

OBJECT LESSONS.

THINGS TAUGHT:

SYSTEMATIC INSTRUCTION

IN

COMPOSITION AND OBJECT LESSONS.

BY -

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PREPARED BY ORDER OF

The Cincinnati Public School Board.

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1862

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## TO TEACHERS.

This little volume differs widely from the usual text-books. It is a book of questions without direct answers. It does not address itself to the memory alone, but to all the faculties of the pupil's mind; nor does it confine the learner within the straight-jacket of a text-book, but seeks to acquaint him with the world, with which man has always to deal.

Without this all-sided development, composition, or the art of writing and speaking fluently, the highest aim of all instruction, will never be perfectly attained. The pupil must first learn how to observe, compare, and combine: to name things properly, and express his ideas in a correct and pleasing style, before he will be able to write a good composition.

Without a proper knowledge of things, the pupil lacks the material out of which to build up the edifice of ideas: without that systematic training which will prepare him to proceed, in writing, from easy to more difficult themes, he will be unable to master his subject: and composition will always remain a most irksome and difficult task.

The present book, compiled after the most successful works used in the Old World, combines a systematic course of instruction in Object Lessons and Composition. To render the work useful in the highest degree, demands a diligent and faithful preparation on the part of the teacher. He should make himself acquainted with the world outside of the usual text-books. He should prepare himself, by diligent and at-

tentive reading, to answer any question the pupil may ask about the subject before him. He should endeavor to perfect himself in catechising,—the principal art of an efficient teacher,—and practice will soon impart skill; and the instruction in Object Lessons will become the most agreeable divertimento of the teacher in the school-room.

At the close of Parts I and II, have been added exercises in letter-writing, and the various kinds of business papers. As most pupils leave school after having passed either the District or Intermediate schools, our text-books and course of instruction should be adapted to preparing them for the various requisitions of life to which every one has to attend, no matter what may be his particular avocation. We have to provide for the children of those whose circumstances do not allow them to attend our High Schools and Commercial Colleges, as ample a store of instruction, as means and time will allow.

Letter-writing and the various business papers form an integral part of instruction in composition.

It is confidently hoped that this little book will successfully meet a want long felt, and, if properly employed, introduce a wholesome reform in the course of instruction in our schools.

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# THINGS TAUGHT, OR OBJECT LESSONS.

## CHAPTER I.

### DEVELOPMENT OF IDEAS BY OBSERVATION.

REMARKS TO TEACHERS.—1. Let each question be given to several pupils. Encourage them to name all the things in the place specified, so that the subject may be exhausted.

2. Let every answer be given in the form of a full and correct sentence.

3. Do not give too many topics at one lesson, but remember that each Article in the First Chapter may last several weeks.

## ARTICLE I.

### NAMES OF THINGS.

#### A

Give the names of several things in the

|               |          |         |
|---------------|----------|---------|
| SCHOOL-ROOM,  | CHURCH,  | SKY,    |
| SITTING-ROOM, | GARDEN,  | EARTH,  |
| STEAMBOAT,    | GRANARY, | PARLOR, |

|          |          |                   |
|----------|----------|-------------------|
| STORE,   | CITY,    | RAILROAD CAR,     |
| HOUSE,   | FIELD,   | TAILOR'S SHOP,    |
| PANTRY,  | RIVER,   | BAKER'S SHOP,     |
| CELLAR,  | WOODS,   | PRINTING OFFICE,  |
| STABLE,  | STREET,  | CARPENTER'S SHOP, |
| KITCHEN, | VILLAGE, | SHOEMAKER'S SHOP. |

## B

1. Give the name of things that have life.
2. Give the name of things without life.

## C

1. Give the name of things made by men.

Name several made by the

|          |             |               |
|----------|-------------|---------------|
| BAKER,   | COBBLER,    | MILLINER,     |
| TAILOR,  | AUTHOR,     | CARPENTER,    |
| MILLER,  | PAINTER,    | GUNSMITH,     |
| TINNER,  | SCULPTOR,   | GOLDSMITH,    |
| HATTER,  | DRUGGIST,   | CONFECTIONER, |
| PRINTER, | BLACKSMITH, | WHEELWRIGHT.  |

Name five raised by the

|         |           |          |
|---------|-----------|----------|
| FARMER, | GARDENER, | FLORIST. |
|---------|-----------|----------|

2. Give the names of ten things not made by men.

EXAMPLES.—By the Tailor are made coats, vests, pantaloons, jackets, cloaks, etc.

By the Florist are raised roses, pinks, lilies, geraniums, dahlias, etc.

## ARTICLE II.

## MATERIALS OF THINGS.

Name six things, each made of

|         |          |        |
|---------|----------|--------|
| IRON,   | WOOL,    | TIN,   |
| WOOD,   | LEAD,    | SILK,  |
| COTTON, | STRAW,   | STONE, |
| PAPER,  | FLOUR,   | GOLD,  |
| SILVER, | LEATHER, | GLASS. |

EXAMPLE.—Of stone are made bridges, sidewalks, pavements, and various kinds of houses.

## ARTICLE III.

## COLORS OF THINGS.

1. Name several things which are

|        |        |         |
|--------|--------|---------|
| WHITE, | BLACK, | RED,    |
| GREEN, | BLUE,  | YELLOW, |
| BROWN, | GRAY,  | PURPLE. |

2. Name the different colors found among

|         |         |       |
|---------|---------|-------|
| DOGS,   | BIRDS,  | PIGS, |
| OXEN,   | SHEEP,  | CATS, |
| HORSES, | HOUSES, | MEN.  |

REMARK TO TEACHERS.—This lesson may be extended to the clothing of the boys and girls, fruits, flowers, etc. Objects of various colors may also be shown, and inquiry made of what colors they are.

## ARTICLE IV.

## NUMBERS OF THINGS.

How many days are in one week?  
 What are their names?  
 How many weeks are in one year?  
 How many days are in one year?  
 How many hours are in one day?  
 How many minutes are in one hour?  
 How many seconds are in one minute?  
 Which months have 30 days?  
 Which months have 31 days?  
 Which month has less than 30 days?  
 How many seasons are in one year?  
 How many months has each season?  
 Which months in Spring?  
 Which months in Summer?  
 Which months in Autumn?  
 Which months in Winter?  
 How many figures are on the clock?  
 How many hands on the dial of a clock?  
 How many cents in a dollar?  
 How many cents in a half-dollar?  
 How many cents in a quarter of a dollar?  
 How many cents in a dime?  
 How many dollars in the eagle, half eagle,  
 quarter eagle?

REMARK TO TEACHERS.—Show the clock, the money,  
 etc., and make explanations.

## ARTICLE V.

## QUALITIES OF THINGS.

Name several things that are

|        |        |         |
|--------|--------|---------|
| LOW,   | THIN,  | WIDE,   |
| HIGH,  | SOUR,  | DEEP,   |
| HEAVY, | SWEET, | LONG,   |
| LIGHT, | SMALL, | SHORT,  |
| THICK, | LARGE, | NARROW. |

REMARK TO TEACHERS.—Take various objects, and ask  
 for their qualities.

For instance, among other things, take a bit of coal:—  
 it is black, hard, heavy, brittle, etc.

## ARTICLE VI.

## ACTION OF THINGS.

1. What things does the CHILD do?

|           |           |           |
|-----------|-----------|-----------|
| COOK?     | JOINER?   | THIEF?    |
| TAILOR?   | SOLDIER?  | MASON?    |
| MILLER?   | DOCTOR?   | BARBER?   |
| FARMER?   | PAINTER?  | WEAVER?   |
| GARDENER? | COACHMAN? | PREACHER? |

2. What things can be done by the

|          |          |              |
|----------|----------|--------------|
| BOY?     | PUPIL?   | AUCTIONEER?  |
| SAILOR?  | TINNER?  | HOUSE-MAID?  |
| BUTCHER? | TEACHER? | STOREKEEPER? |

TO TEACHERS.—Here is a proper place for the teacher to do some things, and call for the words that express the acts. For example, he takes a ratan, bends, coils, twists, throws, waves it, or strikes, points, thrusts with it, and asks: "What do I do now?"

A sheet of paper, a hammer, a book, a handkerchief, a string, etc., may thus be made very useful.

### ARTICLE VII.

#### MANNER OF ACTIONS.

How does sugar taste? vinegar? seawater?  
 How does the sun shine? the moon? the stars?  
 How does the hare run? the dog? the horse?  
 How does the crab go? the snail? the duck?  
 How does the child walk? how the young man?  
 how the old man? the intoxicated man?  
 How does the boy write? how the old man?  
 the writing-teacher?  
 How does the oak grow? the rosebush?  
 How does the thunder sound?  
 How does the lion roar?  
 How does the bird sing?  
 How does the wind blow?  
 How does the gas burn? the wax candle? the  
 tallow candle?  
 How does the bee work? the ant?  
 How does the locomotive go? the steamboat?  
 the coach? the cart?

### ARTICLE VIII.

#### TIME OF ACTIONS.

1. When does the snow fall?  
 When are the flowers blooming?  
 When is the wheat harvested?  
 When does the vintage take place?  
 When do the leaves fall from the trees?  
 When does the nightingale sing?  
 When are musquitos most troublesome?  
 When are the fire-flies abroad?  
 When do the stars rise?  
 When do the swallows leave us?  
 When does a diligent pupil play?  
 When do the birds build their nests?  
 When are the days the longest?  
 When are they the shortest?  
 When does the cock crow?  
 When is the lion seeking his prey?  
 When is the corn planted?

2. What things are done in the

|         |          |               |
|---------|----------|---------------|
| SPRING? | NIGHT?   | EVENING?      |
| SUMMER? | WINTER?  | MORNING?      |
| AUTUMN? | DAYTIME? | THANKSGIVING? |

EXAMPLE.—In Spring the leaves appear, the flowers blossom, the birds return, the farmer prepares the ground, sows his seed, etc.

## CHAPTER II.

## DEVELOPMENT OF IDEAS BY OBSERVATION AND REFLECTION.

REMARKS TO TEACHERS.—1. As the pupils are now able to write, let the exercises of the previous Chapter be frequently reviewed as lessons to be written.

2. As the subjects become more complex, let the sentences in which the answers are given, be more complete and comprehensive.

3. Always bear in mind that it is your duty to *instruct* as well as to *catechize*.

4. Do not give too many topics at once, but try to exhaust every subject, so that each Article in this Chapter may last for several weeks.

## ARTICLE IX.

## CLASSIFICATION OF THINGS.

1. What is the salmon? the dog? the crow? the cow? the wren? the pike? the hen? the fly? the snake? the silkworm? the hog?

What is the mackerel? the apple? the lily? the knife? the quicksilver? the glass? the diamond? the boy? the elephant?

What is the mason? the ocean? the sheep? the joiner? the mirror? New York? Cincinnati?

Ohio? Texas? the Hudson? the Mississippi? London? Vesuvius? Darien?

2. How does the dog differ from the bird? the goose from the turkey? the fish from the bird? the knife from an ax? the house from the church? the squirrel from the rabbit?

How does the tree differ from the plant? the wheat from the sweet potato? the apple-tree from the oak-tree? the chair from the sofa? the dining-room from the parlor? the city from the village?

EXAMPLE.—The dog is a quadruped. The snake is a reptile. London is a city.

## ARTICLE X.

## PARTS OF THINGS.

1. Name the parts of the following things:

|           |          |         |
|-----------|----------|---------|
| A ROOM,   | A STORE, | A HAT,  |
| A TABLE,  | A TREE,  | A ROSE, |
| A CHAIR,  | A HORSE, | A BIRD, |
| A KNIFE,  | A BOOK,  | A YEAR, |
| A HOUSE,  | A WATCH, | A KITE, |
| A WINDOW, | A WAGON, | A SLED. |

2. Name the parts of the human body:

1. HEAD, 2. TRUNK, 3. LIMBS.

TO TEACHERS.—The Teacher should be able to make drawings on the blackboard, and should call for the names of the various parts.

## ARTICLE XI.

MATERIALS OF WHICH THINGS ARE MADE.

## 1. Of what is a KITE made?

|           |           |                |
|-----------|-----------|----------------|
| A SHOE?   | PAPER?    | A BELL?        |
| A BOOK?   | A COMB?   | A BRICK?       |
| A KNIFE?  | A CLOCK?  | A HOUSE?       |
| A BULLET? | A BRUSH?  | A BOTTLE?      |
| A BONNET? | A TRUNK?  | A DOLLAR?      |
| A NEEDLE? | A TEACUP? | A STEAMBOAT?   |
| A WINDOW? | A FIDDLE? | A PIANO-FORTE? |

## 2. From what is CANDY made?

|        |           |         |
|--------|-----------|---------|
| WINE?  | BUTTER?   | CHEESE? |
| SUGAR? | VINEGAR?  | A NAIL? |
| FLOUR? | MOLASSES? | A BOOK? |

## 3. How is a BOOT made?

|             |           |                 |
|-------------|-----------|-----------------|
| A NAIL?     | LEATHER?  | A BANK-BILL?    |
| A TABLE?    | A CLOAK?  | A HALF-DOLLAR?  |
| A STOCKING? | A BARREL? | A STRAW BONNET? |

## ARTICLE XII.

QUALITIES OF THINGS.

## 1. Name some qualities of

|           |         |           |
|-----------|---------|-----------|
| PAPER,    | MILK,   | A CANE,   |
| THE FIRE, | A CORD, | AN APPLE, |

|           |            |              |
|-----------|------------|--------------|
| A ROSE,   | STONE,     | INK,         |
| A BALL,   | A FOX,     | SOAP,        |
| A TIGER,  | SILVER,    | COAL,        |
| A BRICK,  | A FISH,    | GOLD,        |
| A KNIFE,  | A BELL,    | GLASS,       |
| A SHEEP,  | TOBACCO,   | WINE,        |
| A HORSE,  | A RAZOR,   | SNUFF,       |
| A NEEDLE, | A STEEPLE, | WATER,       |
| A MONKEY, | AN ORANGE, | AN ELEPHANT. |

## 2. Name the qualities that are the opposite of the following:

|             |          |              |
|-------------|----------|--------------|
| OLD,        | WET,     | UP,          |
| JUST,       | LOUD,    | HOT,         |
| POOR,       | OPEN,    | LEFT,        |
| GOOD,       | DEEP,    | TALL,        |
| KIND,       | SLOW,    | EVEN,        |
| HARD,       | TRUE,    | UGLY,        |
| THICK,      | TAME,    | TIRED,       |
| BROAD,      | LIGHT,   | WEST,        |
| JOVIAL,     | CLEAR,   | RIGHT,       |
| BITTER,     | WEAK,    | SWEET,       |
| NARROW,     | ROUND,   | NORTH,       |
| HEALTHY,    | POLITE,  | WHITE,       |
| DILIGENT,   | HUNGRY,  | SOCIABLE,    |
| GRATEFUL,   | ORDERLY, | HOPEFUL,     |
| CHARITABLE, | CROOKED, | TRANSPARENT. |

REMARK. — The Teacher will show various things, colors, and forms, and will inquire after their qualities.

THINGS TAUGHT.—2

## ARTICLE XIII.

## ACTION OF THINGS.

## A

*Of Living Things.*

## 1. What things may be done by the

|       |         |               |
|-------|---------|---------------|
| OX?   | SHEEP?  | RABBIT?       |
| CAT?  | CAMEL?  | HUNTER?       |
| BOY?  | HORSE?  | SERPENT?      |
| DOG?  | RAVEN?  | TEACHER?      |
| HOG?  | MOUSE?  | SQUIRREL?     |
| HEN?  | PIGEON? | SWALLOW?      |
| GIRL? | SAILOR? | ELEPHANT?     |
| COCK? | SPIDER? | CANARY-BIRD?  |
| WOLF? | FARMER? | MOCKING-BIRD? |

## B

*Of Things without Life.*

## 2. What things may be done by the

|       |        |            |
|-------|--------|------------|
| SUN?  | SNOW?  | RIVER?     |
| FIRE? | WIND?  | WATER?     |
| HAIL? | FROST? | LIGHTNING? |

## 3. What things may be done with a

|       |        |               |
|-------|--------|---------------|
| PIN?  | LAMP?  | CARRIAGE?     |
| SAW?  | DRUM?  | GUNBOAT?      |
| GUN?  | KNIFE? | TELEGRAPH?    |
| SLED? | SWORD? | STEAM-ENGINE? |

## ARTICLE XIV.

## USES OF THINGS.

## 1. What is the use of the

|          |            |                 |
|----------|------------|-----------------|
| INK?     | AIR?       | LEG?            |
| PEN?     | EYE?       | HAND?           |
| BOOK?    | EAR?       | KNIFE?          |
| SLATE?   | IRON?      | CHALK?          |
| WOOL?    | NOSE?      | SPONGE?         |
| CLOCK?   | WOOD?      | SATCHEL?        |
| RULER?   | PAINT?     | SCISSORS?       |
| SCHOOL?  | BRICK?     | MEDICINE?       |
| LETTER?  | BROOM?     | NEWSPAPER?      |
| TONGUE?  | BRUSH?     | BLACKBOARD?     |
| BUCKET?  | RATAN?     | LEAD PENCIL?    |
| TIN CUP? | MIRROR?    | THERMOMETER?    |
| LEATHER? | SPY GLASS? | PRINTING PRESS? |

## 2. For what purpose does

The ox use his horns?  
 For what the fish his fins?  
 For what the clerk his pen?  
 For what the boy his knife?  
 For what the bird its wings?  
 For what the boy his skates?  
 For what the mole his claws?  
 For what the butcher his ax?  
 For what the soldier his flag?  
 For what the elephant his trunk?

For what the pupil his pen?  
 For what the cobbler his awl?  
 For what the eagle his talons?  
 For what the girl her scissors?  
 For what the printer his type?  
 For what the farmer his plow?  
 For what the teacher his ruler?  
 For what the carpenter his saw?  
 For what the merchant his safe?  
 For what the sailor his compass?  
 For what the patient his medicine?  
 For what the mason his plumb-line?  
 For what the physician his medicine?  
 For what the tradesman his yard-stick?

3. What things can be done with

|                   |        |              |
|-------------------|--------|--------------|
| A BALLOON?        | GAS?   | A SAW?       |
| A DIAMOND?        | FIRE?  | A TRAP?      |
| A GUNBOAT?        | LEAD?  | A SHOVEL?    |
| A HANDSAW?        | GOLD?  | A LANCET?    |
| A PAINT BRUSH?    | WINE?  | A CANNON?    |
| A STEAM-ENGINE?   | STONE? | AN APPLE?    |
| A WHEEL-BARROW?   | WOOD?  | AN OMNIBUS?  |
| A SEWING MACHINE? | WATER? | A TELESCOPE? |

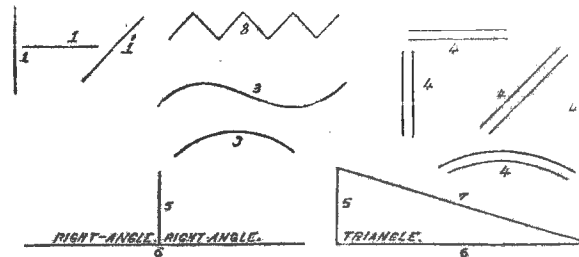
EXAMPLE. — The fire can burn, boil, bake; blaze, smoke, crackle, warm, consume, etc.

### ARTICLE XV.

#### DIRECTION OF THINGS.

1. Name several things which are

|          |           |                |
|----------|-----------|----------------|
| EVEN,    | CURVED,   | SLANTING,      |
| UNEVEN,  | STRAIGHT, | HORIZONTAL,    |
| CROOKED, | PARALLEL, | PERPENDICULAR. |



2. Which direction have the

|                       |                       |
|-----------------------|-----------------------|
| Legs of a chair?      | Rows of houses?       |
| Lintel of a door?     | Masts of a ship?      |
| Eaves of a house?     | Trunk of a tree?      |
| Gables of a house?    | Edges of a table?     |
| Corners of a house?   | Boughs of a tree?     |
| Stairs of a building? | Sides of a bucket?    |
| Cornice of a temple?  | Pipes of an organ?    |
| Columns of a temple?  | Rails of a railroad?  |
| Benches of this room? | Legs of a compass?    |
| Mullion of a window?  | Tracks of a carriage? |
| Transom of a window?  | Pendulum of a clock?  |

## ARTICLE XVI.

## FORMS OF THINGS.

## A.—Name things which are

ROUND, 1.

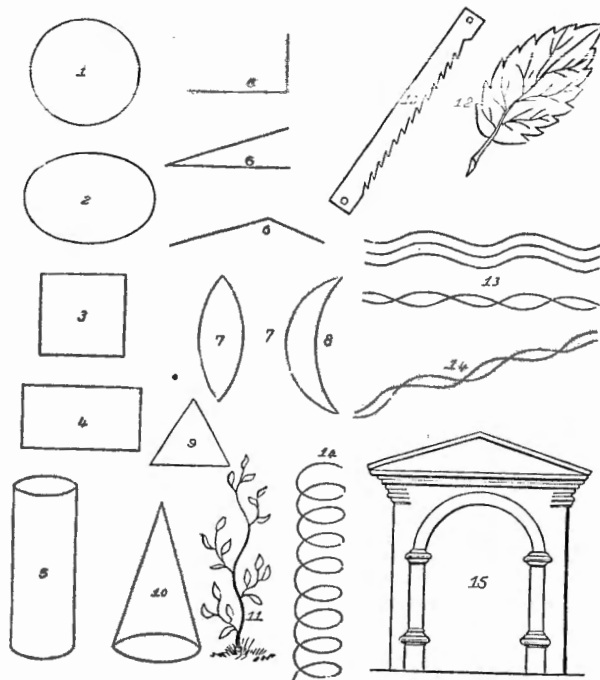
OVAL, 2.

ANGULAR, 6.

CONVEX, 7.

ARBORESCENT, 11.

SERRATED, 12.



SQUARE, 3.

RECTANGULAR, 4.

CYLINDRICAL, 5.

CONCAVE, 8.

TRIANGULAR, 9.

CONICAL, 10.

WINDING, 13.

SPIRAL, 14.

ARCHED, 15.

Name things which are long, wide, narrow, hollow, pointed, tapering, oblong.

## B

What is the form of

|            |            |                   |
|------------|------------|-------------------|
| AN EGG?    | A TUB?     | THE STREET?       |
| A STOVE?   | A CUP?     | A ROSE LEAF?      |
| A TABLE?   | A SAW?     | A CORKSCREW?      |
| A CIRCLE?  | AN EEL?    | THE STOVERPIPE?   |
| A DOLLAR?  | THE DIE?   | WINDING STAIRS?   |
| A ROLLER?  | A RIBBON?  | HORNS OF A GOAT?  |
| A NEEDLE?  | AN ONION?  | TRUNK OF A TREE?  |
| A MARBLE?  | A BOTTLE?  | BEAK OF AN EAGLE? |
| A SERPENT? | A TUMBLER? | WHEEL OF A WATCH? |

## ARTICLE XVII.

## COMPARISON OF THINGS.

Compare a goat and a lamb.  
 Compare a horse and a mule.  
 Compare a steeple and a hut.  
 Compare a ruler and a board.  
 Compare a river and a brook.  
 Compare a kite and a balloon.  
 Compare a watch and a clock.  
 Compare a squirrel and a rabbit.  
 Compare a steamboat and a ship.  
 Compare a barrel and a hogshead.

Compare the finger and the arm.  
 Compare an eagle and a canary-bird.  
 Compare a pigeon and a mocking-bird.  
 Compare a church and a dwelling-house.  
 Compare wrapping-paper and letter-paper.

## ARTICLE XVIII.

## MEANS AND ENDS.

## A

*Means.*

What *means* must we use

|                                   |                          |
|-----------------------------------|--------------------------|
| To warm a room?                   | To build a house?        |
| To light a street?                | To learn a lesson?       |
| To make a table?                  | To make a living?        |
| To reap the grain?                | To cross a stream?       |
| To write a good hand?             | To be beloved by others? |
| To send news to a distant friend? |                          |
| To catch fishes and birds?        |                          |

## B

*Ends.*

What *ends* are sought by

|                        |                        |
|------------------------|------------------------|
| Children who play?     | One who is charitable? |
| One who sets a trap?   | One who reads a book?  |
| One who lights a fire? | One who opens a mine?  |

One who runs very fast?  
 A man who plows a field?  
 People who go to market?  
 A man who bathes himself?  
 One who waters the flowers?  
 One who hunts in the forest?  
 One who puts up a lightning-rod?  
 One who looks through a telescope?

## ARTICLE XIX.

## MOTIVES AND CONSEQUENCES.

## A

*Motives.*

Why should we do right?  
 Why do hunters use a gun?  
 Why do men feed silkworms?  
 Why do children go to school?  
 Why do butchers kill animals?  
 Why do men invent machines?  
 Why do tanners make leather?  
 Why do birds fly south in Fall?  
 Why should we assist the poor?  
 Why do farmers sow their seed?  
 Why do we send for the doctor?  
 Why do sailors go on the ocean?  
 Why should we love our parents?  
 Why should we honor our teachers?  
 Why do chimney-sweepers clean the chimney?

## B

*Consequences.*

What are the *consequences* of

|                  |               |
|------------------|---------------|
| War?             | Order?        |
| Lying?           | Virtue?       |
| Famine?          | Disorder?     |
| Idleness?        | Kindness?     |
| Pestilence?      | Diligence?    |
| Short crops?     | Ignorance?    |
| Covetousness?    | Dishonesty?   |
| Cold weather?    | Knowledge?    |
| Warm weather?    | Drunkenness?  |
| A thunder-storm? | Quick temper? |

## ARTICLE XX.

## CAUSE AND EFFECT.

## A

*Causes.*

What are the *causes* of

|                 |                    |
|-----------------|--------------------|
| Ice?            | Joy?               |
| Day?            | Night?             |
| Hail?           | Death?             |
| Rain?           | Winter?            |
| Snow?           | Wealth?            |
| Poverty?        | Summer?            |
| A wound?        | Dissatisfaction?   |
| A good harvest? | Light of the moon? |

## B

*Effects.*

What is driven by wind?  
 What is driven by water?  
 What is driven by steam?  
 What are the effects of rain?  
 What are the effects of heat?  
 What are the effects of light?  
 What are the effects of order?  
 What are the effects of study?  
 What are the effects of travel?  
 What are the effects of virtue?  
 What are the effects of health?  
 What are the effects of disease?  
 What are the effects of stealing?  
 What are the effects of poverty?  
 What are the effects of idleness?  
 What are the effects of honesty?  
 What are the effects of exercise?  
 What are the effects of gluttony?  
 What are the effects of sunshine?  
 What are the effects of industry?  
 What are the effects of kindness?  
 What are the effects of economy?  
 What are the effects of obedience?  
 What are the effects of ignorance?  
 What are the effects of dissipation?

## CHAPTER III.

STORIES TO BE WRITTEN FROM MEMORY, AND TRANSFORMATION OF POETRY INTO PROSE.

REMARKS TO TEACHERS.—The stories and poems in this Chapter are intended for a variety of exercises, all preparatory to the work of composition writing.

The pupils should read the stories aloud to the Teacher. Then let the books be closed, and let the Teacher examine the pupils as to their understanding of what has been read. This is done by question and answer.

Next, let each story be repeated orally, by several of the class. Afterward they are to be written from memory, and corrected by the Teacher.

Too much must not be demanded at first, or the learner will become discouraged; but if too little be required, he will become careless. The more the words of the pupil differ from those in the book, the better.

## FIRST SECTION.

## ARTICLE XXI.

## STORIES.

## I.—WHO TOLD YOU THAT?

WILLIAM and Peter were sitting in the same seat at school. One day Peter had done his sums

by a new method, which very much pleased his teacher.

"Who showed you?" asked the teacher.

"I showed myself," answered the diligent boy.

## II.—THE KID AND THE WOLF.

A KID was standing on the flat roof of a house, and saw a wolf passing by. He immediately cried out to the wolf, and dared him to come up and fight.

The wolf looked up and said:

"Sir kid, it is not you, but the house, that talks so bravely."

## III.—THE PEACOCK AND THE JACKDAW.

THE birds once met to elect a king. The peacock demanded to be elected, on account of his beauty. After he had been elected, the jackdaw asked him:

"If the eagle should attack us while you are king, how will you defend us?"

## IV.—THE TORTOISE AND THE EAGLE.

A TORTOISE begged the eagle to teach her how to fly. Said the eagle: "It is contrary to your nature to fly." "Never you mind that," said the tortoise, "but carry me up, and show me how you fly, and let me try."

The eagle carried her high in the air, and let her go. She fell, and was dashed to pieces.

#### V.—THE TOWN-PUMP.

THE town-pump once made a speech, and this is what it said :

"Cold water, boys, is the best drink. It purifies every thing, preserves every thing, and refreshes every thing. Drink it, and you will be healthier and happier than if you drank any other drink."

#### VI.—THE THREE OXEN.

THREE oxen once lived together in a pasture. While they were friendly, they could defend themselves against all enemies.

But when they afterward quarreled with each other, and separated, the panthers and wolves attacked them singly, and quickly devoured them.

#### VII.—GEORGE WASHINGTON.

WHEN Washington was a little boy, his father gave him a hatchet. He began to cut every thing he came across; and, among other things, he cut down a cherry-tree which his father very much prized.

When his father saw it, he was very angry, and asked his little son who had done such a naughty thing.

George did not hesitate a moment, but said: "I did it, father." He would not lie, and was forgiven.

#### VIII.—THE MISER.

A MISER fell into a deep and rapid stream. A fisherman, wishing to save his life, jumped into the water, and cried out: "Give me your hand, and I will save you."

But the miser said: "I never gave any thing in my life, and I will not begin now."

#### IX.—THE MARTIN AND THE PIGEONS.

A MARTIN, having been caught in a trap, suffered the most terrible pain.

A young pigeon saw it, flew to her mother, and exclaimed: "Joy, joy, our mortal enemy is going to perish! Come, let us deride him, and thereby increase his sufferings."

"Shame," replied the old pigeon. "To deride an unfortunate one, even if he be our mortal enemy, betrays a heart well deserving the same misfortune."

#### X.—THE WITTY SAILOR.

"CAPTAIN," asked a sailor, "is any thing lost, so long as you know where it is?" "No," replied the captain.

"Well, then, your silver teapot, which just fell

out of my hand, is not lost; for I know, and I tell you, that you may know, that it is in the bottom of the ocean."

#### XI.—THE APE AND THE FOX.

"MENTION to me an animal so skillful that I can not imitate it."

Thus vaunted the ape in the presence of a fox. But the fox replied: "And can you mention to me an animal so insignificant that it would be willing to imitate you?"

#### XII.—PROTECTION AGAINST COLD.

A RICH man took a ride in the pinching cold. On his way, he met a poor man, who was lightly dressed, and yet did not seem to feel the cold.

"How can you stand this terrible frost, my friend?" asked the rich man. "I can hardly warm myself."

"O, if you would manage it as I do," replied the poor man, "you would not freeze either." "Please tell me how you manage it," asked the rich man. "I have," replied he, "put on all my clothes."

#### XIII.—THE CUNNING CROW.

A CROW was very thirsty, and saw some water in the bottom of a jug, with a long neck. He tried for some time to reach it, but could not do so.

After studying a while, he picked up a large number of pebbles, and put them in the jug. These raised the water so that he could reach it and quench his thirst.

There is nothing like trying.

#### XIV.—DOG TRAY IN BAD COMPANY.

TRAY was a very good dog. One day a very bad dog, named Bruno, asked him to go to the village with him. Tray said he would go, if Bruno would behave well. Bruno promised to do so, and they set out together.

When they reached the village, Bruno barked at every child, worried every cat, and quarreled with every dog, he met. So the villagers ran after the two dogs, and beat them both soundly: Bruno, because he was bad, and Tray, because he was found in bad company.

Always shun bad company!

#### XV.—THE COW, THE GOAT, THE SHEEP, AND THE LION.

A cow, a goat, and a patient sheep went hunting, in company with the lion. At last they caught a large deer. The lion divided it, and said:

"The first part I take, because I am the lion. The second part you must award to me, on account of my valor. The third must fall to my lot, because I am stronger than you are; and woe be to him who lays his hands on the fourth part."

Thus the unjust lion took the entire body for himself.

#### XVI.—GENERAL PUTNAM.

AFTER the battle of Lexington, men rode all over the country to carry the news, and to call the soldiers to Boston.

When one of these men reached Pomfret, Connecticut, he stopped at the roadside, and told the news to a fat farmer, who was plowing with a yoke of oxen and a horse.

The farmer went at once to his plow, unyoked his oxen, sprang upon his horse, and left his farm to be destroyed, in order that we might enjoy the blessings of liberty.

This farmer was the patriotic Putnam, one of the distinguished generals of the Revolutionary War.

#### XVII.—GENERAL GREENE.

GENERAL NATHANIEL GREENE, of the Revolution, was born of Quaker parents, and the Quakers refuse to fight, even in self-defense. Yet Nathaniel enlisted in the army, doing so without the knowledge of his father or mother.

When they learned what their son had done, his father reproved him; but his mother said:

"Nathaniel, if thou wilt go to the war, I hope thou wilt never allow thyself to be shot in the back."

#### XVIII.—HENRY CLAY.

HENRY CLAY was once told that if he would advocate certain measures, he could easily be elected President of the United States. But he replied:

"These measures are wrong; and I would rather be right than be President."

#### XIX.—DANIEL WEBSTER.

DURING our war with Mexico, Daniel Webster was conversing with a gentleman who declared that, while he believed the war was wrong, he could not support the government or the country.

But Mr. Webster said: "My motto is, 'My country, right or wrong;' if right, to conquer with her; if wrong, to set her right, and defend her."

#### XX.—MEASURE FOR MEASURE.

ONCE, in a company, a traveler told, with all seriousness, that he had traveled over the five divisions of the globe, and that, among other curiosities, he had met with one which, as yet, had never been mentioned by any author.

This curiosity, according to his statement, was a cabbage, which was so large and high, that under one single leaf thereof fifty armed horsemen might have been able to station themselves.

Some one, who listened to him, did not deem his exaggeration worthy of a refutation, but told him that he too had traveled, and been as far as China.

There, to his greatest astonishment, he had seen three hundred coppersmiths working on the outside of a large kettle; and there had been three hundred men at work on the inside, to polish it.

"And what did they wish to do with this monstrous kettle?" asked the traveler.

"They intended to cook therein the cabbage of which you told us just now."

#### XXI.—KILL OR CURE.

A DOCTOR was employed by a poor man to attend his wife, who was dangerously ill. The doctor gave a hint that he had fears of not being paid.

"I have five dollars," said the man to the doctor, "and if you *kill* or *cure*, you shall have them."

The woman died in the doctor's hands, and after a reasonable time he called for his money.

The man asked the doctor if he *killed* his wife?

"No!"

"Did you *cure* her?"

"No!"

"Then," said the poor man, "you have no legal demand!"

## SECOND SECTION.

### TRANSFORMATION OF POETRY INTO PROSE.

REMARKS TO TEACHERS.—Let the Teacher read these poems, so as to give the sense definitely and correctly. Let him define the figurative words, and give the synonyms for those most important. Let him give an example, and ask the pupil to repeat, orally, the transformation of the poem, or a verse of it, into prose; and then let it be written.

The longer poems may be divided into several lessons. It is a special rule, that *all rhymes are to be avoided*.

This Section embraces matter for a large variety of very useful exercises. It will aid the pupil in learning to read, and in remembering what is read, and will give him a more copious vocabulary of words, and a more graceful style. Let it not be neglected.

#### ARTICLE XXII.

##### I.—THE BIRD'S NEST.

1. If ever I see,  
On bush or tree,  
Young birds in a pretty nest,  
I must not, in play,  
Steal the young birds away,  
To grieve their mother's breast.

2. My mother, I know,  
Would sorrow so,

Should I be stolen away;  
 So I'll speak to the birds  
 In my softest words,  
 Nor hurt them in my play.

3. And when they can fly  
 In the bright blue sky,  
 They will warble a song to me,  
 And when I am sad,  
 It will make me glad,  
 To think they are happy and free.

## II.—THE SPARROW.

1. Who taught the little bee to fly  
 Among the sweetest flowers,  
 And lay his feast of honey by,  
 To eat in winter hours?
2. Who showed the little ant the way  
 Her narrow hole to bore,  
 And spend the pleasant summer day  
 In laying up her store?
3. The sparrow builds her clever nest  
 Of wool, and hay, and moss;  
 Who taught her how to weave it best,  
 And lay the twigs across?
4. 'Twas God who taught them all the way,  
 And gave them all their skill;  
 And teaches children, when they pray,  
 To do his holy will.

## III.—LOVE OF BROTHERS AND SISTERS.

1. WHATEVER brawls disturb the street,  
 There should be peace at home;  
 Where sisters dwell, and brothers meet,  
 Quarrels should never come.
2. Birds in their little nests agree;  
 And 'tis a shameful sight,  
 When children of one family  
 Fall out, and chide, and fight.
3. Hard names, at first, and angry words,  
 That are but noisy breath,  
 May grow to clubs and naked swords,  
 To murder, and to death.
4. The wise will let their anger cool,  
 At least, before 'tis night;  
 But in the bosom of a fool,  
 It burns till morning light.
5. Pardon, O Lord, our childish rage,  
 Our little brawls remove;  
 That, as we grow to riper age,  
 Our hearts may all be love.

## IV.—MARY'S LAMB.

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

2. He went with her to school one day,  
Which was against the rule;  
It made the children laugh and play,  
To see a lamb at school.
3. And so the teacher turned him out;  
But still he lingered near,  
And waited patiently about,  
Till Mary did appear.
4. 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."
5. "What makes the lamb love Mary so?"  
The eager children cry;  
"O, Mary loves the lamb, you know,"  
The teacher did reply.
6. "And you, each gentle animal  
To you, for life, may bind,  
And make it follow at your call,  
If you are always kind."

## V.—JACK FROST.

1. Who hath killed the pretty flowers,  
Born and bred in summer bowers?  
Who hath taken away their bloom?  
Who hath swept them to the tomb?  
Jack Frost.
2. Who hath chased the birds so gay,  
Lark and linnet, all away?

- Who hath hushed their joyous breath,  
And made the woodlands still as death?  
Jack Frost.
3. Who hath chilled the laughing river?  
Who doth make the old oak shiver?  
Who hath wrapped the world in snow?  
Who doth make the wild winds blow?  
Jack Frost.
  4. Who doth prow! at midnight hour,  
Like a thief around the door,  
Through each crack and crevice creeping,  
Through the very key-hole peeping?  
Jack Frost.
  5. Who doth pinch the traveler's toes?  
Who doth bite the school-boy's nose?  
Who doth make your fingers tingle?  
Who doth make the sleigh-bells jingle?  
Jack Frost.

## VI.—WINTER SPORTS.

1. O, COME with me, and we will go,  
And try the winter's cold;  
It freezes now, and soon will snow,  
But we are tough and bold.
2. We have had merry games in Spring,  
Of ball and other sorts;  
But Winter, too, his share can bring  
Of old and cheerful sports.

3. With sled and satchel, off we start,  
The smoking breakfast through;  
And through the day, with book and chart,  
We have enough to do.
4. But when our lessons all are done,  
O then, we're on the ice;  
And, by the redly sinking sun,  
Are skating there so nice.
5. Then come with me, and we will go  
And try the winter's cold;  
Nor fear the ice, nor fear the snow,  
For we are tough and bold.
6. And then, at evening, sitting round  
The crackling, cheerful blaze,  
We'll tell our stories, sing our songs,  
And close the winter days.

## VII.—THE VIOLET.

1. Down in a green and shady bed,  
A modest violet grew;  
Its stalk was bent, it hung its head,  
As if to hide from view.
2. And yet it was a lovely flower,  
Its colors bright and fair;  
It might have graced a rosy bower,  
Instead of hiding there.
3. Yet there it was content to bloom,  
In modest tints arrayed,

And there it spread its sweet perfume,  
Within the silent shade.

4. Then let me to the valley go,  
This pretty flower to see,  
That I may also learn to grow  
In sweet humility.

## VIII.—MARY DOW.

1. "COME in, little stranger," I said,  
As she tapped at my half-open door,  
While the blanket pinned over her head,  
Just reached to the basket she bore.
2. A look full of innocence fell  
From her modest and pretty blue eye,  
As she said: "I have matches to sell,  
And hope you are willing to buy.
3. "A penny a bunch is the price,  
I think you'll not find it too much;  
They are tied up so even and nice,  
And ready to light with a touch."
4. I asked, "What's your name, little girl?"  
"Tis Mary," said she, "Mary Dow;"  
And carelessly tossed off a curl  
That played on her delicate brow.
5. "My father was lost on the deep:  
The ship never got to the shore;  
And mother is sad, and will weep,  
To hear the wind blow and sea roar.

6. "She sits there at home without food,  
Beside our sick Willy's low bed;  
She paid all her money for wood,  
And so I sell matches for bread.
7. "I'd go to the yard and get chips,  
But then it would make me too sad,  
To see the men building the ships,  
And think they had made one so bad.
8. "But God, I am sure, who can take  
Such fatherly care of a bird,  
Will never forget nor forsake  
The children who trust in His word.
9. "And now, if I only can sell  
The matches I brought out to-day,  
I think I shall do very well,  
And we shall rejoice at the pay."
10. "Fly home, little bird," then I thought,  
"Fly home, full of joy, to your nest;"  
For I took all the matches she brought,  
And Mary may tell you the rest.

## IX.—GET UP.

1. Get up, little sister; the morning is bright,  
The birds are all singing to welcome the light;  
The buds are all open, the dew's on the flower;  
If you shake but a branch, see, there falls quite a shower.
2. By the side of their mothers, look, under the trees,  
How the young lambs are skipping about as they please;

And by those little rings on the water, I know  
The fishes are merrily swimming below.

3. The bee, I dare say, has been long on the wing,  
To get honey from every flower of the Spring;  
For the bee never idles, but labors all day,  
And thinks, prudent insects' work better than play.
4. The lark's singing gayly, it loves the bright sun,  
And rejoices that now the gay Spring has begun;  
The Spring is so cheerful, I think 't would be wrong  
If we did not feel happy to hear the lark's song.
5. Get up; for when all things are merry and glad  
Good children should never be lazy and sad;  
For God gives us daylight, dear sister, that we  
May rejoice like the lark, and work like the bee.

## X.—HARRY AND THE GUIDE-POST.

1. THE night was dark; the sun was hid  
Beneath the mountain gray,  
And not a single star appeared  
To shoot a silver ray.
2. Across the heath the owlet flew,  
And screamed along the blast;  
And onward, with a quickened step,  
Benighted Harry passed.
3. And now in thickest darkness plunged,  
He groped his way to find;  
And soon he thought he saw beyond,  
A form of horrid kind.

4. In deadly white it upward rose,  
Of cloak and mantle bare,  
And held its naked arms across,  
To catch him by the hair.
5. Poor Harry felt his blood run cold,  
At what before him stood;  
But then, thought he, no harm, I'm sure,  
Can happen to the good.
6. So, calling all his courage up,  
He to the monster went;  
And, eager through the dismal gloom,  
His piercing eyes he bent.
7. And when he came well nigh the ghost  
That gave him such a fright,  
He clapped his hands upon his side,  
And loudly laughed outright.
8. For 'twas a friendly guide-post stood,  
His wandering steps to guide;  
And thus he found, that to the good  
No evil could betide.
9. Ah well, thought he, one thing I've learned,  
Nor shall I soon forget;  
Whatever frightens me again,  
I'll march straight up to it.
10. And when I hear an idle tale  
Of monster or of ghost,  
I'll tell of this, my lonely walk,  
And one tall, white guide-post.

## XI.—SPRING.

1. "SPRING, where are you waiting now?  
Why are you so long unfelt?  
Winter went a month ago,  
When the snows began to melt."
2. "I am coming, little maiden,  
With the pleasant sunshine laden;  
With the honey for the bee,  
With the blossom for the tree,  
With the flower, and with the leaf:  
Till I come the time is brief.
3. "I am coming, I am coming:  
Hark! the little bee is humming:  
See, the lark is soaring high,  
In the bright and sunny sky;  
All the birds are on the wing:  
Little maiden, now is Spring.
4. "See the yellow cowslips cover  
All the slender willows over;  
And on mossy banks of green  
Star-like primroses are seen;  
And, their modest leaves below,  
White and purple violets blow.
5. "Hark! the little lambs are bleating,  
And the cawing rooks are meeting  
In the elms, a noisy crowd;  
All the birds are singing loud,  
And the first white butterfly  
In the sun goes flitting by.

6. "Little maiden, look around thee,  
Green and flowery fields surround thee:  
Every little stream is bright,  
All the orchard trees are white,  
And each small and waving shoot  
Has for thee sweet flower or fruit.
7. "Turn thine eyes to earth and heaven;  
God for thee the Spring has given;  
So mayst thou 'mid blessings dwell;  
Little maiden, fare thee well."

## XII.—THE LITTLE LORD AND THE FARMER.

1. A LITTLE lord, engaged in play,  
Carelessly threw his ball away;  
So far beyond the brook it flew,  
His lordship knew not what to do.
2. By chance, there passed a farmer's boy,  
Whistling a tune in childish joy;  
His frock was patched, his hat was old,  
But his manly heart was very bold.
3. "You little chap, pick up my ball!"  
His saucy lordship loud did call;  
He thought it useless to be polite  
To one whose clothes were in such a plight.
4. "Do it yourself, for want of me,"  
The boy replied, quite manfully;  
Then quietly he passed along,  
Whistling aloud his favorite song.

5. His little lordship furious grew,  
For he was proud and hasty too;  
"I'll break your bones," he rudely cries,  
While fire flashed forth from both his eyes.
6. Now heedless quite which way he took,  
He tumbled plump into the brook;  
And as he fell, he lost his bat,  
And next he dropped his beaver hat.
7. "Come, help me out," enraged, he cried;  
But the sturdy farmer thus replied:  
"Alter your tone, my little man,  
And then I'll help you all I can.
8. "There are few things I would not dare,  
For gentlemen, who speak me *fair*;  
But for *rude words*, I do not choose  
To wet my feet, and soil my shoes."
9. "Please help me out," his lordship said;  
"I'm sorry I was so ill-bred."  
"Tis all forgot," replied the boy,  
And gave his hand with honest joy.
10. The offered hand his lordship took,  
And soon came safely from the brook;  
His looks were downcast and aside,  
For he felt ashamed of his silly pride.
11. The farmer brought his ball and bat,  
And wiped the wet from his dripping hat;  
And mildly said, as he went away,  
"Remember the lesson you've learned to-day.

THINGS TAUGHT.—4

12. "Be *kind* to all you chance to meet,  
In field, or lane, or crowded street;  
Anger and pride are both unwise;  
Vinegar never catches flies."

### XIII.—THE WRECK OF THE HESPERUS.

1. It was the schooner Hesperus,  
That sailed the wintry sea;  
And the skipper had taken his little daughter  
To bear him company.
2. Blue were her eyes as the fairy flax,  
Her cheeks like the dawn of day,  
And her bosom white as the hawthorn buds  
That ope in the month of May.
3. The skipper he stood beside the helm,  
With his pipe within his mouth,  
And watched how the veering flaw did blow  
The smoke, now west, now south.
4. Then up and spake an old sailor,  
Who had sailed the Spanish Main:  
"I pray thee, put into yonder port,  
For I fear a hurricane.
5. "Last night, the moon had a golden ring,  
And to-night no moon we see!"  
The skipper, he blew a whiff from his pipe,  
And a scornful laugh laughed he.
6. Colder and louder blew the wind,  
A gale from the bleak northeast;

- The snow fell hissing into the brine,  
And the billows frothed like yeast.
7. Down came the storm and smote amain,  
The vessel in its strength;  
She shuddered and paused, like a frightened steed,  
Then leaped her cable's length.
  8. "Come hither! come hither! my little daughter,  
And do not tremble so;  
For I can weather the roughest gale  
That ever wind did blow."
  9. He wrapped her warm in his seaman's coat  
Against the stinging blast;  
He cut a rope from a broken spar,  
And bound her to the mast.
  10. "O father! I hear the church-bells ring,  
O, say, what may it be?"  
"'T is a fog-bell on a rock-bound coast!"  
And he steered for the open sea.
  11. "O father! I hear the sound of guns,  
O, say, what may it be?"  
"Some ship in distress, that can not live  
In such an angry sea!"
  12. "O father! I see a gleaming light,  
O, say, what may it be?"  
But the father answered never a word,  
For a frozen corpse was he.
  13. Lashed to the helm all stiff and stark,  
With his face upturned to the skies,

The lantern gleamed through the gleaming snow  
On his fixed and glassy eyes.

14. Then the maiden clasped her hands and prayed,  
That rescued she might be;  
And she thought of Christ, who stilled the wave  
On the lake of Galilee.

15. And fast through the midnight dark and drear,  
Through the whistling sleet and snow,  
Like a sheeted ghost, the vessel swept  
Toward the reef of Norman's Woe.

16. And ever the fitful gusts between  
A sound came from the land;  
It was the sound of the trampling surf,  
On the rocks and the hard sea-sand.

17. The breakers were right beneath her bows,  
She drifted a dreary wreck,  
And a whooping billow swept the crew  
Like icicles from her deck.

18. She struck where the white and fleecy waves  
Looked soft as carded wool,  
But the cruel rocks, they gored her side,  
Like the horns of an angry bull.

19. The rattling shrouds, all sheathed in ice,  
With the masts went by the board;  
Like a vessel of glass, she strove and sank,  
"Ho! ho!" the breakers roared!

20. At daybreak, on the bleak sea-beach,  
A fisherman stood aghast,

To see the form of a maiden fair  
Lashed close to a drifting mast.

21. The salt sea was frozen on her breast,  
The salt tears in her eyes;  
And he saw her hair, like the brown seaweed,  
On the billows fall and rise.

22. Such was the wreck of the Hesperus,  
In the midnight and the snow!  
Christ save us all from a death like this,  
On the reef of Norman's Woe.

#### XIV.—THE LEAP FOR LIFE.

1. OLD Ironsides at anchor lay  
In the harbor of Mahon;  
A dead calm rested on the bay—  
The waves to sleep had gone.
2. Then little Jack, the captain's son,  
With gallant hardihood,  
Climbed shroud and spar—and then upon  
The main-truck rose and stood!
3. A shudder ran through every vein—  
All eyes were turned on high;  
There stood the boy, with dizzy brain,  
Between the sea and sky!
4. No hold had he above—below;  
Alone he stood in air!  
At that far height none dared to go—  
No aid could reach him there.

5. We gazed, but not a man could speak;  
With horror all aghast,  
In groups, with pallid brow and cheek,  
We watched the quivering mast.
6. The atmosphere grew thick and hot,  
And of a lurid hue,  
As, riveted unto the spot,  
Stood officers and crew.
7. The father came on deck!—he gasped—  
“O God! thy will be done!”  
Then suddenly a rifle grasped,  
And aimed it at his son.
8. “Jump! far out, boy! into the wave—  
Jump, or I fire!” he said;  
“That only chance your life can save!  
Jump—jump, boy!”—He obeyed.
9. He sunk, he rose, he lived, he moved—  
And for the ship struck out!  
On board we hailed the lad beloved,  
With many a manly shout.
10. His father drew, in silent joy,  
Those wet arms round his neck,  
Then folded to his heart the boy,  
And fainted on the deck.

## CHAPTER IV.

## STORIES TO BE MADE FROM ELEMENTS.

REMARKS.—In the previous Chapter, all the thought or material has been supplied to the pupil. He was required at first to reproduce it, as nearly as possible, in the form in which he found it; and, in the next place, he was required to write it in a modified shape.

In this Chapter, he is to take only the essential portions of the material from the book, and furnish the cement, and build them into such form as may accord best with the materials.

Here the pupil must exercise his reason and his imagination, in order to fill up the dim outlines shadowed forth. He will be compelled to think, and will, unconsciously, acquire the habit of describing what he sees, is told, or thinks; and thus, composition-writing will become as easy to him as talking.

## FIRST SECTION.

## ARTICLE XXIII.

## I.—THE HEN.

BRIDGET'S house, come hen, belong neighbor.  
Bridget catch, lock room, get eggs. Next day

eggs, but cackle. Neighbor hear, take back. Give Bridget presents no more; considered thief. Ill-gotten goods not prosperity.

## II.—THE VINEYARD.

FATHER die, call sons, say: "Leave nothing, but vineyard. Treasure in; dig, find." After death, dig diligent; no gold, no silver. Harvest rich. Diligence treasure.

## III.—BEE AND PIGEON.

BEE fall river. Pigeon see, pick leaf, throw. Bee swim, escape. Another time, pigeon quiet tree. Hunter aim. Bee see, sting hunter, bullet miss, pigeon fly, save. Kindness repaid.

## IV.—THE BIRDS.

SPRING, mother, children, go brook. There birds, drink. Pious mother, say: "Whenever birds drink, look heaven. Do same; eat, drink, look heaven, pray."

## V.—OX AND ASS.

Ox and ass quarrel, who wisest. Neither yield; agree lion decide. Come throne, king animals, smiling look both, say: "Both fools." Astonish, ashamed, go.

## VI.—THE PUMPKIN AND THE ACORN.

FARMER lay shade oak-tree; look pumpkin—vine, grow fence garden. Shake head, say: "Dislike; little vine, large fruit; big oak, little acorn. I would create, otherwise, strong tree, large pumpkins."

Hardly say, acorn fall, hit nose, bleeding. Farmer frightened, jump, exclaim: "Glad acorn no pumpkin; for nose break, head too."

## VII.—THE STARS.

FATHER, son go night, woods, home. Dark, storm, clouds. Son fear, go astray. Father say: "Wait, till stars." Soon stars; father point which direction home. Son astonished, how by stars find way on earth. Father explain, North star point. After midnight home. May we always guided heavenly stars; never lose right way.

## VIII.—THE LIZARD.

Poor mother, children, go gather herbs. Children fields; mother, ruins castle. Eliza scream, mother run; was lizard, Eliza think serpent. While mother comfort, ruins fall. Mother say: "By lizard save life." God's providence.

## IX.—WORK IS HEALTHY.

HENRY's parents rich; got wish; child pamper. Parents die; Henry to uncle country. Not like

it; must work; meager food, early up. Soon good consequences. Not sick, pale; healthy, strong, red cheek. Work lock door physician.

#### X.—THE FIREMAN.

CITY fire, little child, flames; danger burn. Mother scream. Mayor offer hundred dollars save child. Nobody dare; but fireman rush, save, give happy mother. Mayor hand money. Fireman refuse, say: "Not sell life money; do duty, conscience reward; family lose all, give."

#### XI.—DO NOT STEAL

FISHERMAN send boy Otto market, sell carps; boy steal carps, pond neighbor. Neighbor's lady recognize; Otto carry prison. Steal again; inn-keeper recognize fish; punished again. Steal again; neighbor recognize; Otto house of refuge. Astonished, how find out; told, neighbor mark carps, clip fin.

#### XII.—EXPERIENCE MAKES WISE

Two boys walk; nut-tree, find nut, divide. One boy open, leave choice other, inside or outside. Outside reply; never see nut. Receive, ask; find deceive. Say, next wiser. Continue walk, peach-tree, find peach. This time, say: I inside, you outside. Well, reply comrade; eat

peach, hand kernel. Want eat, again deceive. Experience useful, if teach and use reason.

#### XIII.—THE PLEASURE TRIP.

THREE sons, rich parents, save money; permission, make pleasure trip. Start, hope see cities, curiosities. Hardly some miles, perceive village on fire. Inhabitants engaged, put out; houses consumed. Three sons hurry assist. People thank. But they go pastor, hand money, say: "Divide, poor, houses burn." Aim pleasure trip attained, enjoy satisfaction. Return home, relate parents, bless. Church, villagers offer prayer for them.

#### XIV.—THE MISER PUNISHED.

MISER lose pocket-book thousand dollars. Advertise finder, \$100 reward. Poor young man find, return. Miser happy, but when asked reward, cry: "Thief; \$1100 pocket-book; \$100 stolen; away or arrest."

Young man go judge. This perceive miser's injustice; send for. Judge ask: "How much pocket-book?" Miser reply, "\$1100; swear." Judge address young man: "Honest man; wish joy; this yours; for here \$1000, in miser's \$1100."

#### XV.—ONE OR THE OTHER.

IN times Henry IV, king of France, peasant ride Paris. Near city meet rider; was king, train

leave behind. King ask: "Whence, business Paris." Peasant: "Yes, and wish see king." King smile: "No difficulty." Peasant: "If only know who, many surround." King: "Watch, who keep hat on, when others uncover."

Thus ride Paris, good conversation, peasant satisfied. But see, windows open, streets filling, heads uncover. Peasant: "Either you or I king; for we retain hat." King smile: "I; fear not; horse stable; then castle come, dine, and show son."

## SECOND SECTION.

### ARTICLE XXIV.

#### XVI.—THE FLOWERS.

ANNA, morning, Spring, village, meadow, flowers, bouquet. Near hedge, pinks. Joy. There peasant: "Hedge, serpents." Anna fright. But anxious flowers. Serpent bite. Hours girl corpse. Master thyself!

#### XVII.—GOD'S EYE EVERY WHERE.

JACOB, Emily, home.

*Jacob.* Get good things; pantry cream.

*Emily.* Neighbor, bring wood, sec.

*Jacob.* Kitchen, honey, bread.

*Emily.* Servant, window.

*Jacob.* Cellar, apples.

*Emily.* True, dark, God see.

*Jacob.* Right; God's eyes sun-rays.

#### XVIII.—THE APPLE THIEF.

GEORGE, neighbor's garden, apples, ground. Fence-hole, steal; fill pocket. Neighbor; boy escape. Pocket prevent. Apples back, whip.

#### XIX.—THE PRECIOUS PLANT.

SERVANT girls, market, heavy baskets. One grumble, other laugh. "Why laugh, not tired?" "No, plant basket, make easy." "Name?" "Patience."

#### XX.—INDUSTRY.

POOR Niclas, hut surround, trees, roots. Not cultivate; lazy, shade, lay. Neighbor pass, wagon, sheaf. Niclas envy. Neighbor: "Work, rich; wilderness field."—Take advice. Work harvest, bread family. Idleness suffer; industry plenty.

#### XXI.—BE OF YIELDING TEMPER.

Two goats, narrow path, abyss. "Go back, room one." "Not yield." Quarrel, fight horns, lose balance, down abyss, both killed.

## XXII.—CRICKET AND BUTTERFLY.

CRICKET envy butterfly. Boys come catch. Cricket: "Beauty trouble, 'satisfied lot." Not covet!

## XXIII.—RAVEN AND FOX.

RAVEN tree, piece of cheese. Fox, hunger, flatter: "Plumage like eagle; if voice, nicest bird." Raven tickle vanity, voice hear; drop cheese. Fox catch, run, deride fool. No flattery.

## XXIV.—BROTHER'S LOVE.

RICH father die; fortune divide three sons. War; two lose every thing. Third saved: "Divide again; I rich, you poor, never."

## XXV.—THE BEE.

BEE fly garden, honey. Gardener: "Poison some flowers." Bee: "Leave in." So you with bad men; use good, leave bad.

## XXVI.—HONESTY.

WAR, captain company, foraging expedition. Come farmer's house: "Where field oats?" Farmer willing show. Reach nice field. "No: pass." Come mile further: "Here forage." Done. Captain: "Why not first field? this far." Farmer: "First not mine, this mine."

## XXVII.—THE COCK.

FARMER'S lady, cock crow, wake servants. These kill cock. Worse. Not know time, lady midnight send work.

## XXVIII.—THE BREAD.

FAMINE. Rich man, poor children, basket bread. Children fight, larger piece; go, no thank. Poor, good Fanny, not fight; smallest bread. Next day same thing. Fanny smallest. Her mother break, money in. "Bring back, not ours." Good man: "On purpose put. Blessed, prefer smallest, than quarrel."

## XXIX.—FLIES AND SPIDERS.

YOUNG prince: "Why God create flies, spiders, ugly, useless?" Soon war. Prince tired; woods sleep. Enemy come, kill prince. Fly stick cheek; prince awake, escape danger. Hide cave.

Enemy search. Spider, cobweb, entrance cave. Enemy: "Not there, cobweb not torn." Go away; prince kneels, error acknowledge, admire wisdom, thank.

## XXX.—RICHES.

POOR young man, to former teacher complain poverty; envy good luck schoolmates. Teacher reproach. "Health?" "Yes." "Strong hand,

cut off for \$1000?" "No." "Eyes, see, sell for money?" "God forbid." "Ears, hear voice friends, exchange?" "Certainly not." "Well, no complaint: possess things, exchange for no amount."

## XXXI.—STRANGE MEAL.

RICH merchant invite friends, sea-fish. At table instead fishes, plate, gold pieces. Astonished. Merchant: "Fishes cost gold pieces; poor man sick; instead spending luxuries, send poor man. If not pleased, send fish prepare." All pleased; add gold pieces; poor, help winter.

## XXXII.—THE WISE SERVANT.

RICH man always grumble. Once home dinner, table not set, quarrel faithful old servant. Soup come; too hot; angry, rich man throw into yard soup-bowl.

Servant bring meat; see what master do; he throw meat, wine, bread, napkin, in yard too. Rich man scold. Servant think, eat in yard; air fresh, flower bloom, bird sing. "Rich man smile, shame; reward faithful servant; henceforth kind and good."

## THIRD SECTION.

REMARK TO TEACHERS.—Let the Teacher instruct the pupil how to date, address, sign, and direct a letter; let him read in school the best letters written by the pupils, as an encouragement, and occasionally dictate a letter, as a model for improvement.

## ARTICLE XXV.

## LETTERS.

## I.

JOHN RICHARDS has insulted his friend James Wells, at a game of ball in the neighbor's garden. He begs his pardon, and hopes they will be friends again.

## II.

JAMES WELLS answers, that he is ready to forgive and to forget, and invites John Richards to spend the next holiday with him at his father's country-seat, where they will have various sports.

## III.

RICHARD BELL was shown by his friend, Adolph King, a new ruler, with some great improvements made by the joiner, James. Richard

would like to get such a ruler. His parents are willing to pay for it. Not knowing joiner James, he begs Adolph to order a ruler for him, and he will remit the outlay.

## IV.

ADOLPH KING answers, that he feels happy in being able to be of some service to his friend. The ruler is ordered; will be sent by mail; Richard can pay the money when he comes to town.

## V.

JANE WILSTACK, the niece of Mary Davis, is in the country, but neglects to write to Mary. This one begs her to write very soon, and to give her full information in regard to the health of herself, her parents, and relations; about her garden and her playthings. Mary's mother is sick, and, therefore, Mary is unable to write a long letter; yet she hopes for a long and speedy answer.

## VI.

JANE WILSTACK feels sorry that Mary's mother is sick, and hopes she will soon recover. She gives a full description of the happy and agreeable time she is spending in the country, and of her little garden and playthings. Her family is well, and would be happy if Mary and her mother would come to see them in the country.

## VII.

JOHN STRATTON informs his parents, that in his school he had been promoted to a higher grade; gives a description of what he had learned during the past year, and of the course of study to be pursued next year; writes of the satisfaction of his various teachers, and begs permission to return home during vacation.

## VIII.

WILLIAM STRATTON, the father, replies, that the parents are highly pleased with the transmitted certificates; they like to see John at home, and promise him, during vacation, *various* entertainments. Good and diligent children deserve to be rewarded and encouraged.

## IX.

JOHN POWERS writes to his schoolmate, Philip Doherty, who, during vacation, has to stay in town. He expresses his regret at this, and describes the pleasure he enjoys in orchards, vineyards, and trips down the river; invites him to come for a few days.

## X.

PHILIP DOHERTY would accept the invitation; but, as he was not promoted, he intends to study

during vacation, and prepare himself to pass a new examination, and be again in the same class with John. He is determined to make up for his deficiency; and, by his promotion, will feel fully compensated for all the pleasures of which he is at present deprived.

## XI.

EMIL BONSELL, writing to his friend, Francis Reeves, gives a description of the Fourth of July.

## XII.

JESSE NEWTON informs his friend, Charles Harding, that he has made himself a little workshop; his parents bought him the tools; he likes to improve in workmanship, and promises to send to Charles several presents he manufactured for him.

## XIII.

CHARLES HARDING replies, and asks a description of the tools, and their uses.

## XIV.

JESSE NEWTON gives him, in a second letter, a full description.

## XV.

LUCY IRWIN, writing from the boarding-school, begs her mother to buy her a sewing-machine, as each of her classmates has one.

## XVI.

THE mother answers, that she will send one by Adams' Express, and hopes that Lucy will work diligently with, and make good use of it.

## XVII.

MARTIN ROWEKAMP, the schoolmate of Ernest Werner, has, by swimming, saved a child from drowning. Ernest begs his father to allow him to learn to swim.

## XVIII.

ERNEST's father replies, that he gladly grants him the desired permission, because swimming is *healthy and useful*; gives some little stories about persons saved from drowning by swimming; and adds, that he has written to Ernest's principal to enter him at once in the swimming class.

## XIX.

MARY WILLIAMS congratulates her mother on New Year's day. She first thanks God for all the good received during the past year; then thanks her mother for all her love and benefits. Though still unable to show her gratitude by actions, she will prove it by diligence and obedience. She prays to God that he will bless her mother, and grant her many years of life and happiness.

## XX.

ANDREW COX congratulates his father on his birthday, wishing many happy returns, promising to please him, and to show himself worthy of all the benefits bestowed upon him.

## XXI.

THOMAS KELLY, a farmer, writes to his friend, George Laws, in the city of C—, to send him three or four good hands to work on his farm. He has bought several acres, which have to be cultivated, and hence he needs more men.

As, in the city, emigrants are continually arriving from Germany and Ireland, seeking employment, he begs him to take the trouble of selecting some good hands—he himself being always ready to reciprocate favors.

## XXII.

GEORGE LEWIS replies, that he will eagerly seize every opportunity in which he can be useful to his friend. He had advertised in the papers for several hands; many had called, but he had selected the best. He will send them off in a few days, by railroad, and hopes his friend will be satisfied with the selection he has made.

## XXIII.

MORRIS ECKEL has read, in the paper, that the house of his friend, James Allyn, was burned

down. He rejoices that no lives were lost. He offers him his services, and means for rebuilding the house.

As James was wrong in not insuring his house, he admonishes him to insure the new building hereafter. Hoping that God will protect him against further misfortune, he encourages him to trust in the sympathy of his friends.

## XXIV.

JAMES ALLYN, replying, first gives a description of the fire; then thanks him for his sympathy, and the generosity which he hopes not to need. Yet, if obliged to draw on any friend, will call on Morris Eckel first.

## XXV.

GEORGE WOODWARD writes to his uncle in the army, that he has just received a beautiful present from his teacher, as a reward of merit for perfect recitations and correct deportment.

## XXVI.

His uncle is highly gratified to learn he has been the recipient of so valuable a gift; and hopes he will continue to apply himself to his studies.

Writes him of his tedious marches, the dangers he has escaped, and the defeat and capture of a number of the enemy.

## XXVII.

NELLIE JONES receives an invitation from her aunt, who resides in the country, to spend her vacation with her. She describes her garden and flowers, the pony she can have to ride, and promises her a large party in the grove near her house, and names many other amusements.

## XXVIII.

NELLIE is delighted with the idea of spending a few weeks away from the city. Accepts the invitation, and hopes her aunt will attend her examination. She is to read a composition, and present her teacher with a silver goblet in behalf of her schoolmates.

Her friend, Fannie Stone, is to leave school; she goes to England; her classmates are to give her a very handsome Bible, as a token of their love and esteem.

## PART SECOND.

## CHAPTER V.

## DESCRIPTION OF NATURAL BODIES.

REMARKS TO TEACHERS.—This Chapter contains Object Lessons of a higher order. It is not intended for imparting to the pupil a full knowledge of the animal or vegetable kingdom, but merely to give him the fundamental outlines thereof. It is designed to teach him how to observe and study, as well as how to collect information, and lay it up for his own use.

By this preparatory instruction, however, he will acquire a large store of knowledge, which will be highly useful to him in after life; and, by being required to write on the various lessons of this Chapter, he will develop and exercise all his intellectual faculties, and rapidly improve in composition-writing.

Let the Teacher prepare himself diligently and conscientiously for every lesson, applying to all available sources of information for facts with which to illustrate and explain the various subjects introduced; for here he has to instruct, as the best pupil can not collect the material without the assistance of a safe guide. But every pupil, if once taught how to handle this material, will then easily proceed to his own satisfaction and that of his teacher.

Explain thoroughly, the *General lessons*, preceding the various Articles, in order that the pupil may learn to distinguish the specialties belonging to the different kingdoms of Nature.

## ARTICLE XXVI.

## OF THE ANIMAL KINGDOM.

## QUADRUPEDS.

## I.—GENERAL LESSON.

What is an animal? Describe its voluntary movements, food, sense, instinct, life, hight, covering, manner of life, means and method of maintenance, place of sojourn, age, classification, qualities, means of defense, number of young ones, use, etc.

## II.—DESCRIBE THE HORSE.

PRINCIPAL PARTS:—Head, neck, rump, legs, tail.

COLOR:—Bay, chestnut, roan, gray, sorrel, etc.

GENDER:—Masculine, feminine.

PLACE OF ABODE:—Prairies, fields, desert, etc.

FOOD:—Corn, grass, hay, oats, etc.

Where are the best and finest horses found?

QUALITIES:—Proud, faithful, courageous, neighs, sees in the dark, runs fast, improves in form and beauty if well fed.

MEANS OF DEFENSE:—Kicks, bites, strikes with its fore feet; prairie horses and wolves.

USE:—Riding, war; driving, plow, carts, boats, cannons; hair of the body, of the tail, skin.

## III.—THE OX AND THE COW.

PRINCIPAL PARTS:—Head, horns, rump, tail, legs, etc.

COLOR: GENDER: PLACE OF ABODE: FOOD. Hight, hair, etc.

QUALITIES:—Lazy, slow, the eye melancholy, ruminating.

MEANS OF DEFENSE: USE:—Pulling, meat, fat, milk, butter, cheese, skin, horns, hair, vaccination, etc.

## IV.—THE SHEEP.

PRINCIPAL PARTS:—Head, horns, rump, legs, tail, etc.

COLOR: GENDER: PLACE OF ABODE.

QUALITIES:—Patient, cowardly, feckish.

What do during a thunder storm?

FOOD:—Grass, mountain-herbs, salt-plants, salt.

How does the food differ in summer and winter?

USE:—Wool, skin, meat, fat, horn, manure.

Give a description of the

|           |           |        |
|-----------|-----------|--------|
| CAT,      | LION,     | DEER,  |
| DOG,      | HARE,     | GOAT,  |
| MULE,     | CAMEL,    | MOUSE, |
| ELEPHANT, | SQUIRREL, | HYENA. |

Does the pupil know any stories about these animals?

## BIRDS.

## V.—THE COCK AND HEN.

PRINCIPAL PARTS:—Head, eyes, ears, bill, rump, tail, wings, legs.

GENDER: COLOR: EGGS: FOOD: USE: DAMAGE.

QUALITIES:—The cock walks slowly, proudly, flies boldly, crows, and fights; the hen humble, voice, condition while laying and hatching eggs, care for her chickens.

## VI.—THE PIGEON.

PRINCIPAL PARTS:—As above; color, abode, food, eggs, various kinds, hight, covering.

QUALITIES:—Timorous, shy; leave their dove-cots, why? like to live in company, in high cots.

Use and damage. Carrier pigeons.

Give a description of the

|         |          |               |
|---------|----------|---------------|
| CROW,   | OWL,     | PHEASANT,     |
| ROBIN,  | DUCK,    | FISH-HAWK,    |
| EAGLE,  | GOOSE,   | CANARY-BIRD,  |
| CONDOR, | TURKEY,  | MOCKING-BIRD, |
| PARROT, | OSTRICH, | HUMMING-BIRD. |

## AMPHIBIA OR REPTILES.

## VII.—THE GREEN WATER-FROG.

PRINCIPAL PARTS: Describe head and body, legs, skin, color.

Why does it feel cold when touched?

Abode, food, increase.

QUALITIES:—Gay, sly, quick in motion, position when sitting, tenacious of life, sleeps in winter.

Use and damage.

## VIII.—THE LIZARD.

PRINCIPAL PARTS: Length, cover, food, abode.

QUALITIES:—Runs fast, glittering eyes, bite not poisonous, can be tamed, tail brittle, tenacious of life, can endure hunger, sleeps in winter.

Use and damage.

Give a description of the

TURTLE, LEECH, TOAD.

## FISHES.

## IX.—THE SALMON.

BODY, length, covering, color, blood, abode, gender, scales, fins, food, increase, and use.

## X.—THE WHITE-FISH.

BODY, etc., to be described as above.

Give a description of the

|          |           |              |
|----------|-----------|--------------|
| EEL,     | SMELT,    | SUCKER,      |
| BASS,    | TROUT,    | CODFISH,     |
| PIKE,    | PERCH,    | MACKEREL,    |
| SHARK,   | CAT-FISH, | SWORD-FISH,  |
| HERRING, | PICKEREL, | FLYING-FISH. |

## INSECTS.

## XI.—THE BUTTERFLY.

HEAD, trunk, length, color, abode, food, birth, various kinds, duration of life, use.

Give a description of the

|          |            |           |
|----------|------------|-----------|
| BEE,     | SPIDER,    | ANT,      |
| FLY,     | CRICKET,   | FIRE-FLY, |
| WASP,    | MUSQUITO,  | KATY-DID, |
| BEE-TLE, | COCKROACH, | SILKWORM. |

## ARTICLE XXVII.

## OF THE VEGETABLE KINGDOM.

## XII.—GENERAL LESSON.

WHAT is a plant? Describe its organic structure, seed, food, motion, sense.

Name its parts, classification, place, use, propagation, improvement.

## TREES.

## XIII.—THE CHERRY TREE.

DESCRIBE a cherry-tree:—Trunk (bark, sap, wood, pith,) roots, branches, boughs, leaves, blossoms, fruit, use, damage, improvement.

Give a description of the

|       |             |           |
|-------|-------------|-----------|
| OAK,  | PEACH-TREE, | PALM,     |
| VINE, | APPLE-TREE, | PALMETTO. |

## FLOWERS.

## XIV.

DESCRIBE a rose:—Stalk, leaves, bloom, flower, color, various kinds, odor, use, propagation.

Name the classes of roses, with regard to their color, form of bush, of flower, of their odor, habits of blooming.

Give a description of the

|            |              |         |
|------------|--------------|---------|
| PINK,      | OLEANDER,    | LILY,   |
| DAHLIA,    | SUNFLOWER,   | CACTUS, |
| DANDELION, | HONEYSUCKLE, | VIOLET. |

## THE GRASSES.

## XV.

Describe and name the use of

|        |          |          |
|--------|----------|----------|
| OATS,  | COTTON,  | CLOVER,  |
| WHEAT, | TOBACCO, | TIMOTHY. |

## ARTICLE XXVIII.

## OF THE MINERAL KINGDOM.

## XVI.—GENERAL LESSON.

CLASSIFICATION:—Earth, salts, combustible minerals, metals.

What kind of bodies are they?

How are they formed?

Where are they found?

How are some of them brought to light?

Purification: use thereof.

## XVII.—IRON.

HARD, brittle, where found, use, melting, rust, steel.

What workmen are engaged in manufacturing iron?

Value of iron: steel-baths.

Describe and name the use of

|         |          |              |
|---------|----------|--------------|
| TIN,    | GOLD,    | COAL,        |
| SALT,   | CLAY,    | RUBY,        |
| COPPER, | LEAD,    | QUARTZ,      |
| MARBLE, | DIAMOND, | QUICKSILVER. |

## ARTICLE XXIX.

## XVIII.—NATURAL PHENOMENA.

1. WHAT is a fixed star? a planet? a constellation?
2. What are the sun and moon?
3. How many planets have been discovered?
4. What is an eclipse of the sun? of the moon?
5. Why does the moon continually change her form?
6. How are formed, the clouds? fog? rain? snow? hail? the rain-bow?
7. What are lightning and thunder? the aurora borealis?

## ARTICLE XXX.

## OF ARTIFICIAL BODIES AND TRADES.

## XIX.—THE INK.

1. COLORS of ink. 2. From what materials is it made? (Pulverized gallnuts; sulphate of iron; *gummi arabicum*, vinegar, and water.) 3. How is it made?
4. Which are the best vessels in which to preserve it? 5. Its use; black, red, and blue ink.

## XX.—THE WINDOW.

1. WHERE are windows? 2. What are their forms?
3. Of what material is the frame made?
4. Of what material is the glass made? 5. What workmen make the various parts of the window?
6. For what purposes do we use them?

## XXI.—THE WATCH.

1. WHAT is the purpose of watches? 2. How many kinds of watches have we? 3. Mention the places and parts of the sun-dial and hour-glass.
4. When can we use the sun-dial? 5. What does the hour-glass show, and what does it not show?
6. Parts of watches and clocks. 7. By what are they set in motion? 8. What have we to do to keep them in motion? 9. How long do some clocks go?
10. How long does the celebrated clock in the cathedral of Strasburg go? 11. What are repeaters?
12. Upon what do they strike? 13. Of what materials are watches and clocks made?

## XXII.—THE GLOVES.

1. WHAT are gloves? 2. How many kinds of gloves are there, as regards their form? 3. How many kinds regarding the material out of which they are made?
4. Who prepares the leather?
5. What leather is the best and the most used for gloves? 6. When do we use them?

## XXIII.—THE LOOKING-GLASS.

1. What is a looking-glass? 2. Of how many parts does it consist? 3. With what metal is the backside of the plate covered? 4. Of what color is it?
5. Where are the plates manufactured? 6. How are they manufactured? 7. What are the qualities of a good plate? 8. What do you know of the size and prices of the plates?

9. Of what materials are the frames made? 10. With what often covered? 11. Who manufacture them?

12. Which plates are best? 13. Use of looking-glasses.

Describe, also, the hat, paper, knife, cloak, brush, making shoes, grinding corn, binding books.

## CHAPTER VI.

REMARKS TO THE PUPIL.—As compositions are now to be written without any hints, questions, or information given, the following rules should be studied and observed.

First, sit down half an hour and think and gather ideas, before beginning to write. Recall to memory what you have observed, read, and learned; reflect on the subject before you, and one by one the ideas will come to your mind.

Write them on a slip of paper, just as they occur, and when you have collected a sufficient amount of material, then classify and arrange it.

Reflect again carefully, and if any thing new occurs to your mind, add it in its proper place. Then write your composition in an easy and fluent style. When you have done this, read it over and correct it.

Never give a composition to the teacher, before having revised it. Thus practice will make you perfect, and the exercises will daily grow easier and less irksome.

Pupils, who begin to write on any given theme, without previously thinking and arranging their thoughts, will always find composition an irksome task, and will never advance in it; while others, who observe the rules given above, will find a pleasure and recreation in it; for nothing gives more pleasure and satisfaction, than an original thought.

TO THE TEACHER.—Catechise and instruct the pupils on some of the Themes of this Chapter, and show them how ideas may be collected.

Let the best exercises be read by their authors, as an encouragement to them and a stimulus to other pupils.

## XXIV.—THEMES.

1. THE Thunderstorm.
2. Incidents of my last vacation.
3. My visit to Mount Vernon.
4. Recess.
5. Thanksgiving.
6. A Fair.
7. The Battle of Lexington.
8. Patrick Henry's character.
9. A Skating party.
10. The Biography of my penknife.
11. The sermon of my watch.
12. Be charitable!
13. Be polite!
14. Industry and Idleness.
15. Health and Sickness.
16. Who was greater, Napoleon I or Washington?
17. There is no such word as *fail*.
18. Never too old to learn.
19. Is coal of greater value to the world than gold?
20. The treachery of Arnold.
21. My book is my best companion.
22. The story of a bank-note.
23. My parents' home.
24. My faithful friend.
25. Do I know enough?

## CHAPTER VII.

## EXERCISES IN FORMS OF

To TEACHERS.—The lessons of this Chapter, while presenting another and ample series of exercises in composition-writing, quite different from the preceding ones, are intended to acquaint the pupil with the forms of practical business, and to prepare him for the daily requirements thereof.

All pupils have not the means or the time to complete a course of instruction in Commercial colleges, or to continue their studies in higher schools. But all of them require that practical knowledge presented in this Chapter, and hence these lessons will prove of the highest value to all.

Let the Teacher explain the use and meaning of every Article. The pupils in this grade are so far advanced, that they will easily comprehend the intent and purport of these lessons, and, without difficulty, be able to perform the required task.

In all cases, let an example be first made in school, so that the Teacher may point out the mistakes; then give the pupils other examples to be prepared at home.

The number of examples required of the pupil should be varied according to his aptness and capacity. Some pupils readily master a subject, while others require the untiring *drill, drill, drill*, day after day, to fix the facts of their studies firmly in the mind. Even then, after all his labor, how often is the Teacher astonished and mortified by the discovery, that pupils, upon whom he depended, are sadly ignorant of much which he supposed they had thoroughly learned.

The lessons of this Chapter must be taken alternately with those of the two preceding Chapters, in order that the proper composition-writing be not neglected.

## FIRST SECTION.

## ARTICLE XXXI.

## BUSINESS PAPERS.

*Bills of Purchase.*

CINCINNATI, Jan. 3, 1862.

MR. CHARLES DOHERTY,

*Bought of C. L. MILLER,*

|                                 |           |     |               |
|---------------------------------|-----------|-----|---------------|
| 1 Cask Linseed Oil, 24 gal.,    | @ \$1.37½ | . . | \$33.00       |
| 1 bl. Mackerel,                 | @         | . . | 4.00          |
| 1 bl. Flour,                    | @         | . . | 6.25          |
| 1 bag Java Coffee, net 122 lb., | @ .16     | . . | 19.52         |
|                                 |           |     | <hr/> \$62.77 |

## EXERCISES.

1. N. CALDWELL bought of L. Ehlen 20 yd. calico @ 9 cts. a yd.; 10 yd. cloth @ \$1.75; 3 yd. velvet @ \$2.35; 44 yd. lining @ 10 cts.

2. M. Clark sold to N. Davenport 125 pair boots @ \$2.75 a pair; 150 pair shoes @ \$1.33½ a pair; 134 pair slippers @ 45 cts. a pair; and 275 pair gaiters @ \$1.75 a pair.

3. L. Ballouf bought of N. Bates 672 lb. butter @ 11½ cts. a lb.; 654 lb. Young Hyson tea @ 42 cts.; 513 gal. molasses @ 36 cts. a gal.; and 1323 lb. Havana sugar @ 12½ cts a lb.

4. N. Watson bought of L. Armstrong 114 bl. superfine flour @ \$6; 117 bl. fine flour @ \$5.50; 163½ gal. winter-strained oil @ 70 cts.

5. L. Fieber bought of N. Lewis 20 boxes Muscatel Raisins @ \$3.25; 20 boxes Prunes, 160 lb. @ 12 cts; 5 casks Currants, 125 lb. @ 11 cts.

6. L. Hurlbut bought of N. Laws 20 bl. Indian meal @ \$6.37½; 10 boxes white Brazil sugar, 4460 lb. @ 10¼ cts.; 4 half pipes Bordeaux brandy, 250 gal. @ \$1.30.

### ARTICLE XXXII.

#### *Receipts.*

\$100.<sup>00</sup>/<sub>100</sub> CINCINNATI, Jan. 2, 1862.  
Received of John King, One Hundred dollars on account.  
J. WILLIAMS.

\$500.<sup>00</sup>/<sub>100</sub> NEW YORK, Jan. 15, 1862.  
Received of James Stratton, Five Hundred dollars on his note, due Jan. 15, 1862.  
S. POWERS.

\$1000.<sup>00</sup>/<sub>100</sub> BALTIMORE, Feb. 13, 1862.  
Received of Joseph Reeves, One Thousand dollars in full of all payments due to us.  
DAVIS & BROTHER.

\$500.<sup>62</sup>/<sub>100</sub> NEW ORLEANS, March 8, 1862.  
Received of James Kelly, Five Hundred <sup>62</sup>/<sub>100</sub> dollars for investment.  
J. WOODWARD.

### EXERCISES.

1. L. MARCH gives a receipt to Joseph Long for \$800, paid to him on account.

2. L. Ruff's receipt to N. Longworth for \$1278.<sup>25</sup>/<sub>100</sub>, paid on a note, due Jan. 18, 1862.

3. Morris Moale's receipt to A. Stewart for \$5476.28, due for bill of goods, sold Feb. 3, 1862.

4. Nathan Ross' receipt to Black & Co. for money, to be paid R. Richards.

5. A. Hamilton's receipt to Conklin, May & Co. for \$5000 for investment.

6. L. Adae ships to L. Workum, in New Orleans, 125 bl. of flour, by steamer Washington; the Captain, S. Anthony, gives a receipt for the flour.

### ARTICLE XXXIII.

#### *Promissory Notes.*

\$500.<sup>25</sup>/<sub>100</sub> PHILADELPHIA, Oct. 10, 1862.  
Thirty days after date, I promise to pay to Mr. Rufus King, or order, Five Hundred <sup>25</sup>/<sub>100</sub> dollars. Value received.  
S. HUTCHISON.

\$472.<sup>86</sup>/<sub>100</sub> NEW YORK, March 3, 1862.  
Sixty days after date, we promise to pay to Richard Price, or order, Four Hundred Seventy-two <sup>86</sup>/<sub>100</sub> dollars. Value received.  
LAING & MARTEN.

\$224.<sup>50</sup>/<sub>100</sub> CINCINNATI, May 4, 1862.  
Ninety days after date, I promise to pay to the order of J. Lowman & Brother, Two Hundred Twenty-four <sup>50</sup>/<sub>100</sub> dollars. Value received.  
N. SHILLITO.

\$3325<sup>00</sup>/<sub>100</sub>

St. Louis, April 5, 1862.

On demand, for value received, we jointly and severally promise to pay to Lehmail Brothers, or order, Three Thousand Three Hundred Twenty-five dollars, with interest.

J. LEE &amp; BROTHER.

## EXERCISES.

1. L. HATCH promises to pay to Salmon Chase \$400, one month after date.
2. N. Myers promises to pay to Heidelberg, Season-good & Co., \$1800<sup>75</sup>/<sub>100</sub>, on demand, with interest.
3. S. Fremont promises to pay to A. & I. Wolf & Co., \$2725, four months after date.
4. Henry Stone promises to pay G. W. Brown \$624<sup>13</sup>/<sub>100</sub>, two years from date, interest 12 %.

## ARTICLE XXXIV.

## Orders.

\$154<sup>25</sup>/<sub>100</sub>

New York, Jan. 4, 1862.

Messrs. Smith & Key will please pay to the order of John Hamilton, One Hundred Fifty-four <sup>25</sup>/<sub>100</sub> dollars, and charge the same to

BERNARD FOX.

\$1457<sup>87</sup>/<sub>100</sub>

Boston, June 15, 1862.

Cashier of the Fulton Bank, pay to R. Morse, or order, One Thousand Four Hundred Fifty-seven <sup>87</sup>/<sub>100</sub> dollars.

JAMES SIMON.

\$25<sup>40</sup>/<sub>100</sub>

LOUISVILLE, July 5, 1862.

Cashier of American Exchange Bank, pay to Rob. Clark, or bearer, Twenty-five <sup>40</sup>/<sub>100</sub> dollars.

HIRAM POWERS.

\$32<sup>00</sup>/<sub>100</sub>

NASHVILLE, Aug. 17, 1862.

Messrs. Dunlap & Co., please pay to No. 18572, or bearer, Thirty-two dollars.

EHLER &amp; WERNER.

## EXERCISES.

1. LEHMAIR BROS. give to H. Mann an order for \$2448<sup>00</sup>/<sub>100</sub> on Robert Nice.
2. Michael Rowekamp gives B. Eckel an order for \$240<sup>50</sup>/<sub>100</sub> on Lafayette Bank.
3. L. Clark gives S. Dennison an order for \$2527<sup>86</sup>/<sub>100</sub> on Fulton Bank.
4. L. Miller gives an order for \$187.00 on Anderson & Co.

## ARTICLE XXXV.

## Drafts.

\$124<sup>00</sup>/<sub>100</sub>

MEMPHIS, Jan. 2, 1862.

At sight, without grace, pay to Robert Paines, or order, One Hundred Twenty-four dollars, and charge the same to the account of

R. BROWN &amp; Co.

To SMITH &amp; KING, NEW YORK.

\$534<sup>60</sup>/<sub>100</sub>

SAVANNAH, Dec. 15, 1862.

One day after sight, pay to the order of James Laing, Five Hundred Thirty-four <sup>60</sup>/<sub>100</sub> dollars, and charge the same to

LIONEL &amp; RING.

JOHN WATTS, BALTIMORE.

## EXERCISES.

1. LEO MILLS & Co. give a draft to Huntington Brothers for \$5748 $\frac{99}{100}$  on S. Belmont, New York, payable at sight.
2. Leonard & Robert give to P. Greenwood a draft of \$425.75 on the Louisiana Bank, New Orleans, payable three days after sight.
3. Mack Brothers give a draft for \$1827.45 to Gilmore, Dunlap & Co., on the American Exchange Bank, New York, payable sixty days after date.
4. Seasongood & Co. give to Day Brothers & Co., a draft for \$1575.84 on the Fulton Bank, Louisville, Ky., payable one month after date.
5. The Commercial Bank gives to Irwin & Co., a draft for \$800 on A. Stewart, New York, payable at sight.

## SECOND SECTION.

## ARTICLE XXXVI.

## ADVERTISEMENTS.

## I.—LOST AND FOUND.

LOST.—A lady's *leather satchel*, on Friday evening, 25th inst., between Brooklyn and New York. The finder will be liberally rewarded, by leaving the same at No. 81 Pearl St., N. Y.

LOST.—A *Porte-monnaie*, containing \$25.24, somewhere between Pike and Mound Sts. The honest finder is requested to leave it at the Times office, the *porte-monnaie* being the property of a workman.

## EXERCISES.

LOST.—A ring; a portfolio with paper, valuable only to the owner; a gold chain, with seal attached to it; a pocket-handkerchief of a sewing-girl, containing the scanty wages earned during the past week; an embroidered shawl, marked N. A.

## FOUND.

FOUND.—A *Pocket-book*, containing money. The owner, proving property, can have the same, by calling at Phillips' Meat-store, corner Broadway and Main.

FOUND.—A *Gold chain*, between 5th and 6th Avenue, New York. The owner can get it, by paying cost of advertisement, and calling at L. Glaser's, Pearl St.

FOUND.—A *Horse*; came to my premises, last Friday night. The owner, proving property and paying expenses, can have it by calling at Livery Stable, No. 52, Gano St.

## EXERCISES.

FOUND.—A book; a ring; a diamond breastpin; a Newfoundland dog; a canary-bird; a bundle of clothing.

## ARTICLE XXXVII.

## II.—STOLEN.

STOLEN.—\$5 reward—A large, white poodle dog, answering to the name of Fides. The above reward will be paid for bringing him to Pearl St., No. 118.

STOLEN.—From 91 Hudson St., on Monday, the 24th of Nov., one silver watch; one hair bracelet, with a gold clasp; one pair of gold sleeve-buttons; one gold ring. Initials on all. If returned, no questions asked. \$5 reward for any information leading to the discovery of the thief.

STOLEN.—A small gold hunting watch, with blue enameled chain, and pin to match. For any information leading to its discovery will be paid \$5, by R. Stewart, 82 Park St.

STOLEN.—A check on the Peoples' Bank for \$151.12, drawn by Paines & Co. All persons are cautioned against negotiating the same, as payment has been stopped.

#### EXERCISES.

STOLEN.—A gold watch; a diamond breastpin; twelve silver spoons, marked H. F; a check for \$1400; a horse and buggy; several pieces of cloth.

#### ARTICLE XXXVIII.

##### III.—RENT.

RENT OF HOUSE.—The neat and comfortable house, 126 Fifth St., containing all modern improvements. Annual rent, \$400. Apply to F. Rule, corner of Fifth and Hudson Sts.

FOR RENT.—A brick house, containing nine rooms, in best order, bath, gas, cellar, and a large yard. Rent moderate to a prompt-paying tenant. Inquire at No. 177 Wade St.

RENT—ROOMS.—Five large, furnished rooms, for single gentlemen, with or without board. Inquire, No. 124 Second St., at Mrs. Ruff's.

RENT—OFFICE.—Fine and large office, 20×80 feet. Inquire of the Treasurer of Pike's Opera House.

#### EXERCISES.

RENT.—House with a fine store; rooms for gentleman and wife; rent, large and new warehouse; new stone front house with all improvements; rent, office for lawyer, given on a lease; rent, hotel with accommodations for 300 boarders; rent, oyster-saloon.

#### ARTICLE XXXIX.

##### IV.—WANTED.

WANTED.—Girl for scrubbing. Inquire at the Henry House, between 8 and 12, A. M.

WANTED.—Situations, by two Germans, who can give the best city references; the one as coachman, the other to work on a farm. Apply at 184 West Fourth St.

WANTED.—Situation, in a private family, to cook, wash, and iron, by a competent hand. Address 83 Richmond St.

#### EXERCISES.

WANTED.—A girl, for children; a girl, for housework; two rooms for gentleman and wife; a situation or lessons, by a lady, teaching music; a situation by a boy, as an apprentice in a printing office; a partner, with \$200, in the photograph business.

## ARTICLE XL.

## V.—FOR SALE.

FOR SALE.—A *Drug Store*, in a nice thriving town in this State; will be sold at a bargain; apply to N. M., Commercial office.

FOR SALE.—*Mortgages*, varying in amount from \$500 to \$5000 each, amply secured on city property, having from one to five years to run. Will be sold at advantageous rates to the purchaser. Apply to S. Pendleton, Mercantile Library.

## EXERCISES.

SALE of house; terms one-third cash, the balance in one, two, and three years, at 6 %; sale of a farm; sale of a new steamboat; the furniture of a family, leaving the city.

Sale of two horses and good carriage; sale of \$6000 well-secured mortgages; sale of a shoe-store in a town in the country; sale of 50 bales hay.

## ARTICLE XLI.

## VI.—DIED.

DIED.—At the military hospital, *Henry*, son of Arthur and Ellen Woodruff, of this city, in the 22d year of his age.

The relatives and friends of the family are requested to attend the funeral service at Trinity Church, on Tuesday morning, 30th inst., at 12 noon.

DIED.—Of consumption, on Saturday last, Anne, wife of George Brown, aged 36 years.

The relatives and friends are requested to attend the funeral, this, Monday afternoon, at 2 o'clock, without further notice, from her late residence, on Clinton Avenue.

## EXERCISES.

THE death of A. Proctor, 65 years of age; of Anna, wife of Leo King, aged 24 years, of inflammation; of Henry, son of A. and F. Rice, 5 years old, of congestion of the brain; of Captain Simon Ross, of first cavalry regiment, U. S. A. Fell in the battle of Trenton.

## ARTICLE XLII.

## MISCELLANEOUS.

## VII.—INVITATIONS.

Mr. and Mrs. Ellen send their compliments to Mr. R. Mason, and request the pleasure of his company, at dinner, on Sunday, the 21st inst., at 3 o'clock P. M.

Mr. and Mrs. Davis solicit the pleasure of the company of Mr. and Mrs. Greene, at the nuptials of their son John, with Miss Fanny Goodman, on Monday evening next, at their residence, Park St., No. 86.

## EXERCISES.

INVITATION to a ball; invitation to a supper; invitation to dinner on Thanksgiving-day.

## VIII.—CERTIFICATES.

CINCINNATI, *July 5, 1862.*

THIS is to certify, that the bearer, John James, has been in my employ, as a porter, for the last seven years. I am thoroughly convinced of his honesty and faithfulness, and can cordially commend him to any one wishing to employ a worthy man. I part with him only, because I retire from business.

S. SMITH.

NEW YORK, *Feb. 9, 1862.*

THE bearer, Sarah Stiles, has been in my employ for two years, performing general servant-work in my family. I have found her uniformly attentive to duty, and good tempered. I can commend her to any one wishing such a servant.

JULIA JOHNSON.

BOSTON, *Nov. 7, 1862.*

THE bearer, Mr. Joseph Samson, is a young man well known to me. He has correct habits, a good moral character, and sound discretion; and I cheerfully recommend him to any one wishing to employ a clerk or confidential business agent.

R. STOCKWELL.

## EXERCISES.

Write certificates, recommending a person as gardener; as a clerk in a dry-goods store; as a book-keeper; as a conductor on a railroad; as a coachman; as a mechanic; as a teacher; as a cook; as a laundress; as a nurse for children; as a governess in a family.