savage foot never trod, there he bids the blooming forest smile, and the blushing rose open its leaves to the morning sun. There he causes the feathered inhabitants to whistle their wild notes to the listening trees, and echoing mountains. There nature lives in all her wanton wildness. There the ravished eye, hurrying from scene to scene, is lost in one vast blush of beauty.

12. When you survey this globe of earth, with all its appendages; when you behold it inhabited by numberless ranks of creatures, all moving in their proper spheres, all verging to their proper ends, all animated by the same great source of life, all supported at the same bounteous table; when you behold, not only the earth, but the ocean and the air, swarming with living creatures, all happy in their situation; when you behold yonder sun, darting an effulgent blaze of glory over the heavens, garnishing mighty worlds, and waking ten thousand songs of praise; when you behold unnumbered systems diffused through immensity, clothed in splendor, and rolling in majesty; when you behold these things, your affections will rise above all the vanities of time; your full souls will struggle with ecstasy, and your reason, passions, and feelings, all united, will rush up to the skies with a devout acknowledgment of the existence, power, wisdom, and goodness of God.

QUESTIONS.—1. What is the effect of the vast variety presented in the works of creation? 2. What does the great fertility and beauty of nature naturally lead us to think of our Creator? 3. What is said of the ocean? 4. What, of the handiwork of God, as displayed in the firmament? 5. What objects are mentioned in the last paragraph, as fitted to make us feel and acknowledge the existence, power, wisdom, and goodness of God?

Where is the passage to be found, which is quoted at the beginning of the 1st paragraph? *Ans.* Romans 1st chapter, 20th verse. Where is the passage which is quoted in the 6th paragraph? *Ans.* Jeremiah 5th chapter, 22d verse. Are the questions in the 4th paragraph direct or indirect? With what inflection should they be read? With what inflection should the questions in the 3d, 5th, and 8th paragraphs be read?

LESSON LXXXVII.

WORDS FOR SPELLING AND DEFINING.

PHAL′ ANX, dense column.
ARCH′ ED, curved; concave.
DAI′ SY, (literally, *day's eye*) little flower that opens only in daylight.
MOLD, shape; form.
GOLD-EM BOSS′ ED, ornamented with various figures, as of gold
UN RE STRAIN′ ED, unconfined.

THE DAISY.

J. M. GOOD.

1. Not worlds on worlds in phalanx deep,
Need we to prove a God is here;
The daisy fresh from winter's sleep,
Tells of His hand in lines as clear.

2. For who but He that arched the skies,
And pours the day-spring's living flood,
Wondrous alike in all He tries,
Could rear the daisy's purple bud?

3. Mold its green cup, its wiry stem,
Its fringéd border nicely spin,
And cut the gold-embosséd gem,
That, set in silver, gleams within?

4. Then fling it, unrestrained and free,
O'er hill, and dale, and desert sod,
That man, where'er he walks, may see,
In every step, the stamp of God.

QUESTIONS.—1. What little flower shows the power of God, just as well as the whole world? 2. How does it show this? 3. What is the literal meaning of the word *daisy?*

LESSON LXXXVIII.

WORDS FOR SPELLING AND DEFINING.

VAULT, continued arch
TOR′ RENTS, rapid streams.
SAV′ AGE, barbarous; uncivilized.
DELLS, little valleys.
CLIFFS, steep rocks.
MON′ STERS, large animals.
QUELL, assuage; calm.
VIEW′ LESS, invisible; unseen.

GOD IS EVERYWHERE.

HUGH HUTTON.

1. (*) Oh! shōw mē whēre īs Hē,
Thē hīgh ānd hōly One,
To whom thou bend'st the knee,
And pray'st: "Thy will be done"?
I hear thy voice of praise,
And, lo! no form is near;
Thine eyes I see thee raise,
But where doth God appear?
Oh! teach me who is God, and where His glories shine,
That I may kneel and pray, and call *thy* Father *mine*.

2. Gaze on that arch above,
The glittering vault admire!
Who taught those orbs to move?
Who lit their ceaseless fire?
Who guides the moon to run
In silence through the skies?
Who bids that dawning sun
In strength and beauty rise?
There view immensity!—behold! my God is there;
The sun, the moon, the stars, His majesty declare!

3. See where the mountains rise;
Where thundering torrents foam;
Where, vailed in lowering skies,
The eagle makes his home;
Where savage nature dwells,
My God is present too;
Through all her wildest dells
His footsteps I pursue.
He reared those giant cliffs,—supplies that dashing stream,—
Provides the daily food, which stills the wild bird's scream!

4. Look on that world of waves,
Where finny nations glide;
Within whose deep, dark caves,
The ocean-monsters hide!
His power is sovereign there,
To raise—to quell the storm;

The depths his bounty share,
Where sport the scaly swarm:
Tempests and calms obey the same Almighty voice,
Which rules the earth and skies, and bids the world rejoice!

5. Nor eye nor thought can soar
Where moves not He in might;
He swells the thunder's roar,
He spreads the wings of night.
Oh! praise the works divine!
Bow down thy soul in prayer!
Nor ask for other sign,
That God is everywhere;
The viewless Spirit He—immortal, holy, blessed—
Oh! worship Him in faith, and find eternal rest.

QUESTIONS.—1. What objects in nature are pointed to, in this piece, as displaying the presence and power of God? 2. What exhortation in the last stanza? 3. What is meant by "finny nations"?

What kind of emphasis on *thy* and *mine*, 1st stanza? With what tone of voice should most of this poetry be read? Why? See Rem. p. 24.

LESSON LXXXIX.

WORDS FOR SPELLING AND DEFINING.

AD VERS′ I TY, misfortune.
RE VERS′ ES, changes.
DE SPOND′ EN CY, hopelessness.
DIS AS′ TER, calamity.
LU′ RID, gloomy; dismal.
CON′ TRAST, opposite condition.
IM PE′ RI OUS LY, haughtily.
TYR′ AN NY, severity.
POIGN′ ANT, sharp; keen.
AN TIC I PA′ TION, foretaste.
COW′ ED, depressed with fear.
PLI′ AN CY, readiness to yield.
SUP′ PLE, pliant.
DEV AS TA′ TIONS, desolations.
SU PER SCRIP′ TION, that which is written on any thing.
DE COY′ ED, allured.
PAR SI MO′ NI OUS, stingy.

HOW TO MEET ADVERSITY.

HENRY WARD BEECHER.

1. Men become indolent through the reverses of fortune. Surely despondency is a grievous thing, and a heavy load to bear. To see disaster and wreck in the present, and no

light in the future, but only storms, lurid by the contrast of past prosperity, and growing darker as they advance; to wear a constant expectation of woe like a girdle; to see want at the door, imperiously knocking, while there is no strength to repel, or courage to bear, its tyranny,—indeed, this, *this* is dreadful enough. But there is a thing *more* dreadful. It is more dreadful if the *man* is wrecked with his fortune.

2. *Can* any thing be more poignant in anticipation, than one's own self, unnerved, cowed down, and slackened into utter pliancy, and helplessly drifting and driven down the troubled sea of life? Of all things on earth, next to his God, a broken man should cling to a courageous industry. If it brings nothing back, and saves nothing, it will save *him*.

3. To be pressed down by adversity, has nothing in it of disgrace; but it is disgraceful to lie down under it, like a supple dog. Indeed, to stand composedly in the storm, amidst its rage and wildest devastations; to let it beat over you, and roar around you, and pass by you, and leave you undismayed,—THIS IS TO BE A MAN.

4. Adversity is the mint in which God stamps upon us his image and superscription. In this matter, men may learn of insects. The ant will repair his dwelling as often as the mischievous foot crushes it; the spider will exhaust life itself before he will live without a web; the bee can be decoyed from his labor neither by plenty nor scarcity. If summer be abundant, it toils none the less; if it be parsimonious of flowers, the tiny laborer sweeps a wider circle, and by industry repairs the frugality of the season. Man should be ashamed to be rebuked in vain by the spider, the ant, and the bee.

QUESTIONS.—1. How do men often become indolent? 2. What should a broken man cling to? 3. Is it disgraceful to be in adversity? 4. What does the author say of adversity in the last paragraph? 5. How do the ant, the spider, and the bee, rebuke indolent men?

Why the falling inflection on *life*, 2d paragraph? See Note I. p. 27. What kind of emphasis on *him*, 2d paragraph?

LESSON XC.

WORDS FOR SPELLING AND DEFINING.

IN FLEX′ I BLE, unyielding.	DIS PLEAS′ URE, disapprobation.
CON′ STAN CY, firmness.	MER′ IT ED, deserved.
CO′ PI OUS LY, abundantly.	AD VEN TI′ TIOUS, accidental.
SO LIC IT A′ TIONS, requests.	COM MU′ NI CATE, impart.
PA′ TIENT, sick person.	CON FIRM′, settle; establish.
IN CUR′ RED, brought on.	AD U LA′ TION, flattery.

CHARLES XII., king of Sweden, and one of the ablest of warriors, was born at Stockholm, June 27th, 1682, and, after many brilliant military successes and sad vicissitudes, was struck on the head by a cannon ball, and killed, at Fredericshall, Nov. 30th, 1718.

CHARACTER OF CHARLES THE TWELFTH.

OLIVER GOLDSMITH.

1. Courage and inflexible constancy formed the basis of this monarch's character. In his tenderest years, he gave instances of both. When he was yet scarcely seven years old, being at dinner with the queen, his mother, intending to give a bit of bread to a great dog he was fond of, this hungry animal snapped greedily at the morsel, and bit his hand in a terrible manner. The wound bled copiously; but our young hero, without offering to cry, or taking the least notice of his misfortune, endeavored to conceal what had happened, lest his dog should be brought into trouble, and wrapped his bloody hand in the napkin.

2. The queen, perceiving that he did not eat, asked him the reason. He contented himself with replying, that he thanked her; he was not hungry. They thought he was taken ill, and so repeated their solicitations. But all was in vain, though the poor child was already grown pale with the loss of blood. An officer who attended at table, at last, perceived it; for Charles would sooner have died than betrayed his dog, that he knew intended no injury.

3. At another time, when in the small-pox, and his case appeared dangerous, he grew one day very uneasy in his bed, and a gentleman who watched him, desirous of covering

him up close, received from the patient a violent box on the ear. Some hours after, observing the prince more calm, he entreated to know how he had incurred his displeasure, or what he had done to have merited a blow. "A blów?" replied Charles; "I do not remember any thing of it: I remember, indeed, that I thought myself in the battle of Arbela, fighting for Darius, where I gave Alexander a blow, which brought him to the ground."

4. What great effects might not these two qualities of courage and constancy have produced, had they, at first, received a just direction! Charles, with proper instructions, thus naturally disposed, would have been the delight and the glory of his age. Happy those princes who are educated by men who are, at once, virtuous and wise, and have been, for some time, in the school of affliction; who weigh happiness against glory, and teach their royal pupils the real value of fame: who are ever showing the superior dignity of man to that of royalty; that a peasant who does his duty, is a nobler character than a king of even middling reputation.

5. Happy, I say, were princes, could such men be found to instruct them; but those, to whom such an education is generally intrusted, are men who themselves have acted in a sphere too high to know mankind. Puffed up themselves with an idea of false grandeur, and measuring merit by adventitious circumstances of greatness, they generally communicate those fatal prejudices to their pupils, confirm their pride by adulation, or increase their ignorance by teaching them to despise that wisdom which is found among the poor.

QUESTIONS.—1. What qualities formed the basis of the character of Charles the XII.? 2. What proofs of his courage and constancy are cited by the author? 3. How might Charles have proved the delight and glory of his age? 4. When was he born? 5. Where and how did he die?

Why should *blow* be read with the rising inflection? See Note I., Rule II. p. 27. Why is *p* doubled in *snapped* and *wrapped*? See Sanders' Spelling Book, p. 167.

LESSON XCI.

WORDS FOR SPELLING AND DEFINING.

AD′ A MANT, stone of extreme hardness.
PA CIF′ IC, peaceful; mild.
SCEP′ TERS, staffs of authority.
CA PIT′ U LATE, surrender on certain conditions.
RE SIGN′, yield; submit.
SUS PEND′ ED, held in doubt.
BAR RI CADES′, obstructs.
VAN′ QUISH ED, defeated.
SUP′ PLI ANT, one who supplicates.
IN TER POSE′, mediate.
SUB VERT′ ED, overthrown.
RI′ VAL, making the same claims.
HOS′ TILE, adverse.
DU′ BI OUS, doubtful; uncertain.

1. PUL TO′ WA, a fortified town of Russia, on the river Worskla, 450 miles south-west from Moscow. Here Peter, the Great, on the 27th of June, 1709, defeated Charles the XII. of Sweden. In commemoration of this victory, the Russians have erected a column in the city, and an obelisk on the field where the battle was fought.

RESULTS OF AMBITION.

JOHNSON.

1. On what foundation stands the warrior's pride,
How just his hopes, let Swedish Charles decide;
A frame of adamant, a soul of fire,
No dangers fright him, and no labors tire;
O'er love, o'er fear, extends his wide domain,
Unconquered lord of pleasure and of pain;
No joys to him pacific scepters yield,
War sounds the trump, (=) he rushes to the field.

2 Behold surrounding kings their power combine,
And some capitulate and some resign.
Peace courts his hand, but spreads her charms in vain:
"Think nothing gained," he cried, "till naught remain.
On Moscow's walls till Gothic standards fly,
And all be mine beneath the polar sky."
The march begins in military state,
And nations on his eye suspended wait.
Stern famine guards the solitary coast,
And winter barricades the realm of frost:
He comes—not want and cold his course delay—
Hide, blushing Glory, hide Pultowa's day!

3. The vanquished hero leaves his broken bands,
And shows his miseries in distant lands,
Condemned a needy suppliant to wait,
While ladies interpose, and slaves debate

But did not Chance, at length, her error mend?
Did no subverted empire mark his end?
Did rival monarchs give the fatal wound?
Or hostile millions press him to the ground?
His fall was destined to a barren strand,
A petty fortress and a dubious hand.
He left a name, at which the world grew pale,
To point a moral or adorn a tale!

QUESTIONS.—1. How does the poet represent Charles the XII.? 2. What is that monarch here represented as saying? 3. Where was he defeated, and by whom?

LESSON XCII.

WORDS FOR SPELLING AND DEFINING.

STREW′ ED, scattered; spread.
SCOOP′ ED, hollowed out.
RAN′ DOM, casual.
GE′ NI AL, enlivening.
BEA′ CON, signal; light-house.
MON′ I TO RY, warning.
RA′ DI ANCE, luster; brightness.
MART, place of sale, or traffic.
TRANS′ I TO RY, fleeting.
GERM, origin; first principle.

INFLUENCE OF GOOD DEEDS AND WORDS.

CHARLES MACKAY.

1. A traveler through a dusty road,
Strewed acorns on the lea;
And one took root and sprouted up,
And grew into a tree.
Love sought its shade, at evening time,
To breathe its early vows;
And Age was pleased, in heats of noon,
To bask beneath its boughs:
The dormouse loved its dangling twigs,
The birds sweet music bore;
It stood, a glory in its place,
A blessing evermore!

2. A little spring had lost its way
Amid the grass and fern,
A passing stranger scooped a well,
Where weary men might turn;

He walled it in, and hung with care
A ladle at the brink;
He thought not of the deed he did,
But judged that toil might drink.
He passed again,—and, lo! the well,
By Summers never dried,
Had cooled ten thousand parching tongues,
And saved a life beside!

3. A dreamer dropped a random thought,
'Twas old, and yet was new,
A simple fancy of the brain,
But strong in being true;
It shone upon a genial mind,
And, lo! its light became
A lamp of life, a beacon ray,
A monitory flame:
The thought was small; its issue great,
A watch-fire on the hill;
It sheds its radiance far adown,
And cheers the valley still!

4. A nameless man amid a crowd
That thronged the daily mart,
Let fall a word of Hope and Love,
Unstudied from the heart;
A whisper on the tumult thrown,—
A transitory breath,—
It raised a brother from the dust,
It saved a soul from death.
O gèrm! O fòunt! O wòrd of love!
O THÒUGHT at random cast!
Ye were but *little*, at the first,
But *mighty*, at the last!

QUESTIONS.—1. What is said of one of the acorns, strewed on the lea? 2. What benefits were derived from it? 3. What did a passing stranger do with a little spring? 4. What benefits had resulted from this little deed? 5. What effect was produced by "a random thought"? 6. What, by "a word of Hope and Love"? 7. What important rule of life is suggested by this piece?

Why the falling inflection on *germ*, *fount*, *word*, *thought*, last stanza? See Rule IX. p. 31. What kind of emphasis on *little*, *mighty*, last stanza? See Note VIII. p. 22

LESSON XCIII.

WORDS FOR SPELLING AND DEFINING.

EM′ I NENT, remarkable.
PRO PRI′ E TY, appropriateness.
NOV′ EL TY, newness.
PRE CLUD′ ED, prevented.
TRIVI AL′ I TY, slight importance.
NE CES′ SI TATE, make necessary.
IM PRES′ SION, effect on the mind.
UN PRE MED′ I TA TED, unstudied.
IN′ TE GRAL, pertaining, or essential to the whole.
DES′ UL TO RY, unconnected.
AC COM′ PA NI MENTS, attendant circumstances.
IM PER′ TI NENT, not pertaining to the matter in hand.
REC TI FI CA′ TION, correction.

1. EDMUND BURKE, a celebrated English statesman, was born January 1st, 1730, and died July 8th, 1797.

LANGUAGE OF A MAN OF EDUCATION.

COLERIDGE.

1. What is that which first strikes us, and strikes us, at once, in a man of education? and which, among educated men, so instantly distinguishes the man of superior mind, that (as was observed with eminent propriety of the late [1]Edmund Burke) "we can not stand under the same archway, during a shower of rain, *without finding him out*"?

2. Not the weight or novelty of his remarks; not any unusual interest of facts communicated by him; for we may suppose both the one and the other precluded by the shortness of our intercourse, and the triviality of the subjects. The difference will be impressed and felt, though the conversation should be confined to the state of the weather or the pavement.

3. Still less will it arise from any peculiarity in his words and phrases. For, if he be, as we now assume, a *well-educated man*, as well as a man of superior powers, he will not fail to follow the golden rule of Julius Cæsar, *To shun an unusual word, as a rock at sea.** Unless where new things necessitate new terms, we will avoid an unusual word as a rock. It must have been among the earliest lessons of his youth, that the breach of this precept, at all times hazardous, becomes ridiculous in the topics of ordinary conversation.

* *Insolens verbum, tanquam scopulum, evitare.*

4. There remains but one other point of distinction possible; and this must be, and, in fact, is the true cause of the impression made on us. It is the unpremeditated and evidently habitual *arrangement* of his words, grounded on the habit of foreseeing, in each integral part, or, more plainly, in every sentence, the whole that he then intends to communicate. However irregular and desultory his talk, there is *method* in the fragments.

5 Listen, on the other hand, to an ignorant man, though, perhaps, shrewd and able in his particular calling; whether he be describing or relating. We immediately perceive that his memory alone is called into action, and that the objects and events recur, in the narration, in the same order, and with the same accompaniments, however accidental or impertinent, as they had first occurred to the narrator.

6. The necessity of taking breath, the efforts of recollection, and the abrupt rectification of its failures, produce all his pauses; and, with exception of the "*and then*," the "*and there*," and the still less significant "*and so*," they constitute likewise all his connections.

QUESTIONS.—1. How is the question, with which this piece begins, answered? 2. What does the golden rule of Cæsar teach? 3. What point of difference between the educated and the uneducated man, is specified in the 4th paragraph?

LESSON XCIV.

WORDS FOR SPELLING AND DEFINING.

SPEC U LA′ TION, contemplation.
AC′ ME, top, or highest point.
VEN ER A′ TION, respect.
AD O RA′ TION, worship.
PE RI OD′ IC AL, occurring at certain periods of time.
SPON TA′ NE OUS, produced without labor.
FER TIL′ I TY, fruitfulness.
AP PRE′ CIA TED, valued.
VEINS, blood-vessels that convey the blood *to* the heart.
AR′ TER IES, blood-vessels that convey the blood *from* the heart.
VIV′ I FY, animate; enliven.
FA CIL′ I TA TING, making easy
FRIV′ O LOUS, light; trifling.
IM PET′ U OUS, moving rapidly.
DIS CRE′ TION, cautiousness.
AL LI′ AN CES, unions.