweet songs of the birds,
 The bleating of the gentle herds,
 The flowers that scent the air.

And when the quiet evening comes,
 And dew-drops wet the sod,
 When bats and owls begin to roam,
 And flocks and herds are driven home,
 Then kneel again to God.

Because you need him day and night,
 To shield you with his arm,
 To help you always to do right,
 To feed your soul and give it light,
 And keep you safe from harm.

READING AND SPELLING COLUMNS.

Morn.	Roam.	Herds.
Kneel.	Pray'-er.	Qui'-et.
A-while'.	Gen'-tle.	Owls.

QUESTIONS.

What should children do when | should they pray? What does
 they awake? To whom? Why? | the last verse say they ought
 At what other time at least | to pray for?

WRITE—Kneel down and speak the holy words ;
 God loves your simple prayer.

XL.—EVENING HYMN.

Ten'-der, full of love.	Heav'en, place of eternal hap-
For-giv'en, pardoned.	piness.
Hum'-ble, lowly.	Lamb, child.

JESUS, tender Shepherd, hear me,
 Bless thy little lamb to-night ;
 Through the darkness be thou near me,
 Watch my sleep till morning light.

All this day thy hand hath led me,
 And I thank thee for thy care;
 Thou hast kept, and clothed, and fed me:
 Listen to my humble prayer.

Let my sins be all forgiven,
 Bless the friends I love so well;
 Take me, when I die, to heaven,
 Happy there with thee to dwell.

READING AND SPELLING COLUMNS.

Je'-sus.	Lis'-ten.	Hap'-py.
Shep'-herd.	Clothed.	Dwell.
Morn'-ing.	Friends.	Dark'-ness.

QUESTIONS.

What is Jesus called in the lesson? Why? Who is meant by the little lamb? What does he pray to Jesus to do? Where? And when? Who cared for him all day? In doing what? What did the child ask to be forgiven? Whom to be blessed? Where to go to at death?

WRITE—Thou hast kept, and clothed, and fed me :
 Listen to my humble prayer.

SCRIPT EXERCISE.

WRITE—1st, The names of articles of food. 2nd, The names of articles used by a farmer. 3rd, The names of games. 4th, The names of boys and girls in your class. 5th, The names of places in the parish you live in.

XLI.—KING HENRY'S PARROT.

Float'-ing, lying on the water.	Knave, a rascal.
Val'-ued, prized.	Sport'-ing, playing.
Ut'-ter, speak.	Wa'-ter-man, boatman.
Perch, spar.	Row'-ed, pulled with oars.

PARROTS are very pretty birds, which are brought from abroad. They are much

valued from their being able to learn to speak or utter words like a human being.

One of the Kings of Eng-land, Henry the Seventh, had a fine parrot, of which he was very fond. This king lived at



West-min-ster, close by the river Thames ; and as the windows of the house opened out upon the water, the bird learned many words from the persons who came to take boat there, and from those who were sailing up or down the river.

One day the parrot, sporting on his perch at the window, fell into the water ; and as

he fell he called out, "A boat! a boat! twenty pounds for a boat!" A wa-ter-man, who heard him, rowed his boat to the spot where he was floating, picked him up, and took him to the king, who was glad to find that his pet was safe.

The wa-ter-man said that he should be paid, not so much ac-cord-ing to his trouble, which was very little, as ac-cord-ing to the value that the king put on the bird. He said that as the parrot himself had offered twenty pounds, the king was bound to pay that sum. The king refused, and said that he would refer the matter to the parrot; on which the bird cried out, "Give the knave a groat."

READING AND SPELLING COLUMNS.

Thames.	Pick'ed.	Mat'ter.
Eng'-land.	Troub'-le.	Ac-cord'-ing.
West'-min-ster.	Groat.	Val'-ue.

QUESTIONS.

Where do parrots come from? did it cry out? Who heard it? What makes them so much valued? What king had one? What did he do? To whom did he take it? How much did he claim for saving it? On what ground did he ask such a sum? Where did he live? Who often passed his house? What did the parrot learn from them? To whom did the king refer the matter? What befel the parrot one day? What amount of reward? What was it doing at the time? What the parrot's reply?

WRITE—The bird cried out, "Give the knave a groat."

Write the names of the parts of a boat and a ship.

XLII.—READY WIT.

Wor'-sted, woollen thread.	Keep'-sake, a gift to remind one
Toil, work.	of the giver.
Pul'-ley, a wheel on which a	Scaf'-fold, a stand for working
rope works.	on.
Chim'-ney, a place for letting	Lone'-ly, alone.
out smoke.	Rove, unwind, unknit.
Fac'-to-ry, a place where any-	Knit, woven.
thing is made.	Safe'-ty, out of danger.

AFTER hard toil for many weeks, the tall chim-ney of a new fac-to-ry was built. The men put the last stroke to their work, and came down as fast as they could. In his haste, the last but one drew the rope out of the pul-ley.

They saw one man left at the top, with no means to come down. What could be done? There was no scaf-fold, and no ladder would reach half the height.

They all stood in silence to look up at their lonely friend on the top.

Just then his wife came by, and, with quick thought and good sense, she was able to save her husband.

"John," she called out with all her strength, "rove your stocking ; begin at the toe." He knew at once what she meant, and drawing off his stocking — no doubt knit

by his wife—cut off the end, and soon set free the thread. He roved a long piece, and to this he tied a little bit of brick, and gently let it down for eager hands to reach.

Meantime his wife had brought a ball of small twine, which was made fast to the worsted. With a shout, they told John to pull up again. He did so, and they heard the words, "I have it." The pulley rope was then made fast to the twine.

With a glad heart John drew it up, put it over the pulley; then taking up the rest of the stocking, which was to him a keep-sake for life, he let himself down as the other men had done, till he reached the ground in safety.

READING AND SPELLING COLUMNS.

Stock'-ing.		Si-lence.		Draw'-ing.
Height.		Safe'-ty.		Toe.

QUESTIONS.

What in the lesson had just been finished? Who came down from its top? By what means did they descend? Who was left behind? How was it that he was left behind? Who passed at the time and saw the man at the top? What did she tell him to do? What does that mean? How did he get the worsted thread down to the bottom? When down what was tied to it? When he got the twine, what was then fastened to it at the bottom? Why not fasten the pulley rope at first to the worsted thread? What did the man then do with the rope? How did he now get down? What did he do with the remainder of the stocking?

WRITE—"John," she called out with all her strength, "rove your stocking, begin at the toe."

XLIII.—THE SLAVE AND THE LION.

Slave, a servant, one not free.	Fawn'ed, frisked.
Pa'-gans, heathens.	Pris'-on-er, a captive.
Des'-ert, a barren place.	Crime, a fault, sin.
Cave, a hollow in the earth.	Ex-pos'ed, given up to.
Limp'-ing, jumping from being lame.	Loose, free,
Skip'ped, jumped about.	Grate'-ful, thankful.
	Seize, lay hold of.

A SLAVE ran away from Rome when the Romans were pagans. On his way he had to cross a desert to get to his home. One day, just as he had gone into a cave, he heard the roar of a lion, and was in great fear that he should be eaten up. But the lion came limping to him, and put his wounded paw upon the man's knee. The slave, on looking at the paw, saw that it was much swelled, and that it had a big sharp thorn in it. He then drew out the thorn as softly as he could. The lion bore the pain qui-et-ly, and when his paw was easy, he licked the man's hands, and fawned on him like a dog. The man lived there some days, for he was weak and tired. At length, wan-der-ing through the woods, he met with a band of soldiers sent out to seize him, and was by them taken pris-on-er, and led back to his master.

For this crime of running off, he was to be exposed to wild beasts. A lion that had been lately caught, and had not been fed for some days, was let loose upon him. The lion sprang out with a loud roar; but when he saw the man, he crept softly up to him, and licked him, and then skipped about him. It was the same lion the man had met with in the desert. The slave was set free. The lion was given to him; and the grateful beast would follow him through the streets of Rome like a dog.

READING AND SPELLING COLUMNS.

Ro-man.	Lick'ed.	Length.
Swell'ed.	Eat'en.	Crept.
Tak'en.	Wound'-ed.	Seize.

QUESTIONS.

Who ran away? Where from? When? What had he to cross Where did he intend to go What did he go into in the desert? What did he hear when there? How did he feel? What came up to him? In what state? What made it lame? What did it do when it came up to him? What did the man take out of its foot? In what state was the foot with the thorn in it? What did the lion do to the man when the thorn was	taken out? Why did the man remain a few days longer in the desert? Who came upon him in the woods? Where did they take him to? What was to be done to him for running away? What beast knew him again? What did it do when it saw him? What did this procure for the slave? What was also given him? After this, what was it in the habit of doing? What lesson is taught by this story?
---	---

WRITE—The grateful beast would follow him through the streets of Rome like a dog.

XLIV.—THE CHILD AND THE BIRD.

Ri'pe, ready for use.

Pat-ter-ing, rain drops striking
the one after the other.

Dew, small water drops.

Gui'des, directs.

Bur'-ied, put under.

Chas'-ing, running after.

Fool'-ish, silly.

- C. LITTLE bird, little bird, come to me !
 I have a green cage ready for thee ;
 Many bright flowers I'll bring to you,
 And fresh ripe cherries, all wet with dew.
- B. Thanks, little maiden, for all thy care,
 But I dearly love the clear, cool air ;
 And my snug little nest in the old oak tree
 Is better than golden cage for me.
- C. Little bird, little bird, where wilt thou go
 When the fields are all buried in snow ?
 The ice will cover the old oak tree ;
 Little bird, little bird, stay with me !
- B. Nay, little maiden, away I'll fly
 To greener fields and a warmer sky ;
 When Spring returns with pattering rain,
 My merry song you will hear again.
- C. Little bird ! little bird ! who'll guide thee
 Over the hills and over the sea ?
 Foolish one, come in the house to stay ;
 For I am sure you'll lose your way.
- B. Ah, no, little maiden ! God guides me
 Over the hills and over the sea ;
 I will be free as the morning air,
 Chasing the sunlight everywhere.

READING AND SPELLING COLUMNS.

Sun'-light.	Ev'-ery-where.	Green'-er.
Maid'-en.	Dear'-ly.	Cher'-ries.
Gold'-en.	Read'-y.	Flow'-ers.

QUESTIONS.

Who wished the bird? Where would the bird return? What was it to be put? What things season would it then be? Who were promised it? What did the guides all birds in their movements? When

WRITE—I will be free as the morning air,
Chasing the sunlight everywhere.

XLV.—FLIES, AND HOW THEY WALK HEAD DOWNWARDS.

Mo'des, ways.	Gum'my, sticky.
Hatch'ed, produced from eggs.	Flu'id, liquid, like water.
Cu'-ri-ous, wonderful.	Lan'cets, little knives.
Scav'-en-gers, cleaners of streets.	Cran'-ny, little hole.
Pre-vent', to hinder.	Pa'ir, two.
De-cay'-ing, rotting.	Ceil'-ing, the roof of a robin.
Men'-tioned, stated.	Thought'-less, heedless.

THE fly is found in all parts of the world, and breeds in vast numbers everywhere. The female lays little eggs on old and decay-ing sub-stances, and, in a short time, grubs or small worms are hatched from them. These, again, not long after, become flies. The eyes of the fly are very cur-i-ous things. It has a pair of them; but each has so many sides to it that it sees, as it were, with hundreds of eyes instead of with

two. Its two wings are also very beautiful. Nor is this all. In its mouth are fine lancets and suckers, with which it cuts and sucks its food. On its legs are a great many hairs, at the tips of which are small suckers and a sticky fluid; whilst on its feet are a number of little hooks. It is by means of these hooks, the little suckers, and the gummy fluid on its feet and legs, that it is able to walk on the ceiling of a room without falling to the ground. For a long time nobody rightly understood how it was able to keep so firmly to the ceiling, but it is now known that it has three modes of doing this, as mentioned before. What a wonderful creature then is the fly! Yet, it is this beautifully made creature that has its legs and feet torn, so often, from its body, by thoughtless boys and girls.

But, perhaps, some boy may say, "Of what use are flies?" Well, were it not for flies, the air we breathe might very soon get full of deadly gases, arising from rotting animal and vegetable matter. Just look at a stale piece of meat, or at a dead

96 FLIES, HOW THEY WALK HEAD DOWNWARDS.

cat or dog lying on the ground on a warm summer day! How soon does a swarm of flies come around and eat the whole up! The flies cut, bore, and suck away at the flesh till little is left behind; or, they lay eggs in the mass, and the maggots that these eggs turn into quickly devour it. Did flies not do this, a plague might break out in the place, and many people die. Few persons think of this, but it is true; and it shows what care God has taken to keep the air pure and sweet for us. Flies, then, are just little scav-engers to clean our streets and houses of filth.

Then, to prevent flies being a pest, from their great numbers, swallows, trout, spiders, and other crea-tures make them their prey. Winter, too, kills most of them. It is only a few that find shelter in some warm nook or cran-ny.

The fly, then, has enemies enough without boys and girls being cruel to it.

READING AND SPELLING COLUMNS.

Crea'-ture.	En'-e-mies.	Fil'th.
Breathe.	Mag'gots.	Pla'gue.
An'-i-mal.	Num'-bers.	Dead'ly.
Veg'-e-table.	Swal'-lows.	Gas'es.

QUESTIONS.

Where does the fly lay its eggs?	What are the three means by
What do the eggs turn into?	which the fly can walk on the
What do the grubs become?	ceiling? Of what use is the fly?
Describe the eye of a fly. What	What does it carry off from our
are in its mouth? What are the	streets? What does this pre-
lancets for doing? What are the	vent? What keeps down the
suckers for doing? How does a	number of flies? What do
sucker act? What are on the	thoughtless boys and girls often
fly's legs? What are on its feet?	do to flies?

XLVI.—VAIN ROSE BROWN AND HER MAMA.

Flush'ed, red.
 Ques'tion, something asked.
 Crawl'ing, creeping.
 Slen'der, slight in make.
 Co're, heart.
 Con-tin'-ued, repeated.

Clam'-my, moist, sticky.
 Wrink'-led, not smooth.
 Con-tent', pleased.
 Ap-pear'-an-ces, looks.
 Mo'-ping, not lively, dull.
 Val'-ued, esteemed.

“MAMA, am I not as pretty as Alice Lee, who lives in the next house?” asked Rose Brown one day at her Mama, as with flushed face, and tears in her eyes, she looked up into her face.

“Why, my dear,” said her Mama, “what makes you ask such a question?”

“Because,” said Rose, “all the girls in the school have been saying that Alice Lee is much taller and prettier than I am, and I am sure it is not the case, and it makes me angry.”

“And why should that make you

angry?" said her mother. "Has not God made the crawling earth-worm as well as the bright-winged butter-fly? And if you are not as pretty as Alice Lee, it is God who has made you what you are, and you know you ought to be content, because He has made all things wisely and well."

"Yes, Mama, but still you know, I am as pretty as Alice. She has dark eyes, and mine are a nice blue. Her hair is dark; mine is a beautiful light colour. Then her cheeks are pale, but mine are of a fine healthy hue. I am sure I am quite as good looking as she is, though not so tall and slender."

"Good looks," said her Mama, "are sometimes false appearances, and the fine rosy looking apple may be rotten at the core."

"Then, how stiff she is," continued Rose, still angry that her mother did not side with her, "Alice cannot do half the things I can do; and, besides, she goes often moping through the house with a book in her hand, and has not half the fine clothes that I have; so, what people see in her to admire is more than I can understand."

"I wish, Rose," said her mother, who valued real worth more than fine looks and fine clothes—"I wish you were like Alice, not for her dark eyes, dark hair, or tall figure, but for her goodness; because goodness is far better than beauty. What are all the good looks in the world to a beau-ti-ful soul and a happy and con-ten-ted spirit? These will make any per-son, how-ever plain in looks and dress, be ad-mired, far more than a pretty face. Such beauty as this never fades. Bright eyes grow dim. The rosy cheek becomes wrin-k-led, and the handsome form cold and clam-my in death, but the beautiful soul grows better and better every day, and more fit for the e-ver-last-ing beau-ty of the world above."

READING AND SPEELLING COLUMNS.

Pret'-ty.	Health'-y.	Blu'e.
But'-ter-fly.	Beau'-ti-ful.	Hand'-soma
Fig'-ure.	Pla'in.	Rot'-ten.

QUESTIONS.

What did Rose say about her looks? Describe the ap-pear-ance of Alice. Who said Alice was pret-ti-er than Rose? To whom did Rose complain? What did Rose's mother say about good looks? What fruit did she com-pare them to? Whom did she wish Rose to be like? In what respects? What did she say would always last? What did she say would perish?

XLVII.—BE KIND TO THE BIRDS.

Scared, frightened away.
 Brood, young ones.
 Co'-sy, snug.
 Shel'-ter-ing, protecting.
 Lea', meadow.

Car'-ol, to sing.
 Bly'the-ly, merrily.
 Flu'-ting, sounding like a flute.
 Lul'-la-by, a sleep song.
 Plun'-der, to rob.

GOOD MORNING, dear children, I see you have
 been

Away in the woodlands, so fresh and so green,
 I see you have gathered the primroses pale,
 Whose yellow blooms glimmer like gold in the
 vale.

I hope, as you spent your gay holiday hours,
 In search of these bright and those beautiful
 flowers,

As you wandered together, in sunshine and
 shade,

You scared not the bird from its nest in the
 glade;

Nor thought for one moment of taking its
 brood

From their snug, cosy home in the sheltering
 wood.

The poor bird would sorrow and mourn all the
 day,

To find that its young ones were taken away;
 Would sing as it sat in the shade of the tree—

“The children I love have been stolen from me.
 I have tended and nursed them by day and by
 night;

I have sung them to sleep when the sunshine
 was bright;

I have flown through the garden, the meadow,
and wood,
Called at doorstep and window in search of
their food ;
And now, woe is me ! they are stolen away
From the home that I built on the green leafy
spray.
Their chirping no more shall bring joy to my ear,
Their glad cry of welcome I never shall hear,
And I never shall carol so blythely and gay
As I did ere my darlings were taken away.
Oh ! how cruel it is for a girl or a boy
To plunder my nest and to rob me of joy !
I gave them glad welcome to woodland and lea.
Oh ! why have they stolen my darlings from
me ? ”

Dear children ! I hope you will ne’er do a wrong
To the birds that delight us so much with their
song.

How sad and how silent the Spring-time would be,
If no birds were heard singing in hedge or on
tree,

No lark with its music to welcome the day ;
No blackbird when evening was fading away ;
No nightingale fluting its sweetest lullaby
When the stars of the midnight were twinkling
on high.

God made the sweet birds, who made you and me,
He taught them to build in the hedge and the
tree :

He taught them to warble their beautiful song,
And He wills not that any should do them a
wrong.

READING AND SPELLING COLUMNS.

Glim'-mer.	Stol'-en.	Mu'-sic.
Hol'-i-day.	Wrong'.	Chirp'-ing.
Gla'de.	Twink'-ling.	Night'-in-gale.
Sea'rch.	Hed'ge.	Yel'-low.

QUESTIONS.

Where are the children in the poem said to have been? Gath-
ering what? What was it hoped
they did not do to the birds? if robbed of their young? What
How would the poor birds feel all had the mother bird done for
them? How should children
always treat birds? How does
God wish birds to be treated?

REVISAL OF WORD EXERCISES.

Write to Dictation the following words, and tell the meaning of those in italics :—

Astray, *account*, *autumn*, *appear*, *actions*, answer, animal, allowed, *amuse*, afraid, again, against, asleep, asked, *affecting*, afford, aunt, awhile, according.

Birds, bee, *busy*, *builds*, *bill*, butter-fly, bread, bounded, breakfast, breakers, *brim*, *biscuit*, built, belong, *begged*, bitter, brought, broken, break, bantam, bluish, *bare*, band, blazing, believe, *bleating*, *bats*.

Cell, crow, *chased*, *cheese*, cried, *cliff*, *cheat*, crept, *circle*, cheeks, carry, caught, *chirp*, complains, *crafty*, coin, careful, clusters, *clever*, creature, *chips*, *captain*, course, *cup-board*, clothed, *crumbs*, *carpet*, cruelly, *covering*, cry, cries, *crawled*, cruel, catch, creep, cause, colour, *climbed*, *cubs*, carried, *cranes*, *centre*, *carcase*, collar, clasped, chimney, *cave*, crime, cherries.

Dinner, *dashed*, distant, dying, dealt, *distress*, distance, dined, *dozing*, dreadful, *ditch*, despise, daisies, *dazzled*, *dizzy*, *dusk*, daresay, *dismal*, died, *diamond*, dine, drawing, *desert*, dwell, darkness, *dreary*.

Edge, expect, enough, eaten, except, eager, everywhere, *empty*, early, evening, *eyry*, effect, examined, *erect*, eye-witness, exposed, England.

Flying, *flock*, flowers, *fierce*, fairies, frightened, funny, *fail*, fields, finished, follow, fruit, friend, family, *foes*, fond, *found*, *force*, forcing, *fleece*, *fetching*, feathers, *frisked*, foolish, faint, fawns, fore-deck, *factory*, fawned, forgiven, *floating*.

Gather, *gay*, gold, *greedy*, *glow*, grassy, ground, *grapes*, gentle, guiding, gentleman, *gazing*, *guile*, greedily, *gnawed*, greener, gayer, glare, *grove*, growled, *gill*, grown, growl, grazed, grateful, *groat*.

Hay-rick, *honey*, haste, health-ful, *hour*, hunter, *honest*, hunger, howl, *hewing*, happy, hunting, humble, hay, hope, *hopping*, *hoping*, hear, heard, here, heart, hunt, *hook*, hungry, horrid, *hoot*, *hatched*, height, herds, heaven.

Idle, improve, intend, *increase*, injure, instead, *insect*, insult.

Jacket, jumped, *jungle*, Jesus.

Killed, knots, know, *kids*, *keep-sake*, knit, knee, *knave*.

Lessons, labours, limbs, *ledge*, laugh, learn, *lapped*, licked, light-house, low-water, like-ly, *leak*, lucky, *lodge*, locked, leaves, *liberty*, lingered, length, laid, looked, living, love, *lame*, listen, *loiter*, lily-wreath, lovelier, lonely, *limping*.

Moss, mossy, *mischief*, *mane*, merry, mount, moment, mercy, make, making, months, *meek*, meant, mourning, materials, *muzzle*, month, mouth, minutes, *maiden*.

Near, neatly, nicely, *net*, noble, *nest*, not, note.

Opening, ought, offence, opened, *officers*, object, *owls*.

Pretty, pulled, pieces, *paces*, *plenty*, *prey*, *pause*, *paws*, produce, *prison*, pocket, patient, patience, patiently, pain, *pane*, pinched, *punish*, present, please,

pleasant, pluming, proud, ploughman, *pounce*, provide, *pluck*, played, parents, *peering*, *panic*, peculiar, passage, *pulley*, pagans, prisoner, perch.

Quickly, quiet, quite.

Reach, right, ripest, *robbing*, remark, *rows*, romping, ready, *rotten*, roof, *ruin*, robbed, recover, retreat, read, repeated, *roam*, *rove*, rowed.

School, silly, said, skilfully, *shining*, sweet, skill, spreads, Satan, slipped, *shaggy*, seems, *sphere*, season, spring, summer, share, *shocking*, something, saved, *shallow*, *soup*, selfish, *seized*, *sailors*, stream, *sultry*, sour, seemed, *steep*, sudden, *sure*, sugar, size, secure, signs, safety, shaken, spare, *shrunk*, soar, silent, shivering, sparrow, says, servant, strut, *strutted*, sorry, stretching, search, shepherd, silly, surprise, *swoop*, seam, scarcely, stunned, *stowed*, steamer, stern, *scene*, scent, shield, *scaffold*.

Thief, turned, tried, *thunder*, tresses, twig, though, thought, treat, *tales*, tails, trick, *true*, tip-toe, trouble, trained, timber, there, their, *trap*, toasted, tame, tired, teach, touch, *taught*, through, throw, teacher, *tears*, tiles, tune, *trout*, *talons*, tread, twine, thread, tying, *toppled*, tiny, traveller, twinkle, toil, *toe*, tender, Thames.

Untruth, utter.

Vexed, *voyage*, venture, visiting, *valley*, *value*, valued.

Wood, watch, watching, *wax*, walks, waved, *wrong*, wrath, *wreckers*, wormy, wise, wreath, written, *warbling*, wished, *window-sill*, waited, worked, wicked, wearied, wake, *worsted*, wounded, water-man, Westminster.

Yells, year, young.

MARITIME READER. TX-R+M
FIRST MARITIME READER

This book is the gift of

A.M. Dove

37131 062 571 898