

LESSON XCIII.

WORDS FOR SPELLING AND DEFINING.

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

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

1. PLIN' Y, surnamed the Elder, and also the *Naturalist*, a distinguished Roman writer, born at Verona, or, as some say, at Como, A. D. 23. He died of suffocation, A. D. 79, in consequence of having approached too near to Mount Vesuvius, in order to observe the phenomena of its eruption.

RIVERS.

BRANDE.

1. There are few subjects in physical geography, which present so wide a field for speculation as rivers, whether we regard them in a historical, political, economical, or scientific point of view.

2. They are associated with the earliest efforts of mankind to emerge from a state of barbarism; but they are no less serviceable to nations which have reached the acme of civilization. In the earliest ages, they were regarded with veneration, and became the objects of a grateful adoration, surpassed only by that paid to the sun and the host of heaven.

3. Nor is this surprising; for, in countries where the labors of the husbandman and shepherd depended, for a successful issue, on the falling of periodical rains, or the melting of the collected snows in a far distant country, such rivers as the Nile, the Ganges, and the Indus, were the visible agents of nature in bestowing, on the inhabitants of their banks, all the blessings of a rich and spontaneous fertility; and hence their waters were held sacred, and they received, and, to this day, retain the adoration of the countries through which they flow.

4. But it is by countries which have already made progress in civilization, to which, indeed, they largely contribute, that the advantages of rivers are best appreciated, in their adaptation to the purposes of navigation, and in their application to the useful arts.

5. Like the veins and arteries of the human body, which convey life and strength to its remotest extremities, rivers vivify, maintain, and excite the efforts of human industry, whether we regard them, near their source, as the humble instruments of turning a mill, in their progress, as facilitating

the transport of agricultural or manufacturing produce from one district to another, or as enriching the countries, at their mouths, with the varied products of distant lands.

6. This has been admirably expressed by Pliny: "The beginnings of a river," he says, "are insignificant, and its infancy is frivolous: it plays among the flowers of a meadow; it waters a garden, or turns a little mill. Gathering strength in its youth, it becomes wild and impetuous.

7. "Impatient of the restraints which it still meets with in the hollows among the mountains, it is restless and fretful; quick in its turning, and unsteady in its course. Now it is a roaring cataract, tearing up and overturning whatever opposes its progress, and it shoots headlong down from a rock; then it becomes a sullen and gloomy pool, buried in the bottom of a glen.

8. "Recovering breadth by repose, it again dashes along, till, tired of uproar and mischief, it quits all that it has swept along, and leaves the opening of the valley strewed with the rejected waste. Now quitting its retirement, it comes abroad into the world, journeying with more prudence and discretion through cultivated fields, yielding to circumstances, and winding round what would trouble it to overwhelm or remove.

9. "It passes through the populous cities, and all the busy haunts of man, tendering its services on every side, and becomes the support and ornament of the country. Increased by numerous alliances, and advanced in its course, it becomes grave and stately in its motions, loves peace and quiet, and in majestic silence rolls on its mighty waters till it is laid to rest in the vast abyss."

QUESTIONS.—1. What is said of rivers considered as subjects of study or speculation? 2. How were rivers regarded in the early ages? 3. What, especially, is said of the Nile, the Ganges, and the Indus? 4. In what countries are rivers best appreciated? 5. What effect do rivers have upon human industry? 6. What is said of the beginnings of a river? 7. What is said of its subsequent course? Where is the river Nile? 8. The Ganges? 9. The Indus?

LESSON XCV.

WORDS FOR SPELLING AND DEFINING.

MA TER' NAL, motherly.	A DIEU', farewell.
HEARSE, carriage for conveying the dead to the grave.	AR' DENT LY, affectionately.
NURS' ER Y, place in a house set apart for children.	DUPE, a person deceived.
	SUB MIS' SION, resignation.
	DE FLOR' ED, lamented.

LINES ON RECEIVING HIS MOTHER'S PICTURE.

COWPER.

1. My Móther! (*pl.*) when I learned that thou wast déad,
Sáy, wast thou conscíous of the tears I shéd?
Hovered thy spírít o'er thy sorrowíng sòn,
Wretch even then, life's journey just begún?
Perhaps, thou gav'st me, though unfelt, a kiss;
Perhaps, a tear, if sòuls can weep in bliss,—
Ah, that maternal smíle! it answers—YES.
2. I heard the bell tolled on thy burial day;
I saw the hearse that bore thee slow away;
And, turning from my nursery window, drew
A long, long sigh, and wept a last adieu!
But was it sùch? It wás. Where thou art gone,
Adíeus and farewells are a sòund unknown.
May I but meet thee on that peaceful shore,
The partíng word shall pass my líp no more!
3. Thy maidens, grieved themselves at my concern,
Oft gave me promise of thy quick return.
What ardently I wished, I long believed,
And, disappointed still, was still deceived.
By expectation every day beguiled,
Dupe of to-morrow, even from a child:
Thus many a sad to-morrow came and went,
Till, all my stock of infant sorrow spent,
I learned, at last, submission to my lot;
But, though I less deplored thee, ne'er forgot.

QUESTIONS.—1. To whom does Cowper represent himself as speaking? 2. What were his feelings when his mother died? 3. By what promise was he, for a time, deceived?

With what modulation should this piece be read?—What rule for the rising inflection on *mother*?

LESSON XCVI.

WORDS FOR SPELLING AND DEFINING.

BOND' AGE, slavery.	BRILL' IANT, bright; splendid.
DO MAIN', possession.	RE NOWN' ED, famous.
LAND' SCAPE, view or prospect of a district of country.	FORE BOD' ING, dreading evil.
EN CHANT' ER, one that charms.	BANK' RUPT, insolvent.
PLUME' LESS, without feathers.	SOL' ACE, consolation.
WIZ' ARD, enchanter; sorcerer.	WIZ' ARD, enchanter; sorcerer.
RAR' EST, scarcest.	DIS TRACT' ED, perplexed.

1. OLYM' PUS is one of the most celebrated mountains of ancient Greece. It is represented by the poets as being the habitation of the gods, where Jupiter sat shrouded in clouds and mist from the eyes of mortals. It rises to the height of about 6500 feet.

THE WORLD FOR SALE.

RALPH HOYT

1. THE WORLD FOR SALE!—Hang out the sign:
Call every traveler here to me;
Who'll buy this brave estate of mine,
And set me from earth's bondage free:
'Tis going!—yes, I mean to fling
The bauble from my soul away;
I'll sell it, whatsoe'er it bring;
The World at Auction here to-day!
2. It is a glorious thing to see,—
Ah, it has cheated me so sore!
It is not what it seems to be:
For sale! It shall be mine no more.
Come, turn it o'er and view it well
I would not have you purchase dear;
'Tis going! GOING!—I must sell!
Who bids?—Who'll buy the splendid Tear?
3. Here's WEALTH in glittering heaps of gold,—
Who bids?—But let me tell you fair,
A baser lot was never sold;
Who'll buy the heavy heaps of care?
And here, spread out in broad domain,
A goodly landscape all may trace;
Hall, cottage, tree, field, hill, and plain;
Who'll buy himself a burial-place!

4. Here's LOVE, the dreamy potent spell
That beauty flings around the heart;
I know its power, alas! too well;
'Tis *going*,—Love and I must part!
Must part?—What can I more with Love?
All over the enchanter's reign;
Who'll buy the plumeless, dying dove,—
An hour of bliss,—an age of pain!
5. And FRIENDSHIP,—rarest gem of earth,—
(Who'er hath found the jewel his?)
Frail, fickle, false, and little worth,—
Who bids for Friendship—as it is!
'Tis *going*! GOING!—Hear the call:
Once, twice, and thrice!—'tis very low!
'Twas once my hope, my stay, my all,—
But now the broken staff must go!
6. FAME! hold the brilliant meteor high;
How dazzling every gilded name!
Ye millions, now's the time to buy!
How much for Fame? (*f.*) How much for Fame?
Hear how it thunders!—Would you stand
On high 'Olympus, far renown'd,—
Now purchase, and a world command!—
And be with a world's curses crown'd!
7. Sweet star of HOPE! with ray to shine
In every sad foreboding breast,
Save this desponding one of mine,—
Who bids for man's last friend and best!
Ah, were not mine a bankrupt life,
This treasure should my soul sustain;
But Hope and I are now at strife,
Nor ever may unite again.
8. And SONG! For sale my tuneless lute;
Sweet solace, mine no more to hold;
The chords that charm'd my soul are mute;
I can not wake the notes of old!
Or e'en were mine a wizard shell,
Could chain a world in rapture high;
Yet now a sad farewell!—farewell!
(>) Must on its last faint echoes die.

9. Ambition, fashion, show, and pride,—
I part from all forever now;
Grief, in an overwhelming tide,
Has taught my haughty heart to bow.
Poor heart! distracted, ah, so long,—
And still its aching throb to bear;
How broken, that was once so strong!
How heavy, once so free from care!
10. No more for me life's fitful dream;
Bright vision, vanishing away!
My bark requires a deeper stream;
My sinking soul a surer stay.
By Death, stern sheriff! all bereft,
I weep, yet humbly kiss the rod,
The best of all I still have left,—
My FAITH, my BIBLE, and my GOD.

QUESTIONS.—1. What is the *moral* of this piece? 2. What account is given of Wealth? 3. Of Love? 4. Of Friendship? 5. Of Fame? 6. Of Hope? 7. Of Song? 8. Can you repeat from memory the last stanza? 9. Can you repeat correctly the words, "frail, fickle, false," several times in quick succession?

LESSON XXVII.

WORDS FOR SPELLING AND DEFINING.

✗ MA' NI A, insanity; madness.	EN THU' SI ASM, mental excitement.
SCHEME, project; plan.	
FOR' EIGN ER, not a native.	TREMEN'DOUS, dreadful; terrible.
✗ PROF' LIGATE, abandoned to vice.	AUD' I ENCE, a hearing.
✗ CHAR' TER ED, privileged by charter.	IN' FLUX, a flowing in.
	BE WIL' DER ED, perplexed.
✗ PRE' MI UM, bounty.	TAP' ES TRIES, figured cloths.
✗ PRE CA' RI OUS, uncertain.	IM PORT' ED, brought from foreign countries.
IN VEST' MENTS, moneys used in purchases.	PIN' NA CLE, summit.
FU' ROR, fury; rage.	✗ SPASMS, violent convulsions.

THE MISSISSIPPI SCHEME.

W. H. VAN DOREN.

1. The most remarkable mania for gold, and the most extensively ruinous in its results, occurred in France, and

continued from 1716 to 1723. It is known in history, as the Mississippi Scheme, and was conceived and carried on by John Law, of Scotland. This foreigner inherited an ample fortune, but by prodigality spent it, and betook himself to gambling.

2. Life in London led him into a duel, in which he shot his antagonist; being taken, he escaped prison, and fled to the continent. He published a work on trade in Scotland, which fell dead from the press. He practiced his dangerous habits in Amsterdam, and successively seems to have been hunted from land to land, as a pest to society. For fourteen years, he roamed through Flanders, Holland, Germany, Hungary, Italy, and France.

3. Louis XIV., the illustrious, but profligate monarch, left a national debt of three thousand millions of livres, the price of his dear-bought glory. A bank established by Law & Co., and chartered by the French government, raised the drooping commerce of the country, and soon its notes were fifteen per cent. premium.

4. This singular success induced Law to devise a scheme for the exclusive trading with the French colony on the mouth of the Mississippi, which land was supposed to abound in gold.

5. The Regent, on this precarious foundation, issued notes to the amount of one thousand millions of livres.

6. Then the company embraced, by permission of government, the Indies, China, and South Seas, and then assumed the name of the India Company.

7. Law promised a return of 120 per cent. profit to all investments. The public enthusiasm was elevated so high, that, at least, 300,000 applications were made for only 50,000 new shares then created. Dukes, marquises, counts, with their duchesses, marchionesses, and countesses, waited, in the streets, for hours every day, to know the result.

8. The Regent created 300,000 additional shares, and such was the furor for speedy wealth, that three times that

sum would have been taken, had the government authorized it. The crowd was large, that thronged the doors of the agent, and the pressure so tremendous, that a number of persons were killed. Houses worth, in ordinary times, a thousand livres, yielded now twelve or sixteen thousand. A cobbler let his stall for two hundred livres a day. The concourse was such, that the streets, at nightfall, had to be cleared by soldiers.

9. The rush for the stock was such, that peers would stand six hours for the purpose of seeing the agent. Ladies of rank came, day after day, for a fortnight, before they could obtain an audience. M. de Chirac, the first physician of France, having purchased some India stocks, just before they began to fall, was called to see an invalid lady. As he felt the pulse, he cried: "It falls! it falls!" She cried: "I am dying! I am dying! Oh, M. de Chirac, ring the bell for assistance! I am dying,—it falls! it falls!" "What falls?" cried the doctor. "My pulse! my pulse!" "Calm your fears," he replied; "I was speaking of my stocks."

10. The influx of strangers to Paris, during these years of excitement, was computed at 305,000. Dwellings could not accommodate the applicants, and houses rose like exhalations. Meat, vegetables, bread, and all manner of provisions, sold at a price, beyond which they had ever been known. The artisan, who had earned but fifteen sous a day, now readily received sixty. Universal and unbounded prosperity bewildered the nation, and all the nation, blind as to the results, rushed forward to reap the golden harvest.

11. Paris never before was so filled with luxuries. Statues, pictures, and tapestries, were imported in large quantities, and found their way, not alone to the palaces of nobles, but to the drawing-rooms of merchants and traders. There seemed no end to credit, to treasures of silver and gold.

12. But the long, dark, stormy night was fast descending, and such a scene of confusion, bankruptcy, disaster, ruin, and havoc, ensued, as beggars all description. What num-

bers—after having been exalted to the pinnacle of prosperity, were now dashed down to penury and misery—laid violent hands upon themselves, and sought a doubtful refuge in the grave!

13. The few fortunes made by these fearful spasms in the community, shone afar like glittering pinnacles; but the millions who sighed and suffered unseen from this madness of the gold mania, illustrate the truth, in all its length and breadth, that "they who make haste to be rich, shall not be innocent."

QUESTIONS.—1. When and by whom was the "Mississippi scheme" originated? 2. What was Law's character? 3. How long did he roam through Flanders, Holland, &c.? 4. By what means was the drooping commerce of France raised? 5. What did Law's success induce him to devise? 6. What gave rise to the name of "India Company"?

LESSON XCVIII.

WORDS FOR SPELLING AND DEFINING.

AC COM' PLISH MENTS, acquirements.	best authors of Greece and Rome.
CON TRACT' ED, incurred.	RE LUC' TANCE, unwillingness.
AF FORD' ED, yielded.	CON SO LA' TION, comfort.
DE FI' CIENT, defective; wanting.	SUB' LU NA RY, earthly.
IRK' SOME, wearisome.	VI CIS' SI TUDE, change.
VOL' UN TA RY, of one's own will.	CON SPIR' A CY, plot; combination for something evil.
LIT' ER A TURE, learning.	SAC' RI FIC ED, surrendered.
SCOPE, aim; design.	SHRINE, altar.
CLASS' IC AL, pertaining to the	

ADDRESS TO YOUNG STUDENTS.

KNOX.

1. Your parents have watched over your helpless infancy, and conducted you, with many a pang, to an age, at which your mind is capable of manly improvement. Their solicitude still continues, and no trouble nor expense is spared, in giving you all the instructions and accomplishments which may enable you to act your part in life, as a man of polished

sense and confirmed virtue. You have, then, already contracted a great debt of gratitude to them. You can pay it by no other method, but by using properly the advantages which their goodness has afforded you.

2. You must love learning, if you would possess it. In order to love it, you must feel its delights; in order to feel its delights, you must apply to it, however irksome, at first, closely, constantly, and for a considerable time. If you have resolution enough to do this, you can not but love learning; for the mind always loves that, to which it has been so long, steadily, and voluntarily attached. Habits are formed, which render what was, at first, disagreeable, not only pleasant, but necessary.

3. Pleasant, indeed, are all the paths which lead to polite and elegant literature. Yours, then, is surely a lot particularly happy. Your education is of such a sort, that its principal scope is, to prepare you to receive a refined pleasure during your life. Elegance, or delicacy of taste, is one of the first objects of classical discipline; and it is this fine quality which opens a new world to the scholar's view.

4. Elegance of taste has a connection with many virtues, and all of them virtues of the most amiable kind. It tends to render you, at once, good and agreeable; you must, therefore, be an enemy to your own enjoyment, if you enter on the discipline which leads to the attainment of a classical and liberal education, with reluctance. Value duly the opportunities you enjoy, and which are denied to thousands of your fellow creatures.

5. By laying in a store of useful knowledge, adorning your mind with elegant literature, improving and establishing your conduct by virtuous principles, you can not fail of being a comfort to those friends who have supported you, of being happy within yourself, and of being well received of mankind. Honor and success in life will probably attend you. Under all circumstances, you will have an eternal source of consolation and entertainment, of which no sublimary vicissitude can deprive you.

6. Time will show how much wiser has been your choice than that of your idle companions, who would gladly have drawn you into their association, or rather into their conspiracy, as it has been called, against good manners, and against all that is honorable and useful. While you appear in society, as a respectable and valuable member of it, they will, perhaps, have sacrificed at the shrine of vanity, pride, and extravagance, and false pleasure, their health and their sense, their fortune and their characters.

QUESTIONS.—1. What must one do in order to love learning? 2. What advantages result from the possession of elegance, or delicacy of taste? 3. What advantages will you have over your idle companions, by steadily pursuing your studies?

LESSON XCIX.

WORDS FOR SPELLING AND DEFINING.

AP PA RA' TUS, means.	E MERG' EN CY, sudden or necessary occasion.
CAB' I NETS, collections of curiosities or specimens.	MEN' TAL, intellectual.
CON' STI TU TED, formed.	CA PAC' I TY, ability; talent.
A BIL' I TY, power.	PRE-EM' I NENCE, superiority.
SUM' MON, command; call up.	DIS' CI PLINE, mental training.

1. TROY, also called Troja, or Ilium, one of the most renowned cities of antiquity. It was situated in the north-western part of Asia Minor. Troy was taken by the Greeks, after a ten years' siege, and razed to the ground, about the year 1184, B. C.

HOW TO MAKE A SCHOLAR.

DANIEL WEBSTER.

1. Costly apparatus and splendid cabinets have no magical power to make scholars. In all circumstances, as a man is, under God, the master of his own fortune, so is he the maker of his own mind. The Creator has so constituted the human intellect, that it can only grow by its *own action*; and, by its own action and free will, it will certainly and necessarily grow.

2. Every man must, therefore, *educate* himself. His book and teacher are but helps; the *work* is his. A man

is not educated until he has the ability to summon, in an emergency, all his mental powers in vigorous exercise to effect its proposed object. It is not the man who has seen most, or read most, who can do this; such a one is in danger of being borne down, like a beast of burden, by an overloaded mass of other men's thoughts.

3. Nor is it the man who can boast of native vigor and capacity. The greatest of all warriors in the siege of Troy, had not the pre-eminence, because nature had given him strength, and he carried the largest bow, but because *self-discipline* had taught him how to bend it.

QUESTIONS.—1. How has the Creator constituted human intellect in respect to its power of growth? 2. In what light are teachers and books to be regarded? 3. When may a man be said to be properly *educated*?

LESSON C.

WORDS FOR SPELLING AND DEFINING.

A' ZURE, blue; sky-colored.	E MO' TION, feeling.
COM MO' TION, tumult; agitation.	SER' APH, angel of the highest order.
TREM' U LOUS, trembling.	

THE LIGHT-HOUSE.

THOMAS MOORE.

1. The scene was more beautiful far to my eye,
Than if day, in its pride, had arrayed it;
The land breeze blew mild, and the azure-arched sky
Looked pure as the Spirit that made it;
(p.) The murmur rose soft, as I silently gazed
In the shadowy wave's playful motion,
From the dim distant hill, till the light-house fire blazed
Like a star in the midst of the ocean.
2. No longer the joy of the sailor-boy's breast
Was heard in his wildly-breathed numbers;

The sea-bird had flown to her wave-girdled nest,
The fisherman sunk to his slumbers:
One moment I looked from the hill's gentle slope,
All hushed was the billows' commotion,
And thought that the light-house looked lovely as Hope,—
That star of life's tremulous ocean.

3. The time is long past, and the scene is afar,
Yet, when my head rests on its pillow,
Will memory sometimes re-kindle the star
That blazed on the breast of the billow:
In life's closing hour, when the trembling soul flies,
And death stills the heart's last emotion;
O! then may the seraph of mercy arise,
Like a star on eternity's ocean.

QUESTIONS.—1. To what is the light-house compared? 2. What does the poet call hope? 3. What does the poet's memory sometimes re-kindle? 4. For what does he wish in life's closing hour? Has each line the same number of accented syllables? What difference in the sounds of *z* in *azure*, and *z* in *blazed*? See Table of Elementary Sounds, p. 12.

LESSON CL.

WORDS FOR SPELLING AND DEFINING.

*SU PER CIL' I OUS, proud.	{ EX CESS' IVE, overmuch.
*NA' BOB, viceroy of India; also, a man of great wealth.	{ DIF' FI DENCE, modesty.
*PA' TRON, guardian; protector.	{ OB SCUR' ED, hid; concealed.
SUITE, train of attendants.	{ FLUSH' ED, elated; excited.
*UN AS SUM' ING, unpretending.	{ SEC' RE TA RY, scribe; writer.
*DE' CENT, good; respectable.	{ PAR' A SITE, fawning flatterer.
PARTS, qualities; faculties.	{ AP PLAUD' ED, praised aloud.
RE PUTE', character; reputation.	{ CRAY' ING, asking; begging.
	{ ARCH' NESS, shrewdness.

A MODEST WIT.

ANON.

1. A supercilious nabob of the east,—
Haughty, being great,—purse-proud, being rich,
A governor, or general, at the least,
I have forgotten which,—

Had, in his family, a humble youth,
Who went from England in his patron's suite,
An unassuming boy, and, in truth,
A lad of decent parts, and good repute.

2. This youth had sense and spirit;
But yet, with all his sense,
Excessive diffidence
Obscured his merit.
3. One day, at table, flushed with pride and wine,
His honor, proudly free, severely merry,
Conceived it would be vastly fine
To crack a joke upon his secretary.
4. "Young man," he said, "by what *art, craft, or trade*,
Did your good father gain a livelihood?"
"He was a *saddler*, sir," Modestus said,
"And, in his time, was reckoned good."
"A *saddler*, eh? and taught you Greek,
Instead of teaching you to sew!
Pray, why did not your father make
A *saddler*, too, of you?"
5. Each parasite, then, as in duty bound,
The joke applauded, and the laugh went round.
At length Modestus, bowing low,
Said, (craving pardon, if too free he made,)
"Sir, by your leave, I fain would know
Your father's trade!"
6. "My father's trade! ah, really, that's too bad!
My father's trade? Why, blockhead, are you mad?
My father, sir, did never stoop so low,—
He was a gentleman, I'd have you know."
7. "Excuse the liberty I take,"
Modestus said, with archness on his brow,
"Pray, why did not your father make
A *gentleman* of you?"

QUESTIONS.—1. How did the nabob address the humble youth, at table? 2. What was his reply? 3. What did the nabob say, when he heard that the youth's father was a saddler? 4. What was the young man's reply, when the nabob said his father was a gentleman? 5. What *moral* in this piece?

LESSON CII.

WORDS FOR SPELLING AND DEFINING.

REL' IC, that which remains.	VERS I FI CA' TION, art of com-
ALLU' SIONS, hints; suggestions.	posing verse.
IL LUS' TRA TIVE, explanatory.	SAT' IRE, severity of language.
AS SO CI A' TION, connection of	FAST, close; near by.
ideas.	EX AG GER A' TION, that which
IN EX PRESS' I BLE, unspeakable.	exceeds the truth.
TRANS PA' REN CY, clearness.	A BOL' ISH, annul; destroy.
DIC' TION, language; expression.	IN ERT', dull; sluggish.
CON CEN' TRA TED, brought to a	UN ED' I FY ING, uninformative.
point.	AN NI' HILATE, reduce to nothing.

1. THOMAS GRAY, a distinguished English poet, author of the celebrated "Elegy written in a Country Church Yard," was born in London, in 1716, and died in 1771.

2. JOHN DRY' DEN, one of the most celebrated English poets, was born at Aldwinkle, Northamptonshire, in 1631, and died in 1700.

3. ALEXANDER POPE, a celebrated English poet, born May 22, 1688, and died May 30, 1744.

4. JOHN MIL' TON, the celebrated author of "Paradise Lost," was born in London, 1608, and died in 1674.

5. SI LO' A, or SI LO' AM, is the name of a pool or stream of water near Jerusalem. John, vii. 11.

6. OR' A CLE, from the Latin *oraculum*, and that from *os, oris, the mouth*, signifies that which is *spoken*, or *uttered by the mouth*. The word was applied among the Romans to the *responses* of the gods, when consulted in regard to the future. It was, also, used to designate the *place*, where such responses were usually given; as the oracle of Jupiter Ammon, the oracle of Delphi. By an easy transition, the word came to be applied, as in the quotation in the piece following, to the sanctuary or most Holy Place in the temple, where was deposited the ark of the covenant.

CLASSICAL STUDIES.

JOSEPH STORY.

1. There is not a single nation from the North to the South of Europe, from the bleak shores of the Baltic, to the bright plains of immortal Italy, whose literature is not imbedded in the very elements of classical learning. The literature of England is, in an emphatic sense, the production of her scholars; of men who have cultivated letters in her universities, and colleges, and grammar-schools; of men

who thought any life too short, chiefly because it left some relic of antiquity unmastered, and any other fame humble, because it faded in the presence of Roman and Grecian genius.

2. He who studies English literature without the lights of classical learning, loses half the charms of its sentiments and style, of its force and feelings, of its delicate touches, of its delightful allusions, of its illustrative associations. Who that reads the poetry of 'Gray, does not feel that it is the refinement of classical taste, which gives such inexpressible vividness and transparency to its diction?

3. Who that reads the concentrated sense and melodious versification of 'Dryden, and 'Pope, does not perceive in them the disciples of the old school, whose genius was inflamed by the heroic verse, the terse satire, and the playful wit of antiquity? Who that meditates over the strains of 'Milton, does not feel that he drank deep at

"Silva's brook, that flowed
Fast by the 'oracle of God,"—

that the fires of his magnificent mind were lighted by coals from ancient altars?

4. It is no exaggeration to declare, that he who proposes to abolish classical studies, proposes to render, in a great measure, inert and unedifying, the mass of English literature for three centuries: to rob us of the glory of the past, and much of the instruction of future ages; to blind us to excellencies which few may hope to equal, and none to surpass; to annihilate associations which are interwoven with our best sentiments, and give to distant times and countries a presence and reality, as if they were in fact his own.

QUESTIONS.—1. In what estimation has classical literature ever been held by men of learning? 2. What does he lose, who studies English literature without a knowledge of classical literature? 3. What impressions are produced in reading the poetry of Gray? 4. What, in reading Dryden, and Pope, and Milton? 5. What is meant by "flows fast by the oracle of God"? 6. What is it no exaggeration to declare?

LESSON CIII.

WORDS FOR SPELLING AND DEFINING.

GOR' GEUS, showy; splendid.	U TIL' I TY, usefulness.
HAL' LOW ED, made sacred.	RES' CU ING, delivering.
AQ' UE DUCTS, water channels.	MON' U MENTS, memorials.
CHAI' LENGE, call out, or invite.	TRA DI' TION, transmission of
LIM' PID, pure; clear.	facts and opinions by oral
COL' ONNADES, ranges of columns.	communication.

- 1 PER SEP' O LIS, a celebrated city of ancient Persia.
- 2 NE' RO, a Roman emperor, chiefly remarkable for his crimes and cruelties, was born A. D. 37, and put an end to his own existence, A. D. 68.
- 3 A' QUA CLAU' DIA, an aqueduct built by the emperor Claudius, and conveying water from the river Arno to Rome.
- 4 TAD' MOR, afterwards called Palmyra, was a city founded by Solomon, in the desert of Syria, near the river Euphrates. Its ruins still remain.
- 5 BAB' Y LON, a celebrated city, the capital of the ancient Babylonian empire, situated on the Euphrates river.

ENDURING MONUMENTS.

EDINBURGH REVIEW.

1. The tomb of Moses is unknown; but the traveler slakes his thirst at the well of Jacob. The gorgeous palace of the wisest and wealthiest of monarchs, with the cedar, and gold, and ivory, and even the great temple of Jerusalem, hallowed by the visible glory of the Deity himself, are gone; but Solomon's reservoirs are as perfect as ever. Of the ancient architecture of the Holy City, not one stone is left upon another; but the pool of Bethesda commands the pilgrim's reverence at the present day.
2. The columns of 'Persepolis are moldering in dust; but its cisterns and aqueducts remain to challenge our admiration. The golden house of 'Nero is a mass of ruins; but the 'Aqua Claudia still pours into Rome its limpid stream. The temple of the sun at 'Tadmor, in the wilderness, has fallen; but its fountain sparkles as freshly in his rays, as when a thousand worshipers thronged its lofty colonnades.
3. It may be that London will share the fate of 'Babylon,

and nothing be left to mark its site, save mounds of crumbling brick-work. The Thames will continue to flow as it does now. And, if any work of art should still rise over the deep ocean of time, we may well believe that it will be neither a palace nor a temple, but some vast aqueduct or reservoir; and, if any name should still flash through the mist of antiquity, it will probably be that of a man who, in his day, sought the happiness of his fellow men, rather than their glory, and linked his memory to some great work of national utility and benevolence.

4. This is the true glory which outlives all others, and shines with undying luster from generation to generation—imparting to works something of its own immortality, and, in some degree, rescuing them from the ruin which overtakes the ordinary monuments of historical tradition or mere magnificence.

QUESTIONS.—1. What is said of the tomb of Moses, and of the well of Jacob? 2. Can you mention other monuments that have withstood the ravages of time? 3. The name of what character will most probably continue to be remembered? 4. What is the kind of glory that outlives all others?

LESSON CIV.

WORDS FOR SPELLING AND DEFINING.

PERCH' ED, alighted.	LIN' E AGE, race; descent.
IV' IED, overgrown with ivy.	PA' GEANT, show; spectacle.
NOOK, corner.	E RECT', upright.
GAL' LANT, brave; heroic.	BIER, hand-carriage for convey-
KNIGHT, champion.	ing the dead.
CAT' TIVE, prisoner.	DUN' GEON, close prison.

THE OWL IN THE RUIN.

J. H. A. BONE.

1. What dost thou say, thou watcher gray,
Perched on the ruin old?
Why dost thou look from thy ivied nook,
On my eyes with gaze so bold?