

will be well in the morning. Good morning, Miss Mary."

"Good morning, doctor."

LANGUAGE LESSON.

*Let pupils give answers in complete sentences.*

- What did Frank and Mary play?  
 What kind of a coat and hat did Frank put on?  
 What did he do then?  
 What did Mary say about the doll?  
 What did the doctor tell Mary to do?  
 What did Mary say when the doctor went away?

*Let pupils write their names and addresses after the following models.*

*Master John Smith,  
 Jamestown,  
 New York.*

*Miss Milly Brown,  
 Johnstown,  
 New York.*

LESSON XXVIII.

NEW WORDS.

būy	çent	eōsts	thīng
sēll	dřess	thrēad	rēad'ŷ
pīnş	elōth	rīb'bōn	bēt'ter



FRANK AND HIS STORE.

"Well, Frank, what shall we play this morning?"

"I will tell you, sister. I will keep store, and you come and buy things of me."



"What can you find to sell, Frank?"

"I will ask mother to let me have some thread, cloth, ribbon, and other little things to sell."

"But, Frank, I have no money to buy with!"

"Well, you can use pins for money."

"But where can I get the pins?"

"Mother will give you some, or you can find some on the floor. There are always pins on the floor, you know."

"O I will tell you, Frank, what is better for money than pins. I will cut out round bits of paper, and have some for one cent, some for five cents, and some for ten cents."

"Yes, that will do very well. Now you get the money ready,

while I go and get the things to sell."

Then Frank went to his mother, who gave him many little things to put in his store. He put them on a table, and then was ready to sell.

Mary put on her hat and shawl, and came into the room.

"Good morning, Miss," said Frank. "Can I sell you anything this morning?"

"Yes," said Mary. "Have you any red ribbon?"

"Yes, here is some that is very good. Only five cents a yard."

"Well, I will take one yard. Now I want some cloth to make my doll a new dress."

"Here is some good cloth. It will make a very nice dress, and costs only ten cents a yard," said Frank.



"Give me a yard of that, a paper of pins, and some white thread," said Mary.

"Is there anything more you would like, Miss?" said Frank.

"I think of nothing more now."

"Shall I send the things home for you, Miss?"

"No, I thank you," said Mary. "I will take them with me. Good morning."

"Good morning, Miss. Come in again."

**LANGUAGE LESSON.**

*Let pupils give oral answers in complete sentences.*

What did Frank get from his mother to sell?

What did he tell Mary to use for money?

What did she use for money?

What kind of ribbon did Mary buy?

How much did Mary give for a yard of ribbon?

Why did she want to buy some cloth?

*Let pupils give written answers in complete sentences.*

What did Mary give for a yard of cloth?

What other things did she buy?

LESSON XXIX.

NEW WORDS.

lie	Geôrgè	răth'ër
ărms	wrông	plēasəd
frũit	chěr'rỹ	hăch'ět
grēāt	fôr gět'	Wăsh'ing tòn



**GEORGE WASHINGTON.**

Little boys and girls, have you been told anything about George Washington?



He was a great and good man, who lived many years ago.

After a while you will learn more about him, but what I tell you now, I hope you will never forget.

When George was a little boy, his father gave him a hatchet.

George was much pleased with his new hatchet, and went about the yard, trying it on trees and other things, to see how well it would cut.

His father had some trees that he took great care of, because their fruit was very fine. One of these was a small cherry tree.

George did not think it was wrong to cut the trees, so when he came to this tree he cut it down.

When his father saw what had been done, he did not like it, and sent for George.

“George,” said he, “some one has cut down one of my fine trees. Do you know who did it?”

Poor George saw at once that he had done wrong, but he was too good to tell a lie about it. It did not take him long to make up his mind what to do.

Looking up at his father, he said, “Father, I did it. I can not tell a lie about it. I cut it with my little hatchet.”

His father was very much pleased to know that his boy would not tell a lie.

He took him in his arms, and said, “My dear boy, I would rather lose all my fine trees than have you tell one lie.”

I hope, my dear boys and girls, that you will try to be like George Washington—never tell a lie.



## LANGUAGE LESSON.

Let pupils fill the following blanks, and then change the statements to questions.

George Washington had a little ———.  
 He cut down a small ——— ———.  
 He did not think it was ——— to cut the ———.  
 He was too ——— to tell a ——— about it.  
 Little boys and girls should never tell a ———.

## LESSON XXX.

## NEW WORDS.

fix	sāve	heārt	bīt'ter
life	tēars	spēak	de pārt'
rūle	trūth	ēn joy'	dēep'lŷ

## NEVER TELL A LIE.

Never tell a lie, my boy,  
 Always speak the truth.  
 If your life you would enjoy,  
 Always speak the truth.

Now, as in the coming years,  
 Always speak the truth.  
 Save your heart from bitter tears,  
 Always speak the truth.

Be the matter what it may,  
 Always speak the truth.  
 If at work, or if at play,  
 Always speak the truth.

Never from this rule depart,  
 Always speak the truth.  
 Fix it deeply in your heart,  
 Always speak the truth.

## LANGUAGE LESSON.

Let pupils copy, and fill the blanks to make complete statements.

John	ran	fast.
Mary	has	a doll.
_____	has	a sled.
James	_____	a top.
Milly	had	_____.
_____	saw	a rat.



## LESSON XXXI.

## NEW WORDS.

hīss	pārk	nēeks	quāek
tōes	hōop	dūeks	pushed
skīn	gēese	swans	(pusht)
be twēen'		wēb-foot'ed	

## AT PLAY IN THE PARK.\*

"Frank, will you go to the park with me?"

"Yes, Mary, as soon as I get my ball. The boys are going to play ball, and I told them I would play with them."

"I will take my hoop, and we will let Rover go with us. He likes to romp and play on the grass."

"We will go to the lake first, Mary, and see the water birds."

"Water birds? What are they, Frank?"

\* See engraving, page 6.

"Swans, geese, and ducks are water birds."

"Why do you call them water birds, Frank?"

"Because they live on, or near, the water, and are web-footed."

"What do you mean by web-footed?"

"Why, you know, Mary. You have seen the geese and ducks out of the water. They have a skin between their toes."

"O I know what you mean now. Is that why they swim so well?"

"Yes, all web-footed birds swim well."

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"Here we are at the lake, and there are the swans. See what long necks they have! How pretty they look as they sail about on the water!"



"They do look pretty, Mary. You see the ducks and geese do not have as long necks as the swans."

"See, Frank, one of the swans is on her nest. How near it is to the water!"

"Yes, swans make their nests of sticks and dry grass, and always near the water."

"Look, look! See those pretty little fish in the water!"

"O yes, I see them. Give them some bread and see them eat it."

Then Mary let some bits of bread fall into the water, and it was fun to see the fish try to get them.

There were so many, that some were pushed clear out of the water by other fish trying to get the bread.

When the geese and ducks saw Mary feed the fish, they came up to get some bread.

As soon as the geese came near, old Rover began to bark at them.

The geese did not like that, so they put out their long necks and ran at him.

"Hiss, hiss!" said the geese. "Quack, quack!" said the ducks, and Rover ran off.

It made Frank and Mary laugh to see the geese run after Rover. They tried to get him to come back, but he would not.

When Mary had used up all her bread, they went home and told their mother what they had seen at the park.

#### LANGUAGE LESSON.

*Let pupils write answers in complete sentences.*

Where did Frank and Mary go to play?

What kind of birds did they see there?

Why are they called web-footed?

Where do swans build their nests?

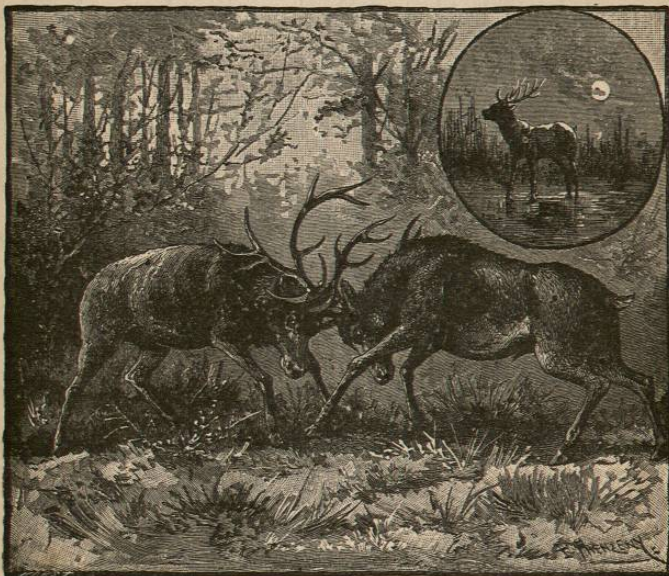
Of what do they build them?



## LESSON XXXII.

## NEW WORDS.

hills	wild	fields	hounds
ever	rode	called	seemed
hunt	next	woods	start'ed
farm	bring	eleven	bring



THE DEER HUNT.

“Father, did you ever hunt for deer?”

“Yes, Frank. Sit down, and I will tell you of a deer hunt I once had.

“It was when I was a young man. My father had a large farm, and on one part of it there were hills and many large trees.

“We called that part of the farm the ‘Big Woods,’ and there were many wild deer there.

“One day, I told some young men who lived near us, to bring their horses and dogs, and we would go on a deer hunt.

“The next day they all came. There were five of us on horses and we had eleven dogs.

“The dogs were foxhounds, and could run very fast.

“We rode over to the ‘Big Woods,’ and sent the dogs in to find some deer.

“The dogs knew very well what we were after, for they had been deer hunting before.



"They started into the woods and we rode after them.

"In a little while we heard them bark, and knew that they had found some deer.

"Our horses, too, seemed to know why the dogs were barking, and started to run after them as fast as they could go.

"We tried to hold them back, because we were afraid that some of us would get hurt while they were running under the trees.

"But on they went, and soon we were near the dogs.

"We could not see the deer, but knew which way to go by the barking of the dogs.

"We rode on in this way for about two miles, when we came to the open fields."

## LANGUAGE LESSON.

*Let pupils make complete oral statements in answering these questions.*

Who told Frank about the deer hunt?  
 Where on the farm did the deer live?  
 How did the men hunt the deer?  
 How many horses did they have?  
 How many dogs were there?  
 What kind of dogs were they?

## SLATE EXERCISE.

*Deer.* A deer can run very fast.

*Hound.* A hound is a kind of dog.

*Let pupils write something about a horse and a cow, using the statements given above as models.*

*Let pupils copy the following words, and add such letters as will make them mean more than one.*

*girl wren duck dog  
 bird cent string race  
 tree swan hound box*

*Let pupils write on their slates the names of ten objects which they can see in the schoolroom.*



## LESSON XXXIII.

## NEW WORDS.

lōw	à livè'	swām
kēpt	fēn'cēs	jūmped
sūch	fōl'low	(jūmt)
rīght	thrōwn	be eāmè'
rīv'er	thōught	jūmp'ing
	shout'ing	swīm'ming

## THE DEER HUNT—Continued.

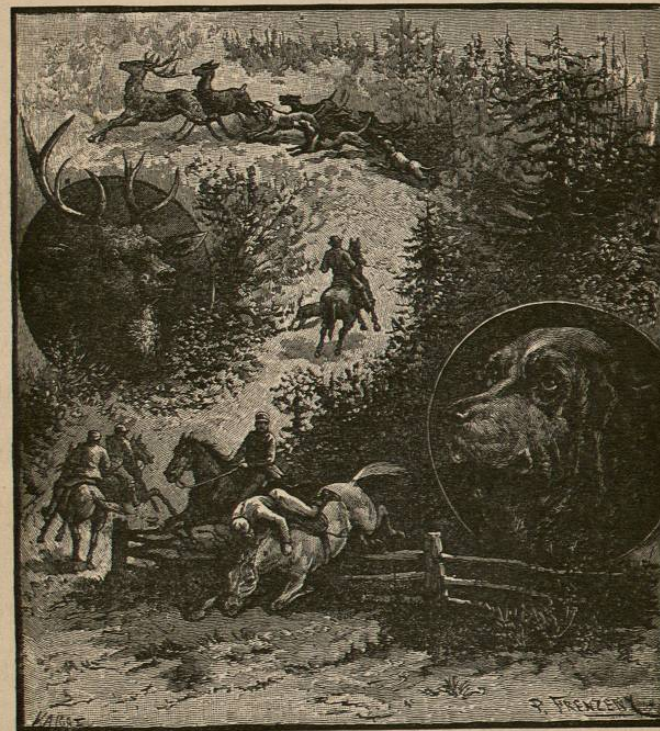
“As there were no trees in the fields, and the fences were low, we could now see the deer and the dogs running after them.

“We then made our horses go faster, and away we went over fields, fences, and hills.

“The deer and the dogs jumped over the fences, and of course we had to make our horses jump over after them.

“One of the young men was

thrown from his horse while jumping a fence, and we all thought he was hurt.



“But when he saw that we were about to stop, he cried out, ‘Go on, boys. I’m all right. I’ll soon catch up with you.’

“We were all glad that he was



not hurt, and left him to follow us.

“By this time the dogs were quite near the deer.

“For three miles we kept up the race, and with our shouting and the dogs’ barking, we made a great noise.

“Of course this noise made the deer run all the faster, and when they came to a river that ran by our farm, they jumped right into it and swam to the other side.

“The dogs did not stop for the river, and in they went, too.

“It looked very funny to see the eleven dogs swimming in the water.

“But the deer had such a start that they all got away but a young one that was tired out.

“We swam our horses over to this one, and did not let the dogs

hurt him. We caught him alive, and brought him home with us.

“We gave him to my sister, who took so good care of him that he soon became quite tame, and was a great pet with us all.”

#### LANGUAGE LESSON.

What did the horses do when they came to fences?  
How was one man thrown from his horse?  
How did the deer get away at last?

#### SLATE EXERCISE.

*Let pupils rule their slates into squares to correspond to the diagram below, and then reproduce the drawing.*





## LESSON XXXIV.

## NEW WORDS.

wīn	tāsk	to-dāy'
bēst	·spēll	wiſ'ēst
rēad	grōw	sōr'row
surē	dāi'lŷ	brāvē'lŷ
(shōor)	yōū'll =	yōū will
surē'lŷ	slight	to-mōrrow

## DO YOUR BEST.

Do your best, your very best,  
 And do it every day—  
 Little boys and little girls,  
 That is the wisest way.

No matter what you try to do,  
 At home or at your school,  
 Always do your very best—  
 There is no better rule.

So if you read your little book,  
 Or if you learn to spell,  
 Or if you play with hoop or ball,  
 Be sure to do it well.

If, boys and girls, you do your best,  
 Your best will better grow,  
 But if you slight your daily task,  
 You'll let the better go.

What if your lessons should be hard!  
 Do not give up to sorrow;  
 For if you bravely work to-day,  
 You'll surely win to-morrow.

## LANGUAGE LESSON.

*Let pupils fill the following blanks with single words, so as  
 to form complete statements.*

Boys _____.	_____ play.
Girls _____.	_____ sing.
Ships _____.	_____ sail.
Soldiers _____.	_____ march.
Birds _____.	_____ fly.
Fish _____.	_____ swim.