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THE  
**ILLUSTRATED  
PRIMER;**

OR  
**CHILD'S FIRST BOOK.**

DESIGNED FOR THE EARLIEST INSTRUCTION IN  
**SCHOOLS AND FAMILIES.**

EMBELLISHED WITH  
**NUMEROUS ENGRAVINGS.**

**NEW YORK:**  
PUBLISHED BY **GEORGE F. COOLEGE & BROTHER,**  
BOOKSELLERS AND PUBLISHERS,  
322 PEARL STREET.

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'Tis not alone to please the eye,  
 Nor yet the fancy to engage,  
 That all these varied arts we try  
 Upon the Primer's pictured page :  
 We seek, through nature and through art,  
 To reach the mind, and win the heart.

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Stereotyped by Redfield & Savage, N. Y.

## THE AUTHOR.



Attention! youth and children all,  
 The author takes his chair,  
 Resolved, for scholars great and small,  
 A PRIMER to prepare.

He surely is a learned chap,  
 He shows it in his looks,  
 His slippers, study-gown, and cap,  
 His table, and his books.

Our New Pictorial must claim,  
 A first-rate book to be;  
 And surely none will doubt the same,  
 When they the author see.

## P R E F A C E.

THE objects to be aimed at in a Primer, are simplicity and attractiveness. It is necessary, not only to catch the eye, and engage the mind, of the learner, but to win him, by natural and easy steps, toward the mysteries of language.

In this Primer, an effort has been made to contribute something toward the accomplishment of these objects. From the Alphabet, it proceeds to the simplest of the syllabic combinations, by which alone the power of the letters can be learned. To avoid the unmeaning, and consequently wearisome, repetition of ab, eb, ib, &c., those syllables only are selected, having two letters, which can be immediately formed into real words. These are followed by familiar words of three letters, on the same principle.

In the lesson on page 17, a simple sentence is given, which contains all the letters of the Alphabet. The words are arranged and repeated in a variety of ways. Let the child be required to select the letters from this lesson, and arrange them in their alphabetic order.

Then follow illustrated exercises in the most familiar words, which must be used as spelling-lessons. The reading-lessons, which make up the residue of the book, also furnish additional exercises in spelling, which should never be neglected, as there can be no correct reading, which is not founded upon a perfect knowledge of the proper arrangement of the letters.

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

&

1

2

3

4

5

6

7

8

9

0

|   |   |   |   |
|---|---|---|---|
| a | b | c | d |
| e | f | g | h |
| i | j | k | l |
| m | n | o | p |
| q | r | s | t |
| u | v | w | x |
|   | y | z |   |

THE ALPHABET.

It is not so necessary that children should learn the Alphabet in regular order, as that they should know every letter as soon as they see it. Having this in view, we have arranged the letters in several different ways, so that the young learner may the more readily become familiar with them, in whatever connexion they may stand.

|   |   |   |   |   |     |
|---|---|---|---|---|-----|
| M | m | H | h | S | s   |
| P | p | T | t | V | v   |
| G | g | K | k | C | c   |
| J | j | R | r | I | i   |
| Q | q | L | l | O | o   |
| D | d | B | b | Y | y   |
| U | u | N | n | E | e   |
| A | a | W | w | X | x   |
| F | f | Z | z | & | &c. |

## LESSONS IN SYLLABLES.

## LESSON I.

ab ba ab-ba  
 ad am Ad-am  
 al ly al-ly  
 ba by ba-by  
 bi ble Bi-ble

## LESSON II.

bo ny bo-ny  
 ca to Ca-to  
 ce dar ce-dar  
 ci on ci-on  
 cu ba Cu-ba

## LESSON III.

de fy de-fy  
 di al di-al  
 di et di-et  
 do zy do-zy  
 du ty du-ty

## LESSON IV.

eb on eb-on  
 ed dy ed-dy  
 en vy en-vy  
 ev er ev-er  
 ex it ex-it

## LESSON V.

fa ble fa-ble  
 fi do Fi-do  
 fo co fo-co  
 fu el fu-el  
 ga la ga-la

## LESSON VI.

gi ant gi-ant  
 ha lo ha-lo  
 he ro he-ro  
 ho ly ho-ly  
 in to in-to

Ho-ly Bi-ble, I in thee,  
 All my du-ty ev-er see.

## LESSONS IN SYLLABLES.

## LESSON VII.

in ly in-ly  
 ja go Ja-go  
 jo el Jo-el  
 ju ry ju-ry  
 ka ty Ka-ty

## LESSON VIII.

la dy la-dy  
 le vi Le-vi  
 li on li-on  
 lo co lo-co  
 lu cy Lu-cy

## LESSON IX.

ma ry Ma-ry  
 me on Me-on  
 mi ra Mi-ra  
 na vy na-vy  
 ne ro Ne-ro

## LESSON X.

mi no Mi-no  
 on ly on-ly  
 ot to ot-to  
 ox en ox-en  
 pa ly pa-ly

## LESSON XI.

pe ru Pe-ru  
 pi ca pi-ca  
 po et po-et  
 pu ny pu-ny  
 qui et qui-et

## LESSON XII.

ra cy ra-cy  
 re al re-al  
 ri ot ri-ot  
 ro sy ro-sy  
 ru in ru-in

Ne-ro loved a re-al ri-ot;  
 Mi-no, keep the li-on qui-et.

LESSONS IN SYLLABLES.

LESSON XIII.

sa go sa-go  
so fa so-fa  
su et su-et  
ta ble ta-ble  
ti dy ti-dy

LESSON XIV.

ug ly ug-ly  
un do un-do  
up on up-on  
va ry va-ry  
ve to ve-to

LESSON XV.

vi ol vi-ol  
wa ry wa-ry  
ax is ax-is  
ze ro ze-ro  
zi on zi-on



LESSON XVI.

ace ant ape  
add all art  
bat bar bed  
bit box but  
cab can car

LESSON XVII.

cid cod cut  
dan den din  
dog don dun  
egg elk ell  
err eve eye

LESSONS IN SYLLABLES.

LESSON XVIII.

fan far fen  
fin fox fun  
gag gap get  
gin got gun  
had hit hot  
ice ill inn  
jar jet job  
keg key kit

LESSON XX.

pig pot pup  
quell quite quart  
rat red rib  
rod run rye  
sad set sin  
sod sum shy  
tan ten tip  
top tub try

LESSON XIX.

lad leg let  
lip lot lug  
man men mix  
mop mud may  
nag nap net  
nit not nut  
odd ode ore  
pan pay pet

LESSON XXI.

urn us use  
van vex vie  
vow wag wet  
win won why  
ax sex fix  
six ox box  
yes yet you  
zest zink zone

Run, run, my lad, be not so shy,  
You yet may win it, if you but try.



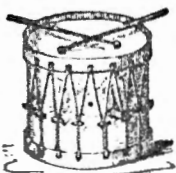
Ape.  
A a  
apple.



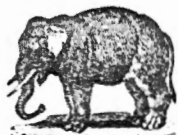
Bird.  
B b  
boy.



Cage.  
C c  
cow.



Drum.  
D d  
dog.



Elephant.  
E e  
egg.



Fiddler.  
F f  
fan.



Grapes.  
G g  
goat.



Hen.  
H h  
hat.



Inkstand.  
I i  
inn.



Jug.  
J j  
jewel.



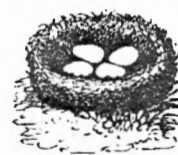
Kite.  
K k  
key.



Lion.  
L l  
lamb.



Monkey.  
M m  
man.



Nest.  
N n  
nail.



Owl.  
O o  
organ.



Parrot  
P p  
pin.



Quail.  
Q q  
quill.



Rose.  
R r  
rat.



Ship.  
S s  
sun.



Turtle.  
T t  
top.



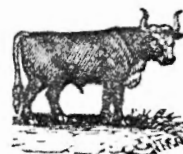
Urn.  
U u  
umbrella.



Vine.  
V v  
vase.



Wasp.  
W w  
wolf.



Ox.  
X x  
ax.



Yoke.  
Y y  
yard.



Zebra.  
Z z  
zone.



And.  
& &c.  
and so forth.



If the la-zy boy does not jump ver-y quick, the fox will catch the goose.

jump  
lazy  
boy



jump  
very  
quick

Lazy boy, the fox is loose,  
Jump quick, or he will catch your goose.



Jump  
quick  
lazy  
boy.



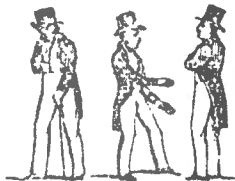
The lazy boy did not jump quick,  
The fox ran very fast ;  
The goose tried hard to reach the lake,  
But she was caught at last.  
There goes the fox along the track,  
The poor goose riding on his back.



Two Oxen.



Three Dogs.



Three Men.



Three Foxes.



Three Cats.



Three Hogs.



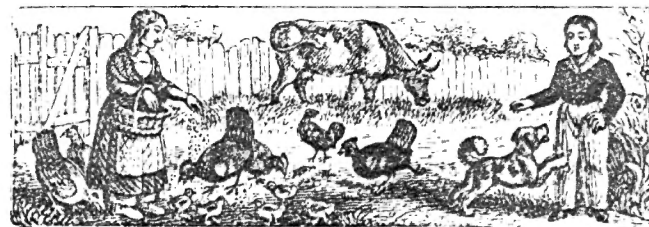
Three Boys.



Four Rats.

THE FARM-YARD.

The hens and the chick-ens  
 Are bu-sy all day,  
 In scratch-ing and pick-ing  
 What-ev-er they may.



But, when Jane, with her bas-ket,  
 Comes out to the yard,  
 They know, in a mo-ment,  
 Their meal is pre-pared.

See how, from all quar-ters,  
 They ea-ger-ly come,  
 Say-ing, "Cluck, cluck," or thank you,  
 For ev-er-y crumb.

|     |      |      |       |
|-----|------|------|-------|
| hen | but  | yard | cluck |
| day | Jane | know | thank |
| may | out  | from | crumb |

SPORTS.

Fly the Kite, and let it rise,  
Above the trees, and reach the skies,

Spin  
the  
TOP.



Blow  
the  
HORN.

Draw the Wagon.

Come, sister,  
take a ride,  
Down to the  
river's side.



Yes, you are  
very tall,  
Take care, or  
you will fall.

Bow  
and  
Arrows.

Mount the stilts,  
But do not run,  
One little fall,  
Might spoil your fun.

Boys  
and  
Boats.



Shoot the arrow.

Hit the  
Target.  
Sail  
the  
Boat.



Shoot the arrow,  
Let it fly,  
Hit the target  
In the eye.

The flag is up,  
The sail is set;  
Be careful, boys,  
Do not get wet.



Come, boys and girls, come one and all,  
With hoop and kite, with bat and ball,  
With stilt and wagon, bow and swing,  
Come, run, or ride, or jump, or sing.  
Sure never on the village green,  
A merrier company was seen.



John loves to  
chase his rol-  
ling hoop;



George beats  
his drum to  
call the troop.



Swing, swing,  
To and fro;  
Up and down,  
So we go.

The tree is strong,  
So is the rope;  
Swing, swing,  
Never stop.

LESSONS UPON THE SPORTS.

LESSON I.

ball kite  
bat ring  
boat sail  
bow sled  
cart skates  
drum stilts  
fife string  
flag swing  
gun sword  
hoop top  
horn wheel

LESSON II.

ar-row  
bat-tle-door  
drum-stick  
flag-staff  
grace-hoop  
rat-tle  
tar-get  
trum-pet  
wag-on  
wheel-bar-row  
whis-tle

LESSON III.

Jump, run, ride, swing,  
Hop, skip, dance, sing,  
Draw, shoot, fly, beat,  
Blow, spin, mount, hit,  
Chase, catch, rise, set,  
Spoil, fun, fall, wet.

Play helps work and study too,  
But play alone will never do.



Here is a fine field of corn.

The corn grows well, be-cause James and Charles are so bu-sy with their hoes, that the weeds can not spring up.

Lit-tle Ed-ward has al-so a hoe. He likes to help his broth-ers.

But see, he has left the gate o-pen, and two hun-gry hogs are try-ing to get in.

Ed-ward has thrown down his hoe, to drive them out.

It would be fun-ny, if he should shut them in, in-stead of put-ting them out.

The dog has come to help him, and the hogs will go back.

|      |       |       |      |
|------|-------|-------|------|
| here | weed  | drive | keep |
| corn | grow  | help  | come |
| hoe  | stand | think | back |

## IDLE TOM



Oh! dear me! oh! dear me!

Said idle Tom, one day;  
I'm tired to death of A B C,  
Oh! let me run and play.

Nay, think a moment, Tommy dear,  
And you will plainly see  
That all the things we value here,  
Owe much to A B C.

The A is always in your head,  
Your heart, your Arm, your hand;  
And how, without a B, were made  
Boot, Button, Belt, or Band?

Without the C, you could not make  
Ice-Cream, or Crystal Candy;

And Bread, and Butter, Cheese, and Cake,  
Find A B C quite handy.

Papa, Mamma, have each an A,  
And Brother Ben a B,  
And Cousin Charles, and Clara Clay,  
Have each a double C.

There's T in Top, and D in Drum,  
And K in Kite and Knife;  
There is H in Hoop, and P in Plum,  
And F in Fig and Fife.

There's F in Fun and Frolic too,  
And R in every Ride;  
There's G in Grape, and Y in You,  
And S and L in Slide.

Then, Tommy, never more complain,  
Of little A B C,  
But study o'er and o'er again  
The whole, from A to Z.

Time is precious.  
Lost time is never found again.  
Remember that time is money.



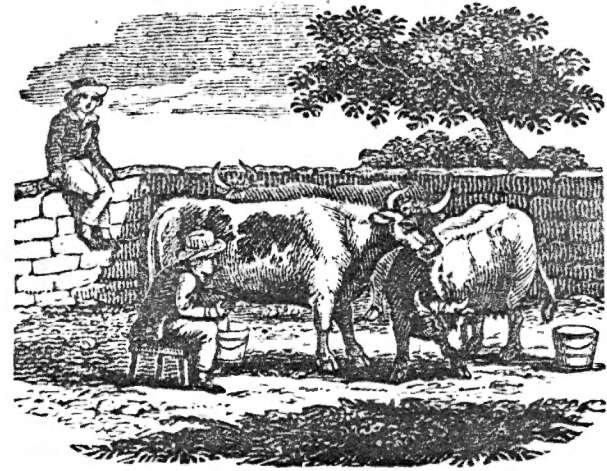
*My First Ride on the Pony.*

"Hold on, Charley, never fear,  
Pony is kind, and John is near,  
Have courage, and you, by-and-by,  
Will ride as well as George or I."

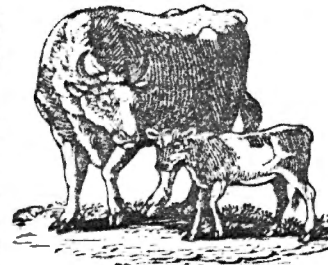
"Oh! I'm afraid of Pony Jack,  
He trembles so all over his back,  
He'll shake me off—I wish I knew,  
If riding feels just so to you."

"Yes, always at the first—but then  
We try, and try, and try again,  
Until, at last, we find the saddle,  
As easy as a chair, or cradle."

|        |        |         |       |
|--------|--------|---------|-------|
| hold   | back   | first   | last  |
| kind   | wish   | shake   | chair |
| ride   | just   | near    | then  |
| feel   | try    | find    | fear  |
| cradle | saddle | tremble | again |



Here is a good Cow. How kind  
she is, and how qui-et-ly she stands  
to be milk-ed. The milk she gives  
is ver-y sweet. It is the best food  
for chil-dren.



Farm-er Da-vis  
has three fine  
cows, be-side this  
one with a calf.  
His man, Jo-nas,  
goes out to the  
yard to milk them.

Ed-win Da-vis likes to go with him.  
He sits up-on the wall, and talks all  
the time, as fast as he can.

God made all things. He made the flowers and trees. He made the sun to shine by day, the moon to give light by night, and he made the stars also.



Buttercups and daisies—

Oh! the pretty flowers,  
Coming ere the spring-time,  
To tell of sunny hours;  
While the trees are leafless,  
While the fields are bare,  
Buttercups and daisies  
Spring up here and there.

Welcome, yellow buttercups;  
Welcome, daisies white;  
Ye are, to my spirit,  
Beautiful and bright;  
Coming ere the spring-time,  
Of sunny hours to tell,  
Speaking to our hearts of Him  
Who doeth all things well.

### THE SQUIRREL.

How many pret-ty, play-ful an-imals there are in the world!



See these Squir-rels in the tree. They look ver-y grave and so-ber; but they are ver-y fond of play.

They are eat-ing their din-ner now. One of them has not fin-ish-ed his nut. The oth-er seems to be wait-ing for him.

Boys, may learn a les-son from these squir-rels, to be qui-et and or-der-ly, while eat-ing.

The gray squir-rel has a beau-ti-ful bush-y tail, which he rais-es o-ver his back, when he sits down.



Come here, good Tray, sit down by me,  
Under this shady walnut tree,  
And learn to say your A B C.

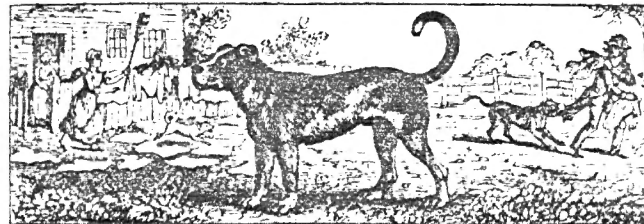
There, this is A—say A—“Bow-wow!”  
No, no, good Tray—I told you how,  
And you must speak it better now.

Say B—“Bow-wow!” no, naughty Tray,  
’Tis B, not *bow*, and I must say,  
You do not try to learn to-day.

Ah! what a stupid life you lead!  
You have a knowing look, indeed,  
Then why not learn, like me, to read.


Right glad am I, and thankful too,  
I was not made a dog, like you;—  
Without my book, what should I do?

DOGS.



Here is a fine Dog. He is strong,  
ac-tive, and faith-ful. He is a good  
watch-dog, and will take care of his  
mas-ter’s house in the night. He  
does not of-ten bite, so as to hurt  
a-ny one; but he will seize a man,  
so that he can not get a-way.

There are ma-ny kinds of dogs.  
This one is a mas-tiff, and is one of  
the most use-ful for a farm-er.

Here  is an-oth-er kind,  
ver-y much like  
the mas-tiff, but  
not quite so strong. He can run  
fast-er, and would be more apt to bite  
a man, than to hold him in his teeth.

. He is a good com-pan-ion for lit-  
tle boys, and as use-ful as a cat, in  
catch-ing rats and mice.



Here is one that seems to be an-gry. He is bark-ing, as if he thought the sound of ~~his~~ voice would fright-en ev-er-y one from com-ing near him.

This fine lit-tle fel-low is look-ing earn-est-ly, as if he heard us com-ing. What a pit-y that his tail has been cut off. He would look much bet-ter, with his long bush-y tail curl-ing o-ver his back, like this lit-tle Ro-ver, as Jane calls him.



Ro-ver likes to sit in Jane's lap. He is bark-ing at the cat now, be-cause she is sit-ting with Jane. Ro-ver of-ten goes out into the fields with Jane, and runs af-ter the birds.



See how use-ful the dog can some-times be. Here is an an-gry bull run-ning af-ter James.



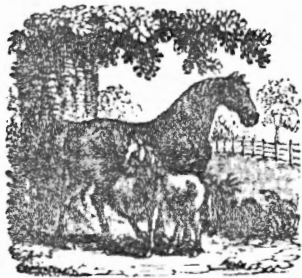
If he catch-es him, he will toss him on his horns, and hurt him. James runs as fast as he can. He has lost his hat by the way, and drop-ped his bas-ket. But Car-lo will bite the bull, and make him turn the oth-er way.



Here is Fi-do, cha-sing a pig. The pig push-ed o-pen the gate, and went in-to the gar-den. He would have done a great deal of harm, if Fi-do had not been there. But the faith-ful dog ran at him, and bit his ear. He will not leave him till he is out of the gar-den, and then he will watch at the gate, till some one comes to shut it, that the pig may not get in a-gain.



The Horse is a no-ble an-i-mal. He is strong, swift, kind, and use-ful to man. We can ride on his back with a sad-dle, or he will draw us in a car-riage, or in a wag-on. John is ri-ding now, while his broth-er is lead-ing the horse, so that he may not go too fast, and make him fall off.



Here is a lit-tle colt stand-ing by its moth-er, un-der the great tree. He is a pret-ty lit-tle colt, and loves to play in the field, when his moth-er is near. He will soon be a horse, and able to give us a ride. The colt can run ver-y fast.

## THE HOBBY-HORSE.



Drive on, my brave boy,  
And lay on the whip;  
I wish you much joy  
In your afternoon trip.

There is one thing you gain  
With your hobby-horse gay—  
Though you give him the rein,  
He will not run away.

As you do all your riding  
In one little room,  
You may travel all summer,  
Yet never leave home.

Pleasant words are as honey-comb,  
sweet to the soul.

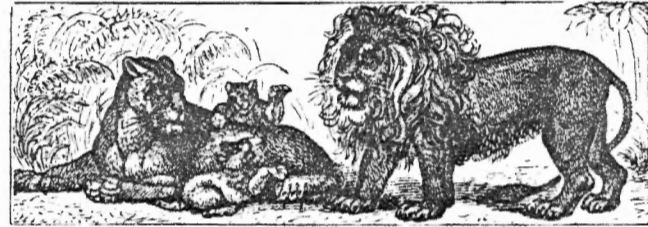


The Cam-el is an odd looking an-i-mal, with great humps on his back. But he is ver-y use-ful. He is of-ten spo-ken of in the Bi-ble.

He is found in those parts of the world, in which there are great des-erts, with-out an-y wa-ter. Some-times they trav-el ten or twelve days with-out drink-ing. God made the cam-el, and pre-pared him for just such pla-ces as these.

When he comes to a well, or a brook, he can drink e-nough to last him a week or more. He has with-in his stom-ach, a num-ber of sacks, or bags, which he fills with wa-ter; These sup-ply him till he can get more. In the pic-ture, there is a large com-pa-ny of men and cam-els. They have just cross-ed the des-ert, and are com-ing near a cit-y.

## THE LION.

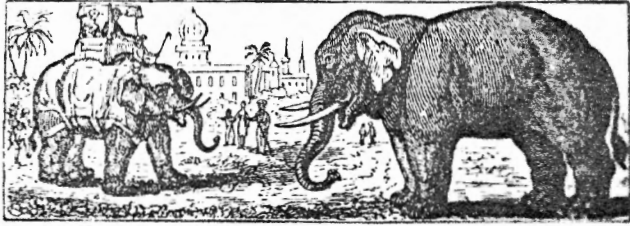


There are some an-i-mals that are lar-ger than the Li-on. But there are none of them so strong and ter-ri-ble as he.

The li-on does not live in A-mer-i-ca, or in Eu-rope. He is found on-ly in the hot-test parts of the world, in A-sia and in Af-ri-ca.

He has a large head, and a ver-y full shag-gy mane. His tail is long, with a tuft of flow-ing hair at the end.

“When the li-on roars, who will not fear?” His voice is deep and harsh; and men and an-i-mals trem-ble when they hear it. He is call-ed the king of beasts, not be-cause he rules o-ver them, but be-cause he is the strong-est of them all.



“See what a long nose the El-phant has.”

“That is not a nose. It is called a trunk, and he u-ses it as an arm.”

“Oh! that is more fun-ny still—an arm on the end of his nose! But it has no fin-gers.”

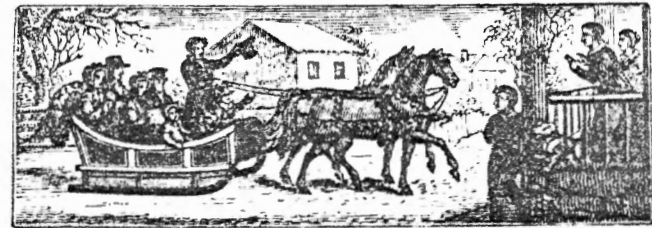
“True, he has no fin-gers. Yet he can use it, as well as you can use your hand.

When John Hunt went to see the El-e-phant, he had a bas-ket of fruit on his arm. The El-e-phant stretch-ed out his long trunk, took the lar-gest ap-ple John had, and put it in-to his mouth.

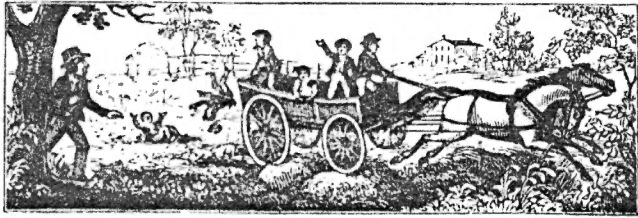
“I must have a ride, to pay for the ap-ple,” said John. Then the keep-er made a sign to the El-e-phant, who wound his trunk a-round John, lift-ed him up, and put him on his back.

## THE SLEIGH-RIDE.

Jingle, jingle, go the bells,  
A right good time have we,  
Over the valleys, and over the hills,  
Dear grandmamma to see.



The day is bright, and away we go,  
As swift as swift can be,  
Over the smoothly-trodden snow,  
Dear grandmamma to see.  
And look! do look! for there she stands,  
Aunt Mary by her side,  
To welcome us, with out-stretched hands,  
After our pleasant ride.  
And there is George, and Carlo too,  
For they heard the tell-tale bells,  
As over the shining road we flew,  
And down the slippery hills.



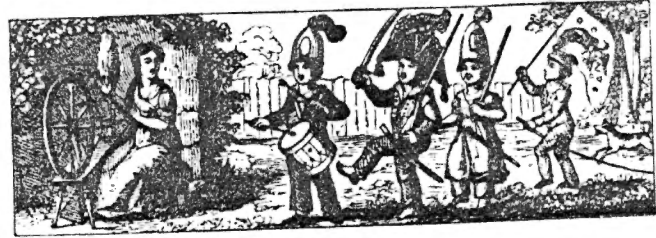
Ah! here is a sad frolic. Uncle John came along with his wagon, on his way home from market.

He just stepped in-to the house, to light his pipe, when Charles jumped in-to the wagon, All his brothers and sisters soon followed.

Charles took up the reins, and away ran the horses, not along the smooth road, but over the rough ground, where there was danger of upsetting every moment.

The children were sadly frightened. First one fell out, and then another, and at last the wagon upset also, and was broken in pieces.

Some of the children were very badly injured. One of the horses had his leg broken. These children will never forget, that they must not meddle with horses.



We heard our fathers say 'twas right,  
For armed bands with guns to fight,  
Then wo to all who vex us;  
Full long enough we've learned "obey,"  
'Tis time we boys should have our way,  
And so, "hurrah for Texas!"

Miss Jenny, with your spinning-wheel,  
Clear out, or we shall make you feel,  
What soldier-boys can do;  
We'll shoot you, and we'll lay a tax  
Upon your spindle and your flax,  
And make you prisoner too.

Now rub-a-dub! for General Joe,  
And Captain Mary, as you know,  
Are brave as brave can be;  
And Charley, with his flag is here,  
And Hero, bringing up the rear,  
Determined to be free!



Frank Shaw and Su-san Gardner lived ver-y near each oth-er. They play-ed to-geth-er in the gar-den, or on the sha-dy green.

Mr. Shaw had some ver-y nice peach-es in his gar-den. Frank ask-ed his moth-er to let him car-ry some in a lit-tle bas-ket, to his friend Su-san. His moth-er con-sent-ed; and Frank went sing-ing a-long, as hap-py as he could be.

As soon as he had turn-ed the cor-ner, he met Su-san, with a bas-ket of ro-sy red plums for him. They were ver-y hap-py to meet.

They did not know which way to go—wheth-er Frank should go home with Su-san, or Su-san with Frank; so they sat down un-der a sha-dy tree, and ate the nice fruit, till it was time to go home.



While they were eat-ing, they saw a poor child go-ing by, with-out a-ny stock-ings or shoes on her feet. They call-ed her, and gave her a part of their fruit.

The poor child was made ver-y hap-py by this act of kind-ness. Frank and Su-san were al-so much hap-pi-er, while shar-ing their pleas-ure with an-oth-er, than if they had kept all their fruit to them-selves. Chil-dren should be kind to the poor.

Be you to others kind and true,  
As you'd have others be to you;  
And never say or do to men,  
Whate'er you would not take again.

## THE MONKEY AND CAT.



Jocko and Puss—so runs the tale—  
 As through the woods they coasted,  
 Found nuts in plenty for a meal,  
 If they were only roasted.  
 Says Jocko—"I will make a fire,  
 Puss, you shall bring some sticks,  
 And a nicer feast none need desire,  
 Than you and I can fix."

The nuts were roasted well—and now,  
 The cooks were both in doubt,  
 Sore puzzled from the embers how  
 To get their dinner out.  
 "Lend me your paw," said Jock to Puss,  
 Then seized it, as you see,  
 Replying, when she made a fuss,  
 "Why, sure, it don't burn *me*."

## TRY.

Here's a lesson all should heed—  
 Try, try, try again.  
 If at first you don't succeed,  
 Try, try, try again.  
 Let your courage well appear;  
 If you only persevere,  
 You will conquer—never fear—  
 Try, try, try again.

Twice or thrice though you should fail,  
 Try, try, try again.  
 If at last you would prevail,  
 Try, try, try again.  
 When you strive, there's no disgrace,  
 Though you fail to win the race,  
 Bravely, then, in such a case,  
 Try, try, try again.

Let the thing be e'er so hard,  
 Try, try, try again.  
 Time will bring a sure reward,  
 Try, try, try again.  
 That which other people do,  
 Why, with patience, may not you?  
 Why, with patience, may not you?  
 Try, try, try again.



Charles held the watch close to his ear,  
Saying — “What is it that I hear?”

Tick-a-tick, tick-a-tick!

“What is it within the simple thing,  
Keeps up this constant whispering?”

Tick-a-tick, tick-a-tick!

“Has it a heart and soul, like me,  
And can it think, and hear, and see?”

Tick-a-tick, tick-a-tick!

“That thus, without a pause, or stay,  
I hear its gentle pulses say,”

Tick-a-tick, tick-a-tick!

“No, though a face and hands it shows,  
And ever with precision goes,”

Tick-a-tick, tick-a-tick!

“It has no motion of its own —  
Yet there is meaning in its tone.”

Tick-a-tick, tick-a-tick!

“It tells us how the swift hours go,  
And every time it whispers so,”

Tick-a-tick, tick-a-tick!

“It seems to say — They fly! they fly!  
The golden hours are passing by.”

Tick-a-tick, tick-a-tick!

“Each pulse of ours, and every chime,  
Notes the unceasing flow of time.”

Tick-a-tick, tick-a-tick!

“Our minutes pass, our days roll on,  
Just as the watch tells, one by one,

Tick-a-tick, tick-a-tick.”



“I wish the clock would stop a  
lit-tle while,” said la-zy Jem. “I  
must get my les-son be-fore I go to  
school.”

“Be-gin ear-ly, and work stead-i-  
ly,” re-pli-ed his moth-er, “and you  
will al-ways have time e-nough for  
all that you have to do.”

CHILD'S MORNING PRAYER.

My Father, though thou art in heaven,  
 So great, so good, so high,  
 Thou wilt not turn away thine ear,  
 From such a child as I.  
 O hear my humble morning prayer,  
 Be with me all this day,  
 Keep me from sorrow and from sin,  
 And teach me how to pray.

CHILD'S EVENING PRAYER.

Lord, this day thy hand has led me,  
 And I thank thee for thy care,  
 Thou hast clothed me, warmed me, fed me,  
 Listen to my evening prayer,  
 Let my sins be all forgiven,  
 Bless the friends I love so well,  
 Take me, when I die, to heaven,  
 Happy there with thee to dwell.



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A careful study of this little work will open the eyes of children to the wonders of our physical frame, which, as the psalmist beautifully says, "is fearfully and wonderfully made," and to the wisdom and benevolence of the Creator, in the adaptation of the parts to their ends, and will lead parents, instead of feeling surprised that carelessness, neglect, exposure, and indulgence, produce so many pains and diseases, to exclaim, with Watts—

"Strange that a harp of thousand strings,  
 Should keep in tune so long!"

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I am, very respectfully, yours,  
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GENTLEMEN: I am now able to inform you that your book (Webster's Speller and Definer) has made a decidedly favorable impression on the teachers of the Normal School. It will be used forthwith, and I trust experience will confirm our favorable opinion.

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Truly and respectfully yours,  
Messrs. GEO. F. COOLEIDGE & BRO. FRANCIS DWIGHT.

## SPELLER AND DEFINER RECOMMENDATIONS.

NORTHAMPTON, MASS., January 24, 1846.

DEAR SIR: Your little work has fallen into my hands, and I have looked it over with much interest. It seems to me to be just such a work as was greatly needed in our primary schools. It is hardly extravagant to say, that the great business of school education, is to acquire a knowledge of words and of their accurate and precise signification; for, he who knows all the words in his native language, and understands the precise meaning of each word, has at command all the knowledge of which his language is the vehicle; and I regard it as a wise educational measure to begin, at the earliest practicable period in the process of education, to make children acquainted with the exact meaning of the words which they learn to spell.

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Preëminently has your honored father been a blessing to his country in this respect; and may I not hope that his mantle has fallen upon his son, and that you will nobly sustain and perpetuate the honors of his name?

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I can most cheerfully express my concurrence in the above recommendation.  
R. M. WRIGHT.

WM. G. WEBSTER, Esq.

NORTH LYME, CT., January 14, 1846.

GENTLEMEN: We the subscribers, a committee appointed by the North School Society to select a series of text-books for our public schools, have among other books, selected "Webster's Speller and Definer." We are highly pleased with the above work, and have no doubt that it will soon become as extensively used throughout our country as "Webster's Elementary Spelling Book," to which it is intended as a sequel. We sincerely recommend it to the notice of all school teachers and committees.

WM. W. J. WARREN, M. D.  
M. S. PARKER.  
Messrs. GEO. F. COOLEIDGE & BRO. J. WIGHT BIN.

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GENTLEMEN: I have looked over "Webster's New Common School Dictionary" with much satisfaction. To accomplish the object for which it is intended, it has, I think, peculiar adaptations, and only needs to be known that its merits may be appreciated, and that it may go into general use. I should be glad to learn of its universal adoption in the schools of our country.

THOS. DOWLING,  
Pastor of Baptist Church, North Lyme, Ct.  
Messrs. COOLEIDGE & BROTHER.