

• WITH • SLANT • SCRIPT •

# CATHOLIC NATIONAL READERS



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BENZIGER BROS.

NEW YORK • CINCINNATI • CHICAGO

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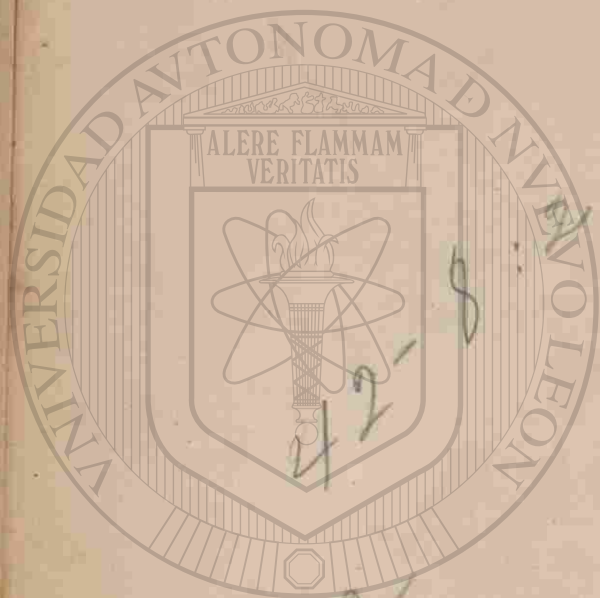
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## SUBTRACTION TABLE.

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1 from 11 leaves 10	2 from 12 leaves 10	3 from 13 leaves 10
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1 from 13 leaves 12	2 from 14 leaves 12	3 from 15 leaves 12
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7 from 9 leaves 2	8 from 10 leaves 2	9 from 11 leaves 2
7 from 10 leaves 3	8 from 11 leaves 3	9 from 12 leaves 3
7 from 11 leaves 4	8 from 12 leaves 4	9 from 13 leaves 4
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7 from 13 leaves 6	8 from 14 leaves 6	9 from 15 leaves 6
7 from 14 leaves 7	8 from 15 leaves 7	9 from 16 leaves 7
7 from 15 leaves 8	8 from 16 leaves 8	9 from 17 leaves 8
7 from 16 leaves 9	8 from 17 leaves 9	9 from 18 leaves 9
7 from 17 leaves 10	8 from 18 leaves 10	9 from 19 leaves 10
7 from 18 leaves 11	8 from 19 leaves 11	9 from 20 leaves 11
7 from 19 leaves 12	8 from 20 leaves 12	9 from 21 leaves 12
10 from 10 leaves 0	11 from 11 leaves 0	12 from 12 leaves 0
10 from 11 leaves 1	11 from 12 leaves 1	12 from 13 leaves 1
10 from 12 leaves 2	11 from 13 leaves 2	12 from 14 leaves 2
10 from 13 leaves 3	11 from 14 leaves 3	12 from 15 leaves 3
10 from 14 leaves 4	11 from 15 leaves 4	12 from 16 leaves 4
10 from 15 leaves 5	11 from 16 leaves 5	12 from 17 leaves 5
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ENRIQUE GOROSTIETA



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

DIRECCIÓN GENERAL DE BIBLIOTECAS

THE CATHOLIC NATIONAL SERIES.

THE  
NEW SECOND READER

BY

RT. REV. RICHARD GILMOUR, D.D.,

BISHOP OF CLEVELAND.



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NEW YORK, CINCINNATI, AND CHICAGO:

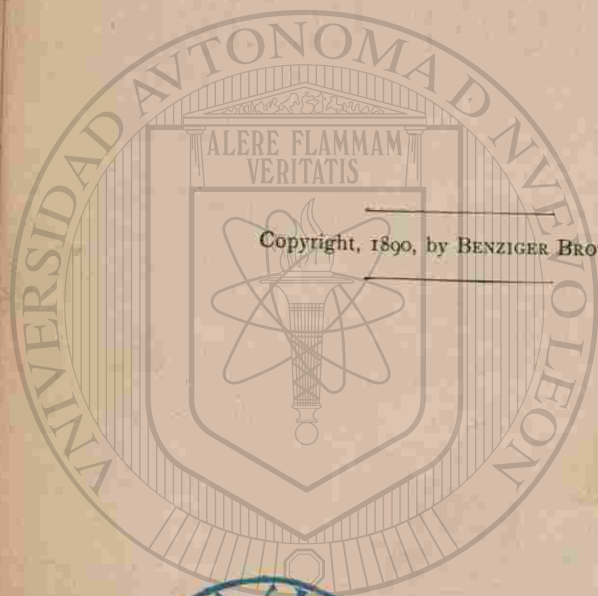
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*He is happiest who  
finds peace in his  
home. Goethe*

## PREFACE.

THE plan of this book is similar to that of the *New First Reader*, and, like it, combines the advantages of *the word, the phonic, and the alphabetic methods*.

The lessons are in the easy, "conversational" style, which, from its familiarity, is most attractive for children. While they serve to teach reading, they are pervaded throughout by sound Catholic sentiments.

As in the *New First Reader*, each word when first used appears at the head of the lesson, and bears its proper phonic marks. But plurals regularly formed, possessives, compounds, and simple derivatives of words which have already appeared, are not included in the new words.

Language Lessons follow nearly every reading lesson. These comprise exercises in answering questions, supplying ellipses, and describing pictures, and afford abundant material for first attempts at composition. The Language Lessons, however, are merely suggestive, and may be modified, amplified, or omitted, as occasion requires.

To teach the written form of words as well as the printed form, some examples of script, at once simple, accurate, and beautiful, have been engraved expressly for this Reader.

The illustrations are, simply, *the best* that the publishers can procure; no expense has been spared on them, and they are excellent in design and engraving.

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# PHONIC MARKS USED IN THIS READER.

## VOWELS.

ā, long, as in dāy

ă, short, as in făn

â as in beâr

ã, Italian, as in cârt

ä as in äsk

ą, broad, as in bąll

ą, like short ă, as in whąt

ē, long, as in hē

ĕ, short, as in pĕn

ē, like â, as in thĕir

ē, like long ā, as in obēy

ĕ as in lĕarn

ī, long, as in rīde

ĭ, short, as in slĭ

ī, like long ē, as in Zīta

ī, like ē, as in fīrm

ō, long, as in rōpe

ŏ, short, as in chŏp

ó, like short ŭ, as in dŏne

ō, like long ō, as in whŏ

ŏ, like short ō, as in wŏuld

ô, like broad ą, as in hŏrse

ōō, long, as in schŏol

ŏŏ, short, as in lŏok

ū, long, as in blūe

ŭ, short, as in bŭt

u, preceded by r, as in trŭe

u, like short ō, as in put

û as in tŭrn

ÿ, long, as in bÿ

ÿ, short, as in dollÿ

ă, ĕ, ĭ, ŏ, ŭ, have an obscure sound similar to that of short ŭ.

ā, ē, ō, are similar in sound to long ā, ē, ō, but are not to be pronounced so long.

## CONSONANTS.

ç, soft, like s sharp, as in çent

e, hard, like k, as in eall

ğ, hard, as in ğave

ğ, soft, like j, as in stränge

ş, soft, like z, as in haş

th, flat, as in then

ŋ as in unçle

# Acuerdate



## LESSON I.

war tŏuch vĭllage fŏllŏwed  
 gŏne chŭrch dŭring săe'rist-ÿ  
 ăltar Frănce eă'rriēd de-çĭd'ed  
 lŭ'nă a-greed' re-mŏve' ap-prŏach'  
 rĕğ'i-ment săe'ra-ment  
 ĭn'no-çençe shŏe'măk'er

## Saving the Blessed Sacrament.

1. During a war in France, a regiment that stopped for the night at a little village decided to sleep in the church, as it was the only place that would hold so many.

2. The priest had gone on a sick call, and, as he could not be home



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ĕ as in lĕarn

ī, long, as in rīde

ĭ, short, as in slĭ

ī, like long ē, as in Zīta

ī, like ē, as in fīrm

ō, long, as in rōpe

ŏ, short, as in chŏp

ó, like short ŭ, as in dŏne

ō, like long ō, as in whŏ

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ç, soft, like s sharp, as in çent

e, hard, like k, as in eall

ğ, hard, as in ğave

ğ, soft, like j, as in ştrange

ş, soft, like z, as in haş

th, flat, as in then

ŋ as in ūncle

# Acuerdate



## LESSON I.

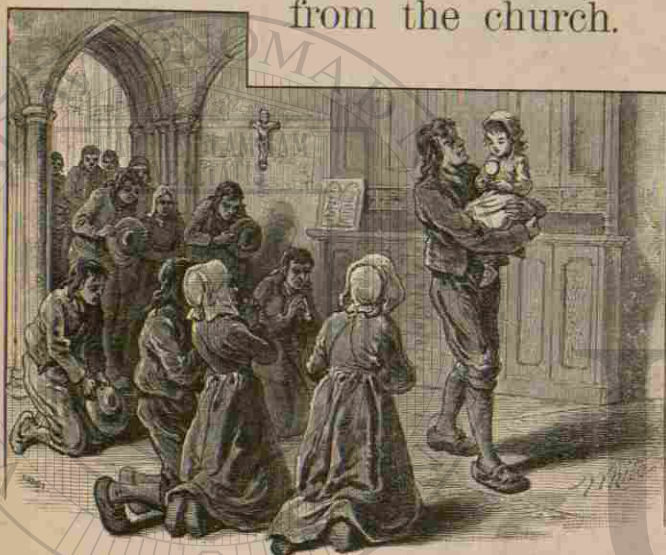
war tŏuch vĭllage fŏllŏwed  
 gŏne chŭrch dŭr'ing săe'rist-ÿ  
 al'tar Frănce eă'rriēd de-çĭd'ed  
 lŭ'nă a-greed' re-mŏve' ap-prŏach'  
 rĕğ'i-ment săe'ra-ment  
 ĭn'no-çençe shŏe'māk'er

## Saving the Blessed Sacrament.

1. During a war in France, a regiment that stopped for the night at a little village decided to sleep in the church, as it was the only place that would hold so many.

2. The priest had gone on a sick call, and, as he could not be home

till night, the people of the village were troubled to know how to remove the Blessed Sacrament from the church.



3. While they were talking about what they should do, the village shoemaker said, "If you wish, I will carry my little Mary to the altar, and she can take our Blessed Lord in her hands.

4. "Then, while she holds Him to her heart, I will carry her to the

sacristy. She, only, will touch the luna, and she is a little angel."

5. As all agreed to this, the good man carried his child to the church. There she took the luna in her little hands, and as she was carried to the sacristy, the villagers followed.

6. When they saw that our Lord was safe, they prayed from their hearts that God would send His blessings on the little child who, in her innocence, did not fear to approach so near to Jesus.

Language Lesson.

Let the pupils write the following, and put the right words in place of the dots.

The people of the . . . . .  
 were troubled to know how to  
 remove the Blessed . . . . .



## LESSON II.

skȳ    ōpen    wārmth    be-gūn'  
 âir    qui'et    slōw'ly    twit'ter  
 Ēast    mists    ēv'er-ȳ    be-eōmē'  
 pūre    streets    mīn'ute    erīm'son  
 fāde    sprēad    (mīn'it)    dāz'zling  
 frēsh    ereeps    brīght'er    beaū'ti-ful

## Morning.

1. It is a beautiful sight to see the sun rise.

2. Let us go out early some fine morning in summer. The air is pure and fresh, and all is quiet. Soon we hear a little twitter, for the birds are up.

3. The sky is clear, but the East seems on fire: it is a deep red, which spreads and grows brighter and brighter every minute.

4. Slowly, out of this crimson sky, the sun creeps up. At first, we see only a little, then more and

more, till, at last, it shines out, a great ball of fire, bright and dazzling. We feel its warmth; the mists of night fade away, and the flowers open.

5. The streets become noisy and are soon crowded with people hurrying to their work. A new day has begun.

## Language Lesson.

*Let the pupils copy these words on their slates, and divide them into syllables.*

*beautiful crimson brighter*

## LESSON III.

vēal    shoēs    erēam    Ālfred  
 eālf    cheese    bŭt'ter    cōffee  
 beef    yēars    prēs'ent    in-deed'  
 de-pēnds'    bīrth'dāy

## The Cow.

1. When Alfred was nine years old, his father gave him a fine



cow with its calf, as a birthday present.

2. Boys and girls who live in the city may think this a strange pres-



ent; but Alfred lived on a farm, and a cow was just what he wanted.

3. The farmer is poor indeed who has no cow, for so much depends on it.

4. The cow gives milk, and from milk we get the cream which we use in our tea and our coffee. But-

ter, too, is made from milk, and so is cheese.

5. The flesh of the cow is called beef, which is the best of meat, and from the skin of the cow is made leather, of which shoes are made.

6. The young of the cow is called a calf, and the flesh of the calf is called veal.

7. So, strange as some may think it, a cow is a very good present indeed.

**Language Lesson.**

*Let the answers to these questions, whether oral or written, be in complete sentences.*

- What did Alfred's father give him?
- When did his father give him a cow?
- For what did his father give him a cow?
- Who may think that a cow is a strange present?
- Where did Alfred live?
- Is the farmer poor who has no cow?
- What does the cow give us?
- What is made from milk?
- What is the flesh of the cow called?
- What is made from the skin of the cow?
- What is the young of the cow called?
- What is the flesh of the calf called?

## LESSON IV.

pāin	ăe'tions	of-fēnd'
spēak	(ăk'shuns)	an-ōth'er

## Love One Another.

1. Children, do you love each other?  
Are you always kind and true?  
Do you always do to others  
As you'd have them do to you?
2. Are you gentle to each other?  
Are you careful, day by day,  
Never to offend by actions,  
Or by anything you say?
3. Little children, love each other,  
Never give another pain;  
If your sister speak in anger,  
Do not answer so again.

## Language Lesson.

*You'd* stands for *you would*.

*Let the pupils copy out the first four lines.*

*Let the pupils write out words that have the same sounds  
as true and day.*

## LESSON V.

pīt	mīght	wom'en	slipped
bāh	erowd	(wīm'en)	fōr'ward
seen	brīng	seōffs	re-fūse'
spīte	dāred	plūnge	sāv'age
Pärk	lī'ng	serēam	Mār'tin
wēath'er		ăn'i-mals	

## True Courage.

1. "Bah! you have not the pluck of a cat."
2. The speaker was a large, strong boy, who had just dared Martin to swim a race with him.
3. Martin was a good swimmer, but he was not strong, and, as the weather was cold, he feared that a plunge into the water might bring on sickness. So, in spite of the scoffs of the other boys, he refused to swim.
4. Martin turned and started for



home. On his way he passed the Park, and stopped at the bear pit, around which was a crowd of men, women, and children.

5. There were three or four bears in the pit, and one of them was very savage, for not long before it had killed a man.

6. While Martin was watching the animals at play, the people at the back of the crowd began to push forward; then there was a scream, and a little child, that had slipped from its mother's arms, was seen lying in the pit.

Language Lesson.

*Let the pupils write answers in complete sentences to these questions.*

Was Martin a good swimmer?

Was he a strong boy?

Was the weather warm?

What did Martin fear?

Where did he stop on his way home?

What happened while Martin was watching the bears?

LESSON VI.

risk	heard	turned	oward
stand	thrust	sprung	quickly
stood	a-side	thrown	moving
brave	cheers	de-fend	ourage
in-stead		toward	
fastened		com-panions	

True Courage—(Continued).

1. The people did not know what to do, as they watched the savage bear moving toward the child. Then a second cry was heard, but, this time, followed by cheers, for with only a stick to defend himself, Martin had jumped into the pit.

2. The savage bear turned on the boy, who was quickly making his way to the child, and it looked as if two lives would be lost instead of one; but as the beast came near



Martin, the brave boy thrust the stick into its eyes, and then jumped aside.



3. The next minute, Martin had the child in his arms, and sprung into a tree which stood in the pit.

4. "A rope! a rope!" cried some

one in the crowd, and in a minute one was thrown to Martin. This he fastened around the child, and when it was pulled up, and was

again safe in its mother's arms, the brave boy was pulled out amid the cheers of the people.

5. So Martin, who had the courage to stand the scoffs of his companions, and be looked upon as a coward, had the courage to risk his life to save that of another.

6. The next day, Martin was the hero of the school, and the very boys who had laughed at him were now proud to be his friends.

#### Language Lesson.

*Let the pupils' answers, whether oral or written, be in complete sentences.*

Who jumped into the bear pit?  
Did the people know what to do as they watched the savage bear moving toward the child?  
What had Martin to defend himself with?  
Who were proud to be Martin's friends?

*Let the pupils look at the picture carefully, then write out the following, putting the right words in place of the dots.*

As the . . . . . came near Martin, the . . . . . boy . . . . . the stick into its eyes.

## LESSON VII.

rŷe	mēals	grāin	hūn'ger
lēaf	thānk	grāpes	plānt'ed
ōats	wheat	bēr'riēs	with-out'
pōrk	(hweet)	āp'ples	dīf'fer-ent
vīnes	bērŷ	pēach'es	āft'er-ward
	po-tā'tōēs	vēg'e-ta-blēs	

## Food.

1. We could not live without food. If we were without it many days, we would die of hunger.

2. So we must eat to live, but we ought never eat too much.

3. God gives us bread, meat, fish, vegetables, and fruit for our food.

4. The flesh of the cow is called beef; mutton is the flesh of the sheep; veal is the flesh of the calf; and pork is the flesh of the pig.

5. Apples, peaches, and many other fruits, grow on trees; grapes

grow on vines; and berries on bushes. Potatoes and other vegetables are planted every year, and so, too, are the different kinds of grain: wheat, corn, rye, and oats.



6. Tea is the leaf of a bush that grows in China and other countries of the East. Coffee is the berry of a tree.



7. Let us never forget before meals to ask God to bless our food, and afterward thank Him for all that He gives us.

## Language Lesson.

*Let the pupils tell in their own words, what they remember of this lesson.*



## LESSON VIII.

eāke sŏr'ry wom'an dŏes (dŭz)  
 plāte hŭn'grŷ plēas'ure mam-mā'  
 piēce mō'ment (plēzh'ur) sew'ing (sŏ')  
 ōr'der out'side chār'i-tŷ cēr'tain-lŷ

## Charity.

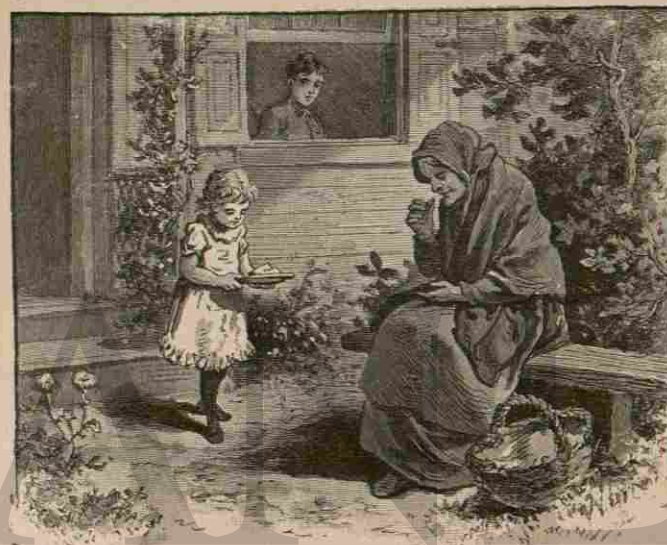
1. Mrs. Cook was sewing, when Agnes came running into the house.

2. "O, mamma," she cried, "there is a poor woman outside who wants something to eat. She looks very hungry, and I feel so sorry for her. May I give her something?"

3. "Certainly, my dear," answered her mother. "What shall it be? How would that piece of cake do, that I saved for your lunch?"

4. For a moment, Agnes did not look pleased, but the next minute she said, "That will be nice, mam-

ma, but I think the poor woman would like some bread and butter and cold meat, too."



5. "You are right, my dear, and I shall give her those, as well," and Mrs. Cook filled a plate with food, which Agnes took out to the woman.

6. When Agnes came back, her mother said to her, "My dear child, I am very much pleased with you, and I hope you will always be as



ready to give up what you like in order to help others."

7. Agnes was very happy all that day, for a good action gives as much pleasure to the one who does it as to the one who is helped by it.

Language Lesson.

*Mrs.* stands for *Mistress*, but is pronounced *Mis'sis*.

*Let the pupils write the following on their slates, and put the right words in place of the dots.*

"Certainly, my dear," ..... her mother.  
"What shall it be? How would that ..... of  
..... do, that I ..... for your lunch?"

LESSON IX.

stall seeds driv'ing free'ing  
shed æct'ive feed'ing lā'bored  
pa-pā' seāt'ter wash'ing īron-ing  
weeds pāst'ure cheer'ful (ī'urn-ing)

Helping Papa and Mamma.

1. Planting the corn and potatoes,  
Helping to scatter the seeds,  
Feeding the hens and the chickens,  
Freeing the garden from weeds,

Driving the cows to the pasture,  
Feeding the horse in the stall,—  
We little children are busy,  
For there is work for us all,  
Helping papa.

2. Sweeping, and washing the dishes,  
Carrying wood from the shed,  
Ironing, sewing, and knitting,  
Helping to make up the bed,  
Taking good care of the baby,  
Watching for fear she should fall—  
We little children are busy,  
O, there is work for us all,  
Helping mamma.

3. Work makes us cheerful and happy,  
Makes us both active and strong;  
Play we enjoy all the better  
When we have labored so long;  
Gladly we help our kind parents,  
Quickly we run at their call—  
Children should love to be busy  
When there is work for us all,  
Helping papa and mamma.

## Language Lesson.

Let the pupils copy on their slates the sentence,

*There is work for all,*

and then write down all the words they know that end in "all."

## LESSON X.

fold	hăng	ō' ver	chill'y
dărk	bănk	sīnks	elouds
wīng	Wēst	lōw'er	ground
tūcked	pro-tēet'	eōm'ing	

## Night.

1. The sun is setting in the West. Down it sinks, lower and lower, in a bank of crimson clouds, till it is seen no more.

2. The day is done and night is coming on. Everything grows dark. The air becomes chilly, and mists rise out of the ground.

3. The birds are asleep in the

trees, each one with its head tucked under its wing. The flowers fold up their leaves and hang their heads.

4. The streets are quiet and empty, and the people who crowded them, only a little while before, are at home and at rest.

5. It is time for us to say "good-night," and to go to bed. But, before we go, let us kneel down and thank God for watching over us through the day, and ask Him to protect us during the night.

## Language Lesson.

Let the pupils write the following on their slates, and put the right words in place of the dots.

Everything grows . . . . . The air becomes . . . . .  
and . . . . . rise out of the . . . . .

The birds are asleep in the trees, each one with its  
head . . . . . under its . . . . . The flowers . . . .  
up their . . . . . and . . . . . their heads.

Let us . . . . . down and thank God for watching  
. . . . . us . . . . . the day, and ask Him to  
. . . . . us during the night.





## LESSON XI.

wee free sūn nŷ bird'ies  
to-mōr'rōw

## Birdies Three.

1. O birdies three,  
So wet and wee,  
Your house is cold this rainy day;  
'Tis but a tree,  
And you'll agree  
That it's a sorry place to stay.

2. My birdies three,  
To-morrow, free,  
You'll fly to sunny hills away;  
So happy be  
Though wet your tree,  
For all our life cannot be play.

## Language Lesson.

'Tis stands for *it is*; *it's* stands for *it is*; *you'll*  
stands for *you will*.

## LESSON XII.

whêrē rōbē Pō'lar mag-nī'f'i-cent.  
mōst hīnd tāll'er rōll'ing  
lēgs word sleigh eōv'ered  
lāke Yōrk blōcks mū-sē'um  
eāgē world Çēn'tral hūn'dredŝ

## The Polar Bear.

1. Last summer George and his sister Ellen went to New York with their father, and one day he took them to Central Park.

2. The children were very much pleased with everything they saw. The lakes, the walks, the trees, the flowers, the museum, all pleased them, but, most of all, the animals.

3. These were from all parts of the world. Ellen stood watching the birds, of which there were many hundreds, but George was most pleased with the Polar bear.



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3. These were from all parts of the world. Ellen stood watching the birds, of which there were many hundreds, but George was most pleased with the Polar bear.



4. This is a very large, savage beast, and when it stands on its hind legs is taller than the tallest man you have ever seen. It is a beautiful creature, with long, thick fur, as white as snow.

5. The bear in Central Park was not still a minute: when not moving up or down its cage, it was rolling on large blocks of ice.

6. The Polar bear comes from a land where the ground is covered with snow and the sea with ice nearly the year round. This bear is a good swimmer; when at home, it lives near the water, and there finds fish and seals for its food.

7. George said the bear was magnificent, which is a very big word for such a little boy, but Ellen only said, "what a lovely sleigh robe his skin would make."

## Language Lesson.

*Let the answers, whether oral or written, be in complete sentences.*

When did George and Ellen go to New York?  
 With whom did they go?  
 Where did their father take them one day?  
 What pleased them most of all?  
 With what was George most pleased?  
 From what land does the Polar bear come?  
 Is the bear a good swimmer?  
 Where does it live when at home?

## LESSON XIII.

fif'er sōngs Frēnch Hūd'son  
 rīv'er hōurs shāk'en be-tween'  
 cāmp trōops ěn'e-mŷ sĕn'ti-nel  
 ār'mŷ be-gān' ġĕn'er-al sūd'den-lŷ  
 eon-fĕssed' eom-mānd' A-mĕr'i-can  
 Lā'fā'yĕttĕ' re-mĕm'bered

## Saved by the Truth.

1. At one time, in the year 1778, while the American army was on the Hudson, Lafayette, a French general, had command of the troops along the river.

2. That any approach of the enemy might be heard, it was ordered that between the hours of nine at night and five in the morning, there should be no noise of any kind in camp.

3. One night, a fifer in the army walked down to the river bank, and seating himself there, looked out on the dark waters of the Hudson.

4. As he sat there, he began to think of home and of the dear ones there; of his mother, and her love for him.

5. For the time, he was a boy again, sitting beside his mother, and listening to her songs; and then, forgetful of the time and place, he took his fife from his pocket, and began to play.

6. Suddenly he was shaken roughly, and a voice said, "What

are you doing, man? If the general should hear you, it would go hard with you."

7. It was the sentinel, who afterward confessed that he had listened to the sweet music some time before he remembered that he ought to stop it.

Language Lesson.

*Let the pupils tell in their own words what they remember of the lesson.*

LESSON XIV.

tĕnt	sōl'dier	pŭn'ished
trŭth	(sōl'jer)	whĭs'pered
brĕāk	eŏm'rade	fā'vor-ĭte
ŏft'en	ĕn'terēd	mĕm'o-riēs
o-blĭge'	se-vĕrē'lŷ	hĕav'i-est
strāight	sŏn (sŭn)	fŏl'lŏw-ing
fĕllŏw	re-ĕived'	frĭght'ened

Saved by the Truth—(Continued).

1. The following morning, the fifer received word that the general



wanted to see him. The poor fellow was greatly frightened, for he knew how severely Lafayette punished those who disobeyed orders.

2. On his way to the general, the sentinel of the night before overtook the fifer, and whispered, "If it is about the music, all you have to do is to keep quiet. Only you and I know the truth. Say that you know nothing about it, and no one will be the wiser."

3. "What!" said the fifer, "my mother's son tell a lie? That would be the heaviest load I ever carried; heavier than I ever mean to carry."

4. He went straight to the general's tent. As he entered, Lafayette asked, "Who are you, comrade?"

5. "The fifer you sent for, general."

6. "Ah, I remember. Last night I heard the music of a fife down by the river's bank. Are you the player?"



7. "I am, general, but, at the time, I did not think what I was doing. I did not mean to break orders, but as I sat there, I thought of home, and of my mother, and—"

8. "Of your mother!" said the general, "and I thought of mine. You played her favorite air. Will

you oblige me by playing it again?  
It will do me good."

9. The fifer never tired telling this story, and often said that one of the sweetest memories of his life as a soldier would have been lost to him, had he told a lie.

Language Lesson.

*Let the pupils describe what they see in the picture, and tell from memory what Lafayette and the fifer said to each other.*

LESSON XV.

ōak	ships	trunks	eōm'mon
āsh	smōoth	chēr'ry	a-like'
peār	grāt'er	ōr'ange	spruce
glāss	fōr'est	wal'nut	nūm'ber
to-gēth'er	rough (rūf)	fūr'ni-tūre	

Trees.

1. A wood is a number of trees growing near together. When there

are a great many trees, the wood is called a forest.

2. These trees are not planted like those in our gardens and streets, but grow up from the seeds of other trees, that are carried through the air and fall on the ground.

3. There is much to be seen and learned in a wood. If we look sharply, we shall find that no two trees are alike. The trunks differ, the bark differs, the leaves are not the same.

4. This difference can be seen plainly in two of our common fruit trees; the apple tree has a bark as rough as a grater, while the cherry tree has a bark as smooth as glass.

5. From some trees, as the apple, peach, pear, and orange, we get fruit; others, like the pine, spruce, ash, and oak, are used for building



houses and ships, while of walnut, cherry, and the finer woods, furniture is made.

## Language Lesson.

*Let the answers to these questions, whether oral or written, be in complete sentences.*

- What is a wood?  
 What is a wood called when it has a great many trees?  
 Are the trees of a forest planted like those in our gardens and streets?  
 In what two trees is the difference in the bark to be plainly seen?  
 Name some fruit trees.  
 What woods are used for building houses and ships?  
 Of what kinds of wood is furniture made?

## LESSON XVI.

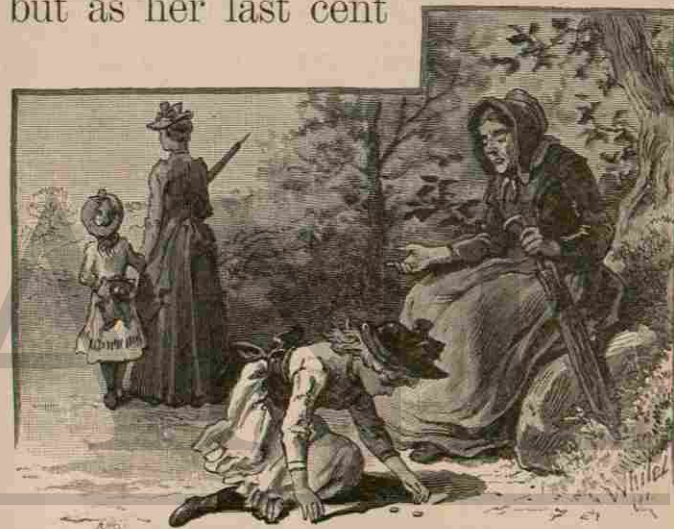
fēlt blind re-plied' Gēr'trūde  
 spēnt her-sēlf" bēg'gar sīde'walk  
 kneēs mōn'ey dres'sed sēarch'ing  
 threw (thrū)

## Kindness.

1. The other day, Gertrude bought a book with the money her aunt had given her for a birthday

present, and was hurrying home to read it, when she passed a blind beggar woman.

2. "Please help the blind," cried the woman. Gertrude felt sorry, but as her last cent



was spent, she had nothing to give the woman.

3. Just then a lady and a little girl went by. They were richly dressed, and as they passed the beggar, the girl threw some cents to her.

4. The money fell on the sidewalk and rolled away, but the girl did not stop to pick it up.

5. The beggar heard the sound of the money as it fell, but could not help herself. Nor did she need to, for Gertrude ran forward, and in a minute was on her knees searching for the money.

6. This took some time, but at last Gertrude found it all, and handed it to the beggar.

7. "May our good God bless you, my child, and keep your sight," said the woman.

8. "O, thank you," replied Gertrude. "That was no trouble. I am glad that I could help you," and she started for home again, feeling as happy as could be.

9. Now, of the two, which, do you think, was more kind, the girl

that gave the money or the one that picked it up?

Language Lesson.

*Let the answers, whether oral or written, be in complete sentences.*

What did the beggar woman cry when Gertrude passed her?

Had Gertrude anything to give the woman?

Who threw some cents to the beggar?

Where did the money fall? Who searched for it?

What did Gertrude do with the money when she found it?

What did the beggar say to Gertrude?

What did Gertrude reply?

LESSON XVII.

a-lōne'	stārs	mōnths	eāŭ'seŝ
wīde	weeks	ō'cean	ere-āt'ed
ē'ven	mīleŝ	(ō'shun)	sūr'face
	thou'sand		

The Earth.

1. The earth on which we live is round like a ball. The outside is called the surface. A part of this surface is land, and a part is water.



There is about three times as much water as land.

2. Men and beasts live on the land. Fish live in the water. The greater part of the water is called the ocean.

3. In some places, the ocean is ten thousand miles wide. Ships can sail on it for weeks, and even months, without coming to land. Men have sailed round the earth.

4. The earth does not stand still, but turns round once each day. This causes day and night; for, as the earth receives light from the sun, it is day in that part which is turned toward the sun, and night in the part which is turned away from it.

5. The earth is but a small part of what is called the world; for the sun, the moon, and the stars, are

all a part of the world, which God created by His will alone.

Language Lesson.

*Let the answers be in complete sentences.*

What is the shape of the earth?  
 What is the outside of the earth called?  
 Is the surface of the earth made up entirely of land?  
 Is there more land than water?  
 Does the earth stand still?  
 What causes day and night?  
 Are there other parts of this world beside the earth?  
 Who made the world?

LESSON XVIII.

rōw	tōes	fāç'es	stū'pid
a-gō'	eoōl	brown	sīt'ting
tōrn	chāt	fāint	a-erōss'
flāt	ēdge	bound	jäck'ets
spring	some'bōd-ŷ		

Going to the Edge of the Earth. ®

1. Nine little people sat down to chat,  
 A very long time ago;  
 Each of them thought the earth was flat,  
 For somebody told them so.

2. All of them thought it would be a  
good thing  
Across to the edge to go;  
So early one morning, just in the  
spring,  
They set out, all  
in a row.



3. Where they would have gone to, no-  
body knows,  
But all got hungry and faint;  
Jackets all torn—shoes out at the  
toes—  
Faces as brown as paint.
4. Two little children, coming from  
school,  
Found the nine under a tree,

Sitting awhile, to try to get cool,  
Crying as hard as could be!

5. "Where do you come from, nine little  
men?

Where, may we ask, are you  
bound?

*Trying to reach the edge of the earth!*

But do you not know it is round?

6. "You might better go home and  
study your books,  
And not sit there on the ground,  
Just think, for a minute, how stupid  
it looks  
Not to know flat from round."

Language Lesson.

*Let the answers, whether oral or written, be in complete sentences. Copy the two last lines.*

How many children are mentioned in the first line?  
What did these little people sit down to do?  
What did they think was the shape of the earth?  
Why did they think the earth was flat?

*Who found the nine?*

*What were the nine doing?*



## LESSON XIX.

hāy	gōēs	taught	ūse'ful
eōlt	pō'nŷ	gīven	pā'tient
plow	drāgs	a-head'	(pā'shent)
drōp	draws	mās'ter	ēas'i-lŷ
floōr	tāk'en	trēat'ed	be-hīnd'
mēr'chant	eār'man	eār'riage	

## The Horse.

1. The horse is one of the most useful of the animals which God has given us.

2. It is patient and strong, and is easily taught. It soon learns to know its master, and to obey him.

3. A young horse is called a colt, and a small one, a pony.

4. The horse does a great deal of work. For the farmer it drags the plow; for the merchant it pulls the cart on which his goods are taken from place to place; and for

the rich man it draws his carriage when he goes out to ride.

5. The horse eats oats, hay, and corn. When well treated, it grows fond of its master.

6. A carman, who often passes through the street we live in, seems to be the best of friends with his horse. The man, generally, walks a little ahead of his horse, and calls it to stop or to go on, and it obeys at once.

7. If the carman drops behind to speak to a friend, the horse will look back, and say, as plainly as it can without words, "Come, hurry up! I am tired of waiting for you."

8. Another carman, after his day's work, used to lie on the straw of his horse's bed, to rest a while. If he fell asleep, as often happened,

the horse would pull him by the coat, to wake him. ✓

9. Once in a while, the man would lie still, for fun. Then the horse would pick him up, and drop him on the stable floor.

Language Lesson.

*Let the pupils write the new words in the fourth paragraph.*

LESSON XX.

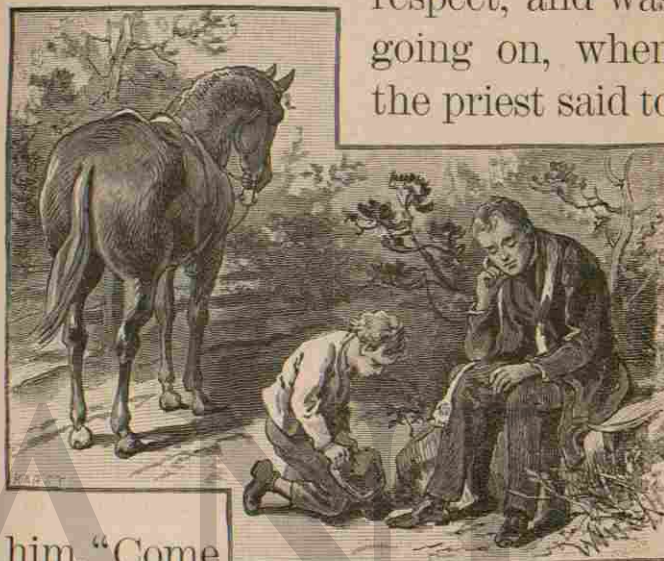
spōt	stāirs	a-bōve	re-spēet
rōad	whōle	knōwn	dū'ti-ful
built	spōke	Phīl (rī)	fēar'less
hūng	re-ply	hōn'ored	pre-pâred
rōde	râth'er	(ōn'urd)	Ĉâth'o-lie

Shēr'ī-dan	eon-fēs'sion
prâyer'bōok	(kōn-fēs'h'un)

A True Story.

1. One day, a boy was walking along a country road when he came face to face with a priest who was on horseback.

2. The boy raised his hat out of respect, and was going on, when the priest said to



him, "Come here, my child, I have something to say to you."

3. The boy obeyed at once, though it was plain that he would rather not stop.

4. "Where have you been for some weeks?" asked the priest. "I have not seen you lately."

5. The boy hung his head, but made no reply



the horse would pull him by the coat, to wake him. ✓

9. Once in a while, the man would lie still, for fun. Then the horse would pick him up, and drop him on the stable floor.

Language Lesson.

*Let the pupils write the new words in the fourth paragraph.*

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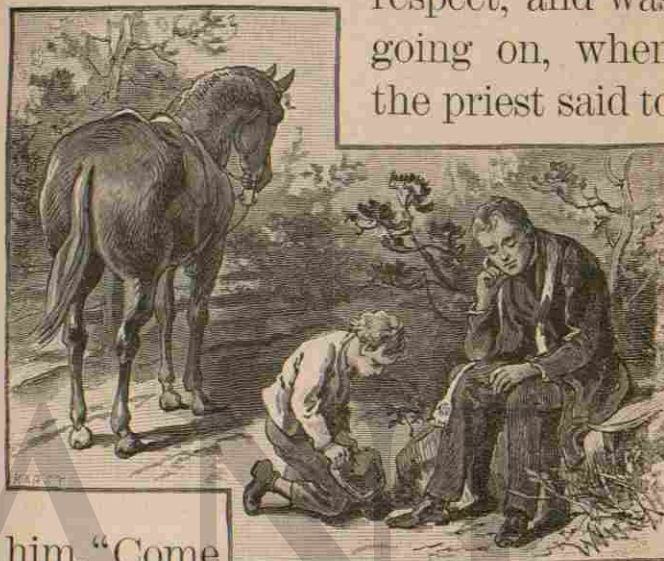
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4. "Where have you been for some weeks?" asked the priest. "I have not seen you lately."

5. The boy hung his head, but made no reply

6. "Come," said the priest, kindly, "tell me, my child, when were you to confession?"

7. "Not for some time," answered the boy, "but I will go next week."

8. "Why not go *now*?" asked the priest. "You do not know if you will live till next week."

9. The boy did all he could to put off his confession, saying he had no prayer-book with him, and could not get ready just then, but the priest would not be put off. Getting down from his horse, he seated himself on the grass, saying he would wait while the boy prepared himself.

10. This did not take long, and when the confession was made, the priest mounted his horse, and with a kindly "God speed" rode away, while the boy started for home, all the more happy that he had made

his confession, even if it was by the roadside.

11. This boy was, afterward, General Sheridan, and, as "Little Phil," was known and loved by the whole country. He often told the story of his roadside confession, but while he laughed heartily about it, he always spoke with great respect of confession and of the priest.

12. General Sheridan was a brave and fearless man; but at home, with his wife and children and friends, he was as gentle as a child.

13. Like all great men, he was a dutiful and loving son. When his mother began to grow old, he built a house for her which was only one story high, so that she would not tire herself going up and down stairs.

14. Above all, the general was a good Catholic, and when he died



he was honored not only by the country, but by the Church which he loved and served.

## Language Lesson.

*Let the pupils tell, in their own words, what they know of General Sheridan.*

## LESSON XXI.

joy	frōnt	caught	de-sērts'
stēp	shawl	māt'ter	fāith'ful
lēft	Nōrth	at-trāct'	ex-cep'tion
lēad	lā'dy	fūr'ther	(ĕk-sēp'shun)
	at-tēn'tion	ō-ver-tāk'en	

## The Dog.

1. The dog is a friend that never deserts his master. No matter how badly he may be treated, he is always faithful.

2. With the exception of the horse, no animal seems to know as much as the dog.

3. He knows his master's step as

well as his voice, and can even find him in the dark. ✓

4. Besides this, the dog is a useful animal. On some farms he is often set to tend the sheep, and when this is done, few of them are ever lost.

5. In the cold countries of the North, dogs are used to draw sleighs. A number of them are fastened to a sleigh, with an old dog at the head to lead them. They go on, stop, or turn to the right or the left, as they are bid. ✓

6. These dogs have been known to draw a loaded sleigh, sixty miles a day, for four days together.

7. The following story will show how much the dog knows. ®

8. A lady, while walking along a road, was overtaken by a strange dog, which tried to attract her attention by looking up to her face.

9. As she did not stop, the dog, at last, stood in front of her so that she could go no further.

10. As the dog did not try to hurt her, the lady thought there must be something about her to attract the animal.

11. She began to look over her dress, and found that her shawl was gone. When she turned back, the dog ran ahead, barking and showing his joy in every way he could.

12. Once, when the lady stopped, the dog caught hold of her dress, as if to lead her on, till, at last, he brought her to the spot where her shawl lay.

Language Lesson.

Put the right word in place of the dots.

*A lady walking along a road was..... by a dog.*

LESSON XXII.

eăp	erăsh	ōwn'er	at-tăck'
loŕe	bŭmp	a-wăke'	ăl'mōst
(lōoz)	stŭmp	wĭck'ed	whēth'er
fight	ă'pron	a-round'	be-eăuze'

Kate and the Goat.

1. It was a warm day. School was just out, and little Kate stood looking at a large field. To cross it, was a short cut home for her, and a pleasant way but for one thing.

2. That was a wicked old goat of which every one was afraid. It was always ready for a fight, and as it would attack man, woman, or child, the owner of the field said that small children ought not to cross there.

3. So Kate stood thinking whether to go that way or round by the



road. She looked up and down, but there was no sign of the goat; so she made up her mind to cross the field.

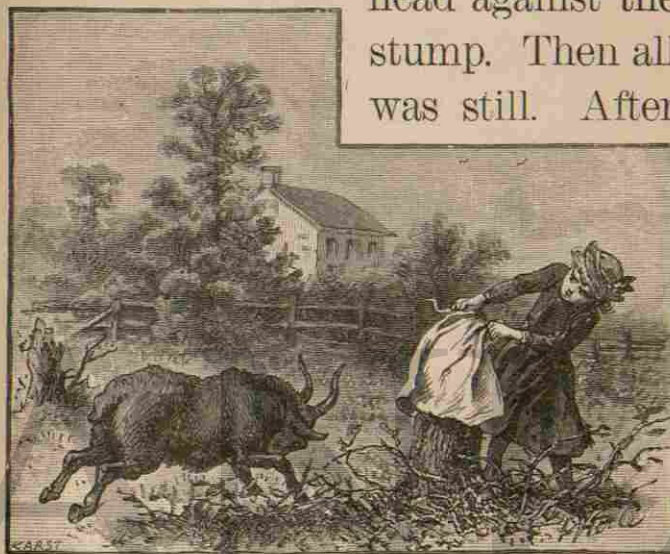
4. She started, and was about half way across, when she saw the goat coming toward her. It had been asleep in another part of the field, but was now awake, and very wide awake.

5. When the goat saw Kate, it gave its head a shake, as if to ask, "What right have *you* here?" and started after her.

6. The girl had very little time to think what she should do. Not far off was the stump of a tree, and toward this Kate ran as fast as she could. When she reached there, she put her apron around the stump, and then stood behind it.

7. She was not any too soon, for,

almost at the same minute, the goat came up, and crash! bump went its head against the stump. Then all was still. After



a while Kate looked around, and there the goat lay, as if dead.

8. You may be sure it did not take Kate long to get home. When her father heard what she had done, he was very proud of her, because, as he said, "she did not lose her thinking-cap when she was in danger."

## Language Lesson.

*Let the answers be in complete sentences.*

Of what was every one afraid?  
 Would the goat attack man, woman, or child?  
 What did the owner of the field say?  
 Around what did Kate put her apron? Where did she stand?  
 What happened to the goat?  
 Why was Kate's father proud of her?

*Write a story from the picture on page 57.*

## LESSON XXIII.

brān	wheel	hōp'per	sift'ed
bāgs	(hweel)	fūn'nel	pōured
stōne	Fē'lix	elāt'ter	splāsh'ing
hēav'y	Cātharine	in-vit'ed	

## The Mill.

1. Felix and his sister Catharine like to go down to the pond, to watch the big wheel of the mill.

2. Round and round it goes, making a great clatter, and splashing the water about on all sides.

3. The other day, the miller in-

vited the children into the mill, where they found it very hot and dusty and noisy.

4. Bags of wheat and of corn stood all around the room. The miller poured part of the corn into a great wooden funnel, called a "hopper." From there it ran down, and passed between two heavy stones, which ground it into meal.

5. Into another hopper, the miller poured some of the wheat, which ran down between two other heavy stones, and was ground into flour.

6. Then the flour was sifted till all the bran was out of it, and there was left only the fine white flour, of which bread is made.

## Language Lesson.

*Let the pupils write new sentences, using the following words:*

wheel      stone      heavy      funnel



## LESSON XXIV.

bullet sēize dārt'ed strēngth  
 āim strūck hūnt'er bōld'est  
 spied mēr'cy prey (prā) dīs'tance  
 claws missed ēa'gle grāte'ful  
 pre-vēnt'ed mount'ain

## The Eagle.

1. The eagle is called the "king of birds." No other bird can fly as high; no other bird has such sight or such strength.

2. The eagle builds its nest on or near the top of some high mount-ain, in a place not easily reached by the boldest hunter. It lives on rabbits, birds, and other small animals.

3. The eagle's strength is so great that it will carry off a kid or a lamb, and fly for miles holding its prey in its claws, and more than once has been known to carry off a child. ✓



4. At one time, an eagle, which was flying high in the air, spied a little girl playing alone in a field, and darted down upon her.

5. A short distance off, a man was hunting. He saw the bird as it came toward the earth, but some large,

high bushes prevented him seeing the child.

6. Taking aim, the man fired. His bullet missed the child, but struck the eagle dead, just as it was about to seize her.

7. Her parents were most grateful to God for saving their little one, and they thanked Him for His great mercy.

Language Lesson.

*Let the answers be in complete sentences.*

What is the eagle called?

Can any other bird fly as high?

Has any other bird such sight or such strength?

Write the story of the eagle and the little girl.

LESSON XXV.

tear loaf joined starved  
pail tears chained wagged  
ring for-give' pitcher finished  
re-pea'ted Pro'vi-dence

The Providence of God.

1. Mary and Agnes were two

little girls five and seven years of age, who were all alone in the world. They had just lost their mother; their father had died about two years before.

2. So these poor children had no one to take care of them. It is true, they had an uncle living in a village some miles away, but their mother had not heard from him for years. Yet as there was no one else to look after them, the neighbors decided to send the children to him.

3. A kind-hearted farmer, who was going to market, took them part of the way in his wagon, and the rest of the distance they had to walk.

4. The children went along the road for some time till they came to a house. They were tired and



hungry, so they opened the gate and walked up to the door.

5. Just as they were about to ring the bell, the door opened, and a man came out. "What do you want?" he asked in a rough, angry, voice.

6. "Please, sir, we are very hungry, and would like something to eat," answered Agnes.

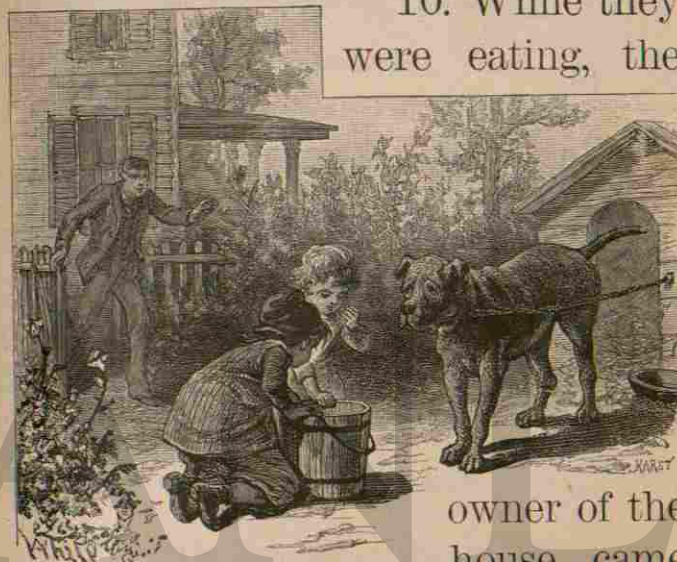
7. "Beggars, eh?" said the man. "Well, I have nothing for you, so be off," and he walked back into the house.

8. The tired children turned to go back to the gate. All at once, Mary, the younger girl, let go her sister's hand, and ran toward a large, savage, dog that was chained to its house.

9. A pail of food stood before the beast, and the child sat down, and

began to pick out pieces of bread and meat. Agnes joined her, and the two began to eat as if starved.

10. While they were eating, the



owner of the house came

out, and when he saw the children, he was frightened, and cried out, "Get away from there, get away! That dog will tear you to pieces!"

11. But the children paid no attention to him, and the dog only wagged its tail.

12. When the man came up, and

again spoke, his voice was quite gentle. "You must be very hungry to eat such food," he said. "Come with me." He took them into his house, and set before them a loaf of bread and a pitcher of milk. +

13. "There, help yourselves," he said, and the children fell to without waiting to be told a second time. When they had finished, the man asked them their names and where they were from.

14. "We are from Lakewood," answered Agnes, "and our names are Mary and Agnes Lamb."

15. "Lakewood, Lamb!" repeated the man. "Is your father's name Luke?"

16. "That was his name," said the child, "but he died nearly two years ago."

17. Tears came into the man's

eyes. "God forgive me for my hard heart," said he. "I came near driving my dead brother's children away. But now you shall make your home with me. I have enough for all, and, with God's help, I shall try to make up for the past."

18. So God made use of a dog to soften the man's heart and to save the two little ones.

#### Language Lesson.

*Let the pupils write on their slates seven of the new words at the head of this lesson, and divide them into syllables.*

#### LESSON XXVI.

owl      Sū'san      sōl'emn      blinked  
elēv'er      eeh'ōed      re-māin'      sur-prīse

#### The Owl's Advice.

"I want to look wise!" said Susan to me,  
"I want to look clever and wise!"  
"O, O!" said the owl, as he sat on a tree,  
And blinked as in solemn surprise,



"You might better by far remain as you are,

And learn to *be* clever and wise!"

Then echoed the birds as they sat in a row,

"You hear what he says? You'd better, you know,

Just learn to *be* clever and wise!"

Language Lesson.

*You'd* stands for *you should*.

# LESSON XXVII.

pile eōmb hōllōw aŭ'tumŋ  
nŭts elimb ā'eornŝ mīs'tress  
wōre erācks a-mōng' brānch'es  
mōss movēs skīp'ping shōul'ders  
shēll hīd'ing squir'el serārch'es

## The Squirrel.

1. The squirrel lives in the woods. During the summer, it plays among the branches of the trees, skipping from one branch to another. It is a pretty creature, and moves so

quickly that it seems almost to fly.

2. The squirrel lives on acorns and nuts. It holds the nuts in



its paws, and cracks them with its strong teeth, and when it throws away the shell you may be sure there is no meat left in it.

3. The squirrel builds two houses, one for summer, and another for winter; the first is a nest in the branches of a tree, and is made of leaves, sticks, and moss; the other is, generally, inside a hollow tree, where it will be safe from the wind and cold.

4. In autumn, the squirrel lays

in its food for the winter. This it hides in holes near its home. It never forgets these hiding places; even when the ground is covered with snow, it goes straight to the hole, scratches away the snow, and brings out its treasure.

5. A tame squirrel is a very nice pet. A lady had one that she used to carry about in her pocket. This lady wore a very high comb in her hair, and the little pet would climb to the shoulders of its mistress, and pile up the nuts that were given it between her head and the comb.

Language Lesson.

Let the pupils copy the following two lines, putting the right word in place of the dots.

*The squirrel lives on.....*  
*The squirrel builds two houses.*

LESSON XXVIII.

gās toōlſ grātes tēl'e-grāph (grāf)  
 wīrē līght knīvēſ hām'mēr  
 foul āx'eſ mēt'alſ mēs'sagē  
 rāilſ stōvēſ ēn'gīnē chōkēd  
 nāilſ ēi'ther gīv'ing lō'co-mō'tivē

Iron.

1. "Charles, what did you throw away, just now?" asked Mr. Fields.

2. "Nothing but a piece of old iron," answered the boy.

3. "A piece of iron!" repeated his father. "Iron, my son, is one of the most useful gifts of God. Think how many things are made of it and of steel, which is nothing but iron made very hard."

4. "The pen, with which we write to friends, is of steel; the telegraph wire that takes a message to them is of iron. The engine that sends



in its food for the winter. This it hides in holes near its home. It never forgets these hiding places; even when the ground is covered with snow, it goes straight to the hole, scratches away the snow, and brings out its treasure.

5. A tame squirrel is a very nice pet. A lady had one that she used to carry about in her pocket. This lady wore a very high comb in her hair, and the little pet would climb to the shoulders of its mistress, and pile up the nuts that were given it between her head and the comb.

Language Lesson.

Let the pupils copy the following two lines, putting the right word in place of the dots.

*The squirrel lives on.....*  
*The squirrel builds two houses.*

LESSON XXVIII.

gās toołs grātes tēl'e-grāph (grāf)  
 wīrē līght knīves hām'mer  
 foul āx'es mēt'alš mēs'sagē  
 rāilš stōves ēn'gīnē chōkēd  
 nāilš ēi'ther gīv'ing lō'co-mō'tivē

Iron.

1. "Charles, what did you throw away, just now?" asked Mr. Fields.

2. "Nothing but a piece of old iron," answered the boy.

3. "A piece of iron!" repeated his father. "Iron, my son, is one of the most useful gifts of God. Think how many things are made of it and of steel, which is nothing but iron made very hard."

4. "The pen, with which we write to friends, is of steel; the telegraph wire that takes a message to them is of iron. The engine that sends

the steamship through the water; the locomotive that draws the car, and the rails on which it runs, are all of iron.

5. "If we had no iron, watches and clocks could not be made, for their springs are of steel. Houses and ships are made of iron, as are the stoves and grates for our fires, and the pipes that bring gas and water into our houses. Hammers, nails, knives, axes, saws, and other tools, are all made of iron.

6. "Iron, like other metals, is dug out of mines, down in deep pits in the earth. The men who work in these pits sometimes stay in them for days at a time without seeing the light of the sun. Sometimes, too, these poor men are choked by foul gas or killed by the earth falling on them."

7. "Well," said Charles, when his father had finished speaking, "I see now how useful iron is, and how good God is, in giving it to us for so many of our wants."

Language Lesson.

*Let the pupils put the right words in place of the dots.*

The . . . . . wire that takes a . . . . . to our friends is of iron. The . . . . . that draws the car is of iron.

LESSON XXIX.

fēr'ry	chärge	chät'ted	stäg'gered
tīck'et	smiled	shāk'ing	ē'ven-ing
būy	Hūgh	sāved	blew (blū)

Luke's Bundle.

1. One evening, in the early part of winter, two little boys were going along a crowded street of a large city. The wind blew cold, and their clothes were poor and thin, but they were laughing and looked happy.



2. "You see," said Luke to his little brother Hugh, "the money we have made to-day, with what mother has saved for us, will be enough for her to buy us new shoes."

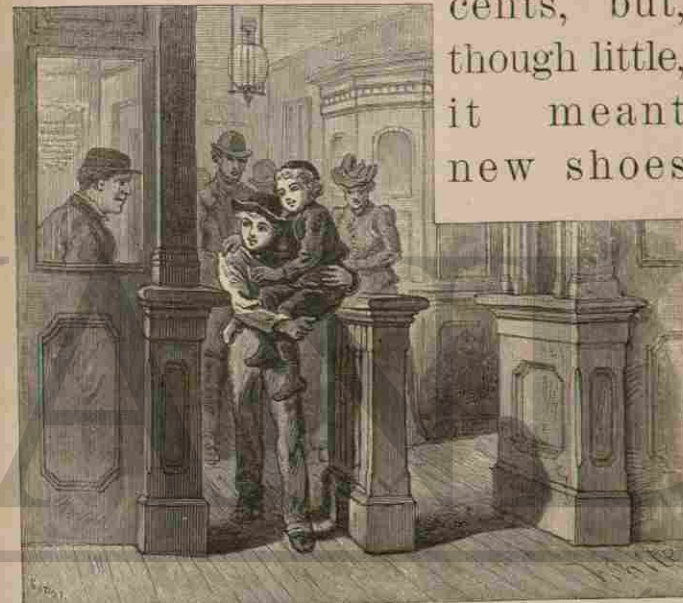
3. Luke always said "what *we* have made," though all that Hugh did was to carry the money.

4. The boys were near the ferry which they had to cross on their way home, when Hugh, who had just thrust his hand into his pocket, cried out, "O, Luke, I have lost the money!"

5. For a moment, Luke was very angry, and felt like shaking his brother; but when he saw the tears on the little face, he could not say a word. There was nothing to do but to turn back, to try to find their lost treasure; but it had been picked

up by some one of the many, many people who crowded the street, so their search was of no use.

6. They had lost only ninety cents, but, though little, it meant new shoes



and warm feet for the little fellows, and that was a great deal to them.

7. The happy look had gone out of their faces when they turned again toward the ferry. All at once, Luke stopped: he remembered that

he had only one ferry ticket, and not a cent with which to buy another.

8. He did not know what to do, so he stopped to think. Then going to the ferry master, he asked, "Mister, do you charge for bundles?"

9. The man knew the boys by sight, for they crossed the ferry every day. "Charge for bundles!" he said. "No, certainly not."

10. "Then Hugh must be a bundle to-night," cried Luke, "for I have not a cent," and picking up his little brother, he staggered toward the boat with him. The ferry master looked after the boys and smiled, but did not stop them.

Language Lesson.

*Let the answers be in complete sentences.*

Who were going along a crowded street?  
Were their clothes rich and warm?  
How did the boys look?  
What did Luke say to Hugh?

LESSON XXX.

dōck wōr'ry ōffered in'ter-ēst-ed  
lāme kīssed in-quired' ō'vēr-hēard'  
knēlt hal-lōō' sēv'er-al pās'sen-gers  
tight'ly drew (drū) ex-plāined'

Luke's Bundle—(Continued).

1. "Halloo, what is the matter with this little fellow? Is he lame?" inquired a man who saw the children come on the boat.

2. "O, no," replied Luke. "He can walk well enough, but he is a bundle to-night, so I have to carry him."

3. Some of the passengers drew near to listen while Luke explained what had happened, and when he stopped speaking, several offered him money; but this the boy refused, saying he and his brother were not beggars.



4. When the crowd had gone away, a young girl who was sitting near, with her mother, approached and said: "I have overheard your story. How much money had you, and how did you carry it?"

5. "We had ninety cents," answered Luke, "and it was in a piece of brown paper. Hugh's hands were cold, and he must have pulled the money out of his pocket, without knowing it."

6. "Well, do not worry any more about it, for here it is," said the girl, as she handed Luke the piece of paper with the money. "I picked it up not more than ten minutes ago."

7. O, what a joyful change came over the children! Their little faces, which had been very sad, now broke into smiles, and they could not find

words to tell the girl how grateful they were.

8. As soon as the boat reached the dock, the boys ran home, Hugh holding on tightly to their treasure. When their mother heard what had happened, she kissed her children, and there were tears in her eyes; then they knelt down to thank God, who had taken care of them in their time of need.

Language Lesson.

*Let the pupils put the right word in place of the dots.*

*When he stopped speaking,  
..... offered him money.*

*Let the pupils' answers be in complete sentences.*

Who approached the boys when the crowd had gone away?

What did the young girl hand Luke?

What did the boys do when the boat reached the dock?

What did their mother do when she heard what had happened?

## LESSON XXXI.

lād	worst	ru'ined	pīt'i-ful
āchə	(wūrst)	naught'ŷ	wōn'der
faʊlt	be-gin'	(nawt'ŷ)	tēr'ri-bly

## Tell the Truth.

1. Don't be afraid, little Johnny, my boy,  
Open the door and go in;  
The longer you wait before telling  
your fault  
The harder it is to begin.
2. No wonder you stand with a piti-  
ful face,  
And fear the confession to make,  
For you know when you're naughty  
the worst of it all  
Is making your mother's heart  
ache.
3. But courage, dear boy! Never mind  
if your shoes  
Are muddy and wet, and all  
that;

Never mind if your clothes have been  
terribly torn,  
And you've ruined your pretty  
new hat.

4. Go in like a man, and tell mother  
the truth  
Like a brave little lad, and you'll  
see  
How happy a boy who confesses his  
fault,  
And is truthful and honest, can be.

## Language Lesson.

*Don't* stands for *do not*. *You're* stands for *you are*.  
*You've* stands for *you have*. *You'll* stands for *you will*.

## LESSON XXXII.

jōb	fōnd	thiēf	Hār'ry
Jēt	flēs	quīte	eūn'ning
full	pāid	tricks	se-eūred'
worms	prize	chānce	at-tāched'
(wūrms)	prīce	pān'try	Mār'ga-ret

## Jet.

1. Three years ago, when Margaret  
was in the country, she bought a young



crow from a farmer's boy, and took her prize home, where it is now a great pet.

2. Margaret calls the bird Jet, because it is so black, and she is so much attached to it, that she would not sell it for many times the price she paid for it.

3. Jet is full of tricks, and, when spoken to, has a cunning way of holding its head on one side, and looking as if it knows what is said. While so very cunning, Jet is, I am sorry to say, a great thief and steals anything, small and bright, it can get hold of.

4. Jet is very fond of eggs, and at every chance, steals them from the nest or the pantry. When the prize is secured, the cunning creature hops off a little way, and then flies in the air, and drops the egg on the ground so as to break it.

5. One day, Margaret's brother, Harry, played a trick on Jet, by placing a china egg outside the kitchen door. At the time, Jet was in the garden, looking for bugs and worms, but after a while came hopping toward

the kitchen, to make a call on the cook.

6. "Ah, ha!" said the thief. "Here is an egg, and as no one is looking, I think I will take it."

7. Away flew Jet, and when high enough in the air, it let go the egg. To the bird's surprise it did not break. Again and again was it dropped, till at last Jet gave it up as a bad job, and hopped away in search of something not quite so hard.



#### Language Lesson.

*Let the pupils ask questions about:*

the country  
a girl

a boy  
a bird

*Let the class write a question with "Margaret" for the first word; as,*

*Margaret, where did you  
buy that young crow?*

## LESSON XXXIII.

thăn bēa'vēr shāb'by them-sēlvēs'  
 sīl'y mār'ten fōol'ish hūm'ming  
 silk glōss'y pēa'eōck pār'a-dīse  
 fūr'nish-es gēn'tlē-men

## Clothes.

1. Some foolish boys and girls are proud because they have fine clothes. So they think themselves better than others.

2. But fine clothes are nothing to be proud of, for many animals are better dressed than any of us.

3. See how soft is the fur of the squirrel, the fox, the beaver, and the marten, and how beautiful are the feathers of the humming-bird, the peacock, and the bird-of-paradise.

4. These animals wear their fine clothes every day, and when they are dead good prices are paid for their furs and feathers, while very little would be given for the clothes once worn by boys or girls.

5. Vain children should remember, too, where their clothes come from.



6. The sheep furnishes the wool from which coats are made; and we would have to do without many a pretty dress were it not for the silk-worm.

7. "Fine feathers make fine birds," is an old saying, but fine clothes do not always make fine ladies or fine gentlemen.

8. A glossy hat may cover a silly head, and a naughty child may wear a rich dress, while under shabby clothes there is many a pure heart and noble mind.

## Language Lesson.

Write four sentences, using in each of them one of the following words:

clothes feathers wool gentlemen



## LESSON XXXIV.

wrōng rīd'er lūck'y de-tāinəd'  
 strīng bāt'tle an-noys' nēg-lēet'ed  
 plāguē hāp'pen yēs'ter-day when-ēv'er

## Little Things.

1. "Papa," said Kate, "why is it that some days are lucky and others are unlucky? To-day began all wrong, and everything annoys me. Yesterday began all right, and everything went well from morning to night."

2. "If aunt Mary had not detained me this morning, I should not have been late at school. Then I should not have been cross, nor have had so much to plague me all day."

3. "But why did aunt Mary detain you?"

4. "She kept me to sew a string on my hat."

5. "To sew a string on your hat! That was very kind, I am sure. How did the string happen to be off?"

6. "Well," answered Kate slowly, "I suppose that was my fault; it came off last week and I did not sew it on."

7. "So it seems that we must go further back than this morning for the beginning of this unlucky day. Had you not neglected to sew the string on your hat, your day's troubles would never have begun."

8. "There is no such thing as luck. Did you ever hear the old saying, 'For the want of a nail, the shoe was lost'?"

9. "No, papa, I never did. Please tell me about it," cried Kate, who dearly loved a story.

10. So her father repeated—  
 "For the want of a nail, the shoe was lost;

For the want of a shoe, the horse was lost;

For the want of a horse, the rider was lost;

For the want of a rider, the battle was lost;

For the want of a battle, the kingdom was lost;

And all for the want of a horse-shoe nail."

11. "O, papa," said the little girl, "I know now what you mean. Who would

think that such a little thing as not sewing on a string at the right time would make such a difference in a whole day! After this, whenever I feel like neglecting little things, I will say, 'For the want of a nail, the shoe was lost.'

Language Lesson.

*Let the answers be in complete sentences.*

What did Kate ask her father?  
 Why was she late at school?  
 Why did her aunt Mary detain her?  
 When did the string of Kate's hat come off?  
 What is the old saying of which her father spoke?

LESSON XXXV.

Pōpē	Rōmē	Six'tus	prēach'er
hērd	Fifth	e-lēet'ed	vis'it-ed
mōnk	pī'e-tŷ	eon-sēnt'	al-low'ed'
worsē	Īt'a-lŷ	eōn'vent	as-tōn'ish'ed
swinē	dēath	be-cāme'	eār'di-nal

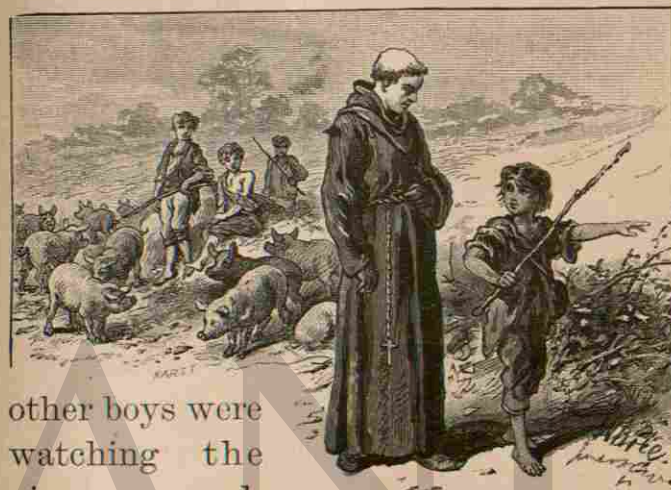
Pope Sixtus Fifth.

1. Many years ago, there lived in a little village of Italy a poor man and his wife with their little boy Felix.

2. The boy was very bright and quick at learning, but his parents were

so poor that he had to tend a herd of swine.

3. One day, when Felix and some



other boys were watching the pigs, a monk came along who asked to be shown the road to the convent, as he had lost his way.

4. The weather was bad and the roads were worse, so as none of the other boys wanted to go, Felix offered to act as guide.

5. As they walked along, talking together, the monk was astonished to find the boy so clever; so when they reached the convent, the little guide was invited to enter.



6. After that, Felix often visited the convent, and became so fond of the life of the monks that, at last, with the consent of his parents, he asked to be allowed to join them.

7. He studied hard, and, in time, became a priest and a great preacher. After some years he was called to Rome, where he did much good by his piety and learning.

8. At last, he was made a cardinal, and five years before his death was elected Pope. He took the name of Sixtus Fifth, and during the rest of his life did much to make the Church loved and respected.

9. So we see how an act of kindness in this poor boy helped him to become a great man.

Language Lesson.

*Let the answers be in complete sentences.*

- What was Felix doing when the monk came up?  
 What did the monk ask?  
 Why did not the boys want to go with him?  
 What did Felix offer to do?  
 To what office in the Church was Felix elected?  
 What does the lesson show?

*Let the pupils write a story from the picture on page 89.*

LESSON XXXVI.

fēd	hăst	dwell	elōthəd
dīe	Thy	tēn'der	därk'ness
lēd	Thee	wärməd	shēp'hērd

An Evening Prayer.

- Jesus, tender Shepherd, hear me;  
 Bless Thy little child to-night,  
 Through the darkness be Thou near  
 me,  
 Keep me safe till morning light.
- All this day Thy hand has led me,  
 And I thank Thee for Thy care;  
 Thou hast warmed and clothed and  
 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

Language Lesson.

*Let the pupils put the right words in place of the dots.*

Jesus, tender . . . . ., hear me,  
 Through the . . . . . be Thou near me.  
 All this day Thy . . . . . has led me,  
 Thou hast . . . . . and . . . . . and fed me.

## LESSON XXXVII.

sōrə Ġēr'dā Īn'fant wŕāppəd  
 mēnd bīt'ter bās'kets ī'çī-ełəg  
 Īv'an prīnç'es vīet'qals Çhrīst'mas  
 Rūs'sian (Rūsh'an)

## The Frozen Hands.

1. Ivan and his sister Gerda were two little Russian princes.

2. One day, Gerda ran to a window of their play-room, which looked out on the street. It was bitter cold outdoors; snow covered the ground and icicles hung from the trees.

3. "O, Ivan," cried the girl, "look at the poor people out there! How I wish we could help them. We never give anything to the poor."

4. "I have been thinking of that for some time," answered her brother, "and we must try to do something for them this year."

5. "What can we do?" asked Gerda. "We never get a chance to go out alone."

6. "I have thought of that, too," said Ivan; "but we might slip out on Christ-

mas Eve, when every one has gone to church.

7. "Meanwhile you can mend some of our old clothes for the poor children. Then we can get food from the cook, and we will take all the money we have, and give it to the poor for the sake of the dear Infant Jesus."

8. From that day they saved all the money that was given to them, and Gerda sewed till her little fingers were sore.

9. On Christmas Eve, when every one had gone to church, the children wrapped themselves in their warm furs, and taking with them two baskets, one filled with victuals, the other with clothes, they started out.

## Language Lesson.

*Let the answers be in complete sentences.*

What were the names of the children spoken of in the lesson? Who were they?

What did they make up their minds to do?

To whom would they give their money?

For whose sake would they give their money to the poor?

When did they start out?



## LESSON XXXVII.

sōrə Ġēr'dā Īn'fant wŕāppəd  
 mēnd bīt'ter bās'kets ī'çī-ełəg  
 Īv'an prīnç'es vīet'qals Çhrīst'mas  
 Rūs'sian (Rūsh'an)

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## LESSON XXXVIII.

ī'cŷ      prāis'eŷ      mān'ger      freez'ing  
 tōast      eom'fort      jōūr'nēŷ      ādd'ed  
 re-tūrn'      eōt'tāgē      per-hāps'      mīr'a-elē  
 shīv'er-ing      hāp'pi-ness      eru'ci-fīed

## The Frozen Hands—(Continued).

1. They walked along till they could see the lights shining in the village streets, and hear the ringing of the church bells. Then they stopped. "My fingers are nearly frozen," said Gerda.

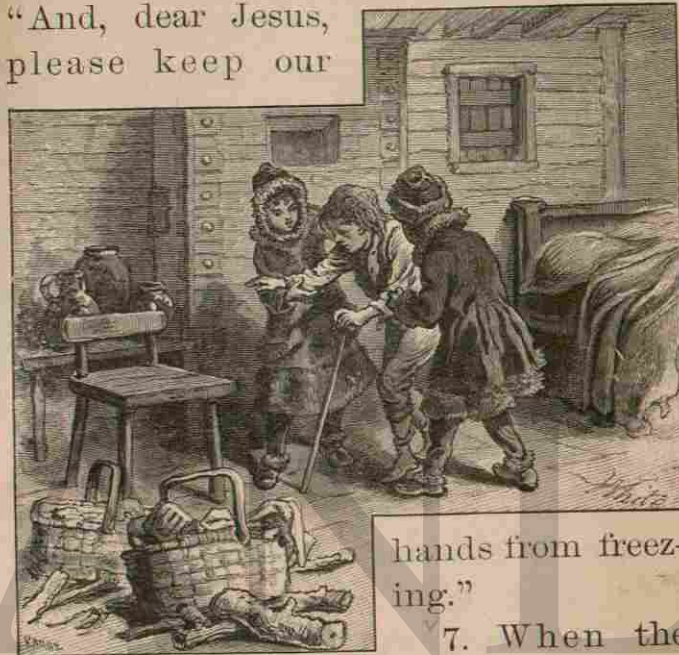
2. "Mine, too, are cold," answered her brother; "but keep up courage, we are more than half way on our journey."

3. It was hard work, though, carrying the baskets. At every other step they slipped on the icy snow, and once they fell.

4. At last Gerda said, "Let us pray to the Infant Jesus. Perhaps He will keep us from freezing."

5. Then they knelt on the hard snow and prayed: "Jesus, sweet Infant, born in a stable, laid in a manger, and crucified on the cross, help us in this hour of need."

6. Their mother had taught them this little prayer, but Gerda added, "And, dear Jesus, please keep our



hands from freezing."

7. When the children again picked up their baskets, they felt so light, that Ivan thought they had dropped some of the things. "My hands are as warm as toast," cried Gerda.

8. "So are mine," said Ivan. "It is the dear Jesus who has answered our prayers."

9. In the first cottage they entered, an old woman sat shivering with the



cold. Gerda threw a shawl over her shoulders, and Ivan gave her some food.

10. In the next house was a lame boy, who had been in bed for years. They gave him food and clothes, and helped him out of bed so that he could meet his mother, who was coming from church.

11. Everywhere the children went, comfort and happiness followed, and when they were ready to return home, they were taken back in a sleigh drawn by the grateful people, all singing praises to God.

12. To this day, on Christmas Eve, fathers and mothers in that village tell their children the story of the little prince and his sister, and of the miracle that answered their prayer.

Language Lesson.

*Let the answers be in complete sentences.*

What did Gerda propose to keep their hands from freezing?

Repeat the prayer of the children.

Who taught them this prayer?

What did Gerda add to the prayer?

What did the children do in the first cottage?

What in the second?

How were they taken home?

LESSON XXXIX.

bää	whom	Fränk	be-löng'
eh (ä)	(hōom)	bënd	Mi'ehäel
al'so	shāpē	rēā'son	par-tiē'ū-lar

How to Learn.

1. "Frank, what is that in the next field?" asked Mr. Prince.

2. "That! sir?" said the astonished boy. "Why, that is a sheep."

3. "A sheep, eh? How do you know it is a sheep?"

4. "Because it looks like other sheep I have seen."

5. "You know it is a sheep because it looks like one, and not like some other animal. To whom does it belong?"

6. "I do not know, sir, but I suppose it belongs to us."

7. "What is there about it to make you think it is ours?"

8. "Nothing in particular, except that it is in our field."

9. "That is a good reason. But if Michael, our farmer, were here, he could tell at once whether or not the sheep is

ours. Much as sheep look alike, there is a difference between them, and Michael knows one from another.

10. "But tell me, how many feet has a sheep?"

11. "A sheep has four feet."

12. "Yes, but a cow, also, has four feet; how can you tell a sheep from a cow?"

13. "A cow has no wool; it has hair like a horse."

14. "Is there no other way in which to tell a sheep from a cow?"

15. "O, yes; a cow is much larger than a sheep, and the shape of its face and the bend of its horns are different. Besides, a cow cries *moo*, while a sheep cries *baa*."

16. "Very good, very good, my son. I see that you use your eyes as well as your ears. That is the way to learn."

#### Language Lesson.

*Let the pupils put the right words in place of the dots.*

If . . . . ., our farmer, were here, he could tell at once . . . . . or not the sheep is ours. Much as sheep look . . . . ., there is a . . . . . between them.

#### LESSON XL.

röd	height	In'diēs	twēn'ty
bāit	pī'lot	glīt'ter	wīš'dòm
röck	ärch'er	böd'iēs	mön'ster
dēcks	än'gler	whāle	nō'ticēd
shärk	inch'es	sẁörd	sīl'vēr-y
pow'er	in'seets	vēs'sel	spout'ing

#### Strange Fishes.

1. We are told that there is about three times as much water as land on the earth's surface, and it is certain there are more different kinds of fishes than of birds and beasts together. But, while many wild beasts are known to us by sight, few of us know one fish from another.

2. When a ship is sailing slowly along, it is interesting to watch the *flying-fish* as they go through the air, their silvery wings and blue bodies glittering in the sun. These fish do not really fly; they spring from the water into the air. Some have been known to spring to a height of twenty feet, and at times they fall in great numbers on the decks of vessels.



3. The *sword-fish*, with its long, sword-like nose, will attack the whale, and often kill it. At one time, a sword-fish tried its strength against a ship, and so great is



the power of the fish that those on board thought the ship had struck a rock. It is not uncommon to find a piece of the sword of the sword-fish in the wood of a ship.

4. There is a little fish, about a foot in length, known as the *pilot-fish*, and sailors say that it acts as a guide for

the shark. A sailor, while fishing for a shark, noticed that every time the monster tried to take the bait, a little pilot-fish would run against the shark's head to turn it away. When the shark was caught, the little fish remained by it till it was half out of the water.

5. The *archer-fish* lives in the seas of the East Indies, and is so called because it catches insects by spouting water at them. It is a little creature, only six or seven inches long, but can spout water to a height of four or five feet. When the water strikes a flying insect, it drops into the sea, and is swallowed by the archer.

6. The *angler-fish* has three long feelers on top of its head. The one at its nose it can spread out at the end like a cup, and move it about as if it were a fishing-rod. This helps the angler to feel and seize its prey.

7. When you are older, you will find it interesting to study the habits of these and the many other fishes which God in His wisdom and power has created.

## LESSON XLI.

wēb	pēr'feet	stēād'ŷ	veīl (vāl)
eāvē	spī'der	thrēādŝ	pūr'pōsē
lēngth	Jō'seph	flee'ing	ēn'trançə
Ē'gypt	lē'gend	seek'ing	pēn'cil

## The Spider.

1. The spider is not a pretty insect, but there is no other more interesting.
2. It begins to work as soon as it begins to live, and the web of the young spider is as perfect as that of the old one.
3. The house spider spins a web, and waits for a fly to walk into it. The garden spider lives in the open air, and covers the grass and trees with a web that shines like a veil of silver.
4. The garden spider first spins its web of very strong coarse threads, and then fills it in with fine ones.
5. Should there be a strong wind, and the web be likely to break, the spider hangs a piece of wood or stone to it, so as to steady it.
6. For this purpose, a spider has been known to use a piece of wood as

thick as a pencil and more than two inches in length.

7. There is a pretty legend of a spider-web that is said to have saved the life of Our Lord.

8. When St. Joseph and our Blessed Lady were fleeing into Egypt with the dear Infant Jesus, finding no other place to rest, they passed a night in a cave. During the night, a spider spun a large web across the entrance.

9. Soon after, some soldiers, who were seeking the Blessed Babe to kill Him, came to the mouth of the cave. But when they saw the web, one of them said, "The people we seek can not be here, for had they entered, the web would be broken," and so the men passed on.

## Language Lesson.

*Let the answers be in complete sentences.*

- When does the spider begin to work?  
 Where does the garden spider live?  
 How does the garden spider spin its web?  
 What does it do if there be a strong wind?

*Repeat in your own words the legend of the spider-web that is said to have saved the life of Our Lord.*



## LESSON XLII.

līnə	tī'nŷ	flit'ted	glāncəd
spūn	un-tīl'	ġir'eles	dāncəd
wōvə	seərċə	slēn'der	vēnt'ūrə

## The Shining Web.

1. A hungry spider wove a web  
Of thread so very fine,  
Your tiny fingers scarce could feel  
The little slender line.  
Round about and round about,  
And round about it spun;  
Straight across and back again,  
Until the web was done.
2. O what a pretty, shining web  
It was when it was done!  
The little flies all came to see  
It hanging in the sun.  
Round about and round about,  
And round about they danced;  
Across the web and back again,  
They darted and they glanced.
3. The hungry spider sat and watched  
The happy little flies;  
It saw all round about its head,  
It had so many eyes.

Round about and round about,  
And round about they go;  
Across the web and back again,  
Now high again, now low.

4. "I am hungry, very hungry,"  
Said the spider to the fly;  
"If you would come into my house,  
We'd eat some, you and I."  
But round about and round  
about,  
And round about once more;  
Across the web and back again,  
They flitted as before.
5. For all the flies were much too wise  
To venture near the spider;  
They flapped their little wings and  
flew  
In circles rather wider.  
Round about and round about,  
And round about went they,  
Across the web and back again,  
And then they flew away.

## Language Lesson.

*Let the pupils write on their slates the words that are  
at the head of the lesson, dividing each word into its  
proper syllables.*

## LESSON XLIII.

rīpè	pōtṛṣ	spāt'ter	blōs'som
hēat	sound	flāsh'es	hār'vest
būdg	shāde	thūn'der	mēl'lōw
swell	jūi'cý	sōw'ing	tōr'rents
rāin'bōw	būnch'es	light'ning	

## The Seasons—Spring and Summer.

1. Spring has come. The snow has gone, and the new grass begins to show above the ground.

2. The air is soft and warm, and the trees are covered with buds which will soon swell and open into leaves. The fruit trees are in blossom, and the birds are busy building their nests.

3. On the farm, the men are at work turning up the ground with plows, and sowing seeds which they hope will bring a rich harvest.

4. Now the summer is here. The sun is hot, and the days are long.

5. The gardens and the fields are bright with flowers; cherries hang ripe on the trees, and in the warm sun



peaches, apples, and pears grow large and mellow.

6. The grapes hang in great green bunches, which will soon ripen into rich, juicy fruit. The corn is ready to be plucked.

7. The heat becomes very great, and at midday men and beasts seek the shade.

8. Suddenly, black clouds roll up and hide the sun; the sound of thunder is heard, and lightning flashes across the sky.

9. The wind rises, big drops of rain fall, and spatter on the ground, the thunder roars, the lightning comes sharp and blinding, and rain pours down in torrents.

10. After the rain, the clouds roll



away, the sun shines out again, and a rainbow is seen in the sky.

## Language Lesson.

*Let the pupils make sentences, using the words at the head of the lesson.*

## LESSON XLIV.

răp	jăws	slŭng	drift'ed
bĭtə	fłœk	strĕam	be-liĕvə'
elōsə	plŭmp	fłōat'ed	strĕtchĕd

## The Fox.

1. One night, a farmer heard a noise in his chicken house. So he took a stick, and was half-way down to his barn, when he met a fox running off with a fat chicken.

2. A hard rap on the head stretched the fox out. Then the man picked it up, turned it first one way, then another, and at last felt certain it was dead.

3. "I will make a nice rug of you, my fine fellow," said the man, as he slung the fox over his shoulder, and started back to his house.

4. The fox was not dead, though it

made believe to be, and when they were near the house, it thought it was about time to do something.

5. So it gave the man such a sharp bite, that he let go his hold, and away went the fox.

6. At another time, the same man was near the bank of a river on which a flock of ducks was swimming and feeding.

7. After a while, a branch of a tree drifted down the stream, and as it came near the ducks, they were frightened and flew away.

8. But when the branch passed without doing any harm, most of the ducks returned.

9. Three or four more branches came in the same way, and at last the ducks, finding there was no danger, no longer flew away.

10. Looking up the stream, the man saw a fox creeping out to a large branch, on which it lay as close as it could. Then that branch, like the others, went down the river.

11. It floated right into the flock of

ducks, and then, all at once, snap! went the fox's jaws, and jumping into the water, it swam off with a plump duck.

## Language Lesson.

*Let the answers be in complete sentences.*

Where did the farmer hear a noise?  
 What did he meet when half-way down to his barn?  
 What did he say he would make of the fox?  
 What did the fox give the farmer?  
 Tell the story of the fox and the ducks.

## LESSON XLV.

rōb'in	gōb'blē	rūbbēd	mēad'ōw
bēads	tūr'kēy	Lou-ise	cheer'up
me-ow'	elō'vēr	chew'ing	strūt'ting

## What Louise Heard.

1. Louise is only eight years old. One day, while at her aunt's in the country, she went out for a walk.



2. Just outside the door she met China, the old cat. "Why, how do you do, China?" said Louise, as she made a bow.

3. But China only rubbed herself against the door, and cried, "Meow." Then she walked off, and left Louise by herself.

4. It was a fine day, and Louise ran through the fields, humming a song as she went.

5. Hopping along a fence she saw a robin. "How are you, Mr. Robin?" asked Louise.



The robin turned his head first to one side, then to the other, while his little eyes looked like two black beads. "Cheerup! cheerup! cheer! cheer!" he answered, and before Louise could ask what he meant, away he flew.

6. Over in the meadow, Beauty, the cow, was eating the clover tops. Walking up to her, Louise said, "I am very glad to see you, old cow."

7. Beauty did not stop chewing, but just stretched out her neck and stuck up her nose. Then she opened her



mouth, and cried, "Moo! moo!" and kept on eating.



8. When Louise got down to the barn, she met a big turkey strutting about, as if it owned the world.

9. "O dear! O dear! how proud we are!" said Louise. "You will not hold your head so high when Christmas comes." The turkey, as if angry, cried out, "Gobble! gobble!" and walked off.

10. "Well, well!" said Louise. "How they talk!"

Then she ran back to the house, to tell her aunt what she had heard.



#### Language Lesson.

Let the pupils write sentences on their slates, using the following words:

*robin clover beads meadow*

#### LESSON XLVI.

eöst	Pär'is	nēi'ther	pätchəd
ēarn	eūrl'ŷ	lēt'ters	Ser'gēant
sheet	Vīr'gin	trou'sers	(sār'jēnt)
Pē'ter	a-móng'	(trōwz'erz)	writ'ten
po-litē'lŷ eus'tom-ers ūn'der-stānd'			

#### Little Joseph's Letter.

1. In France and some other countries, there are people who earn a living by writing letters for those who cannot write.

2. Among these letter-writers in Paris was one known as Sergeant Peter; he was an old soldier, and had the name of being "as rough as a bear."

3. One day, as Sergeant Peter was sitting at his desk, smoking his pipe, and waiting for customers, a boy entered. He was a little fellow, about six years of age, with thick, curly hair, and big, blue eyes that seemed used to tears. His trousers were worn at the knees, and his jacket was patched.

4. Going up to Sergeant Peter, he said politely: "Please, sir, I wish to have a letter written."

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ēarn	eūrl'ŷ	lēt'ters	Ser'gēant
sheet	Vīr'gin	trou'sers	(sār'jēnt)
Pē'ter	a-móng'	(trōwz'erz)	writ'ten
po-litē'lŷ eus'tom-ers ūn'der-stānd'			

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4. Going up to Sergeant Peter, he said politely: "Please, sir, I wish to have a letter written."



5. "All right," said the old man, picking up his pen, "it will cost you one cent."

6. "Then I am sorry that I troubled you, for I have not a cent," and the child turned to leave.

7. "Here! come back, come back," cried Sergeant Peter. "Are you a soldier's boy?"

8. "No, I am my mother's boy, and she is all alone."

9. "O, I understand. Neither of you has any money, and you want to write for some so as to buy something to eat. Well, I shall be no poorer for the few lines and the sheet of paper. To whom do you wish to write?"

10. The boy turned red. It was not easy for him to say to a stranger just what he wanted, but he took courage, and answered, "I wish to write to the Blessed Virgin."

Language Lesson.

*Place the right words in place of the dots.*

He was a little fellow with thick, . . . . . hair. His . . . . . were worn at the knees, and his jacket was . . . . .

LESSON XLVII.

pāle	cheeks	brēathē	pīl'lōw
ēn'vŷ	rouse	plēn'tŷ	stārves
ēar'nest	jōk'ing	un-grāte'ful	

Little Joseph's Letter—(Continued).

1. Sergeant Peter laid down his pen, and looked up to see whether the boy was joking. But the honest face of the child told how much he was in earnest.

2. "What is your name, my boy?" asked Sergeant Peter.

3. "Mother calls me her little Joseph."

4. "Well, little Joseph, what do you want to say to the Blessed Virgin?"

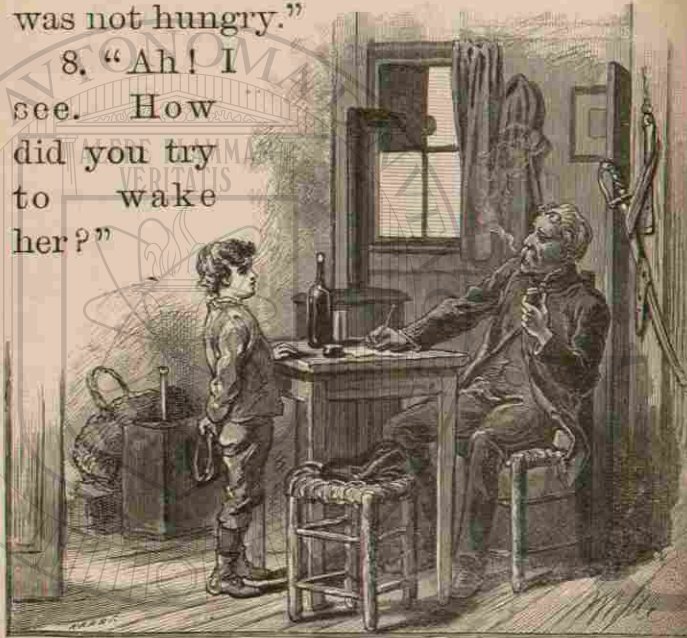
5. "I want to ask her to wake up my mother. She went to sleep yesterday, and I cannot rouse her."

6. Sergeant Peter felt tears coming to his eyes. He was afraid to understand little Joseph. "Why did you speak of something to eat, a moment ago?" he asked.

7. "Because we want something to eat. Before mother went to sleep, she

gave me the last bit of bread in the house. For the last two days she would not eat any herself; she said she was not hungry."

8. "Ah! I see. How did you try to wake her?"



9. "As I always do; I kissed her."

10. "Did she breathe when you kissed her?"

11. The boy looked up and asked, "Do not people always breathe?"

12. Sergeant Peter turned away to hide the tears that were rolling down his cheeks. "Was your mother warm when you kissed her?"

13. "No, she was cold! very cold! But it is always cold now in our room."

14. "Was your mother pale?"

15. "I do not know what that is; but she was beautiful, so beautiful! Her hands were crossed on her breast, and were very white. Her head was back on the pillow, and her eyes seemed looking into heaven."

16. "O, how ungrateful I am!" said Sergeant Peter. "I am in the best of health, with enough to eat and drink, and plenty of clothes to keep me warm, while this poor child's mother starves to death, and yet I envy the rich."

Language Lesson.

*Let the pupils tell in their own words what the old soldier and the boy said to each other.*

LESSON XLVIII.

fāil      bur'ied      a-dōpt'ed      de-liv'ered  
pī'ous      (bērrid)      post'man      con-tin'ued

Little Joseph's Letter—(Concluded).

1. Sergeant Peter drew little Joseph toward him, and said gently: "Little



man, your letter is written and delivered. Take me to your mother."

2. While he was getting ready, the old man continued to talk. "I had a mother," he said, "a long, long time ago. I can see her now as I saw her for the last time. 'Be honest, my son,' said she, 'and be good, and you will be happy.'"

3. "Well, I have been honest, and now I mean to be a good Christian. Where my dear old mother is, there I wish to go, and I shall take you with me, my little man."

4. Sergeant Peter saw that Joseph's mother was buried like a Christian. Then he took the little boy home with him and adopted him. Years after, when Joseph had grown to be a man, he became a great writer, and, what is better, he always wrote on the side of truth and right.

5. Sergeant Peter still lives. He is a happy old man and a pious Christian, and is very proud of his little Joseph. When he tells the story of little Joseph's letter, as he often does, he says, "I do

not know who the postman is, but I know that those letters are delivered without fail."

#### Language Lesson.

*Let the pupils tell the part of the story just given, in their own words.*

#### LESSON XLIX.

pīnə	fōlks	plūms	jīn'gling
bārə	glīdə	pāckəd	hēm'loək
prēs	wēāk	eāt'tlə	quīn'çes
blōws	eās'es	mēr'ry	thrāshəd
cōast	çī'der	çē'dar	pīnchəd

#### The Seasons—Autumn and Winter.

1. Autumn is the time of harvest. Then the wheat and rye are cut down and thrashed, and the grain is sent to the mill to be ground into flour.

2. The apples, pears, quinces, plums, grapes, and other fruits are packed and sent to market. Some of the grapes go to the wine press, and many of the apples go to the cider press.

3. The grass is cut and dried and made into hay with which to feed the cattle during winter.



4. The air is chilly and the days are shorter. The flowers fade, the leaves turn brown,

wither, and fall to the ground. The meadows are bare, and only the pine, the cedar, the hemlock, and a few other trees, remain green.

5. It is winter. The wind blows cold, the ponds are frozen over, and the ground is covered with snow.

6. Horses and cattle have left the fields, and are in warm barns. Folks who are out of doors wrap themselves in heavy clothes, and hurry on.

7. Sleighs filled with laughing people dash along to the tune of jingling bells.

Boys coast down hill on their sleds or glide over the ice on their skates.

8. In-doors there are hot fires, and merry games and pleasant books with which to pass the evening. All is joy.

9. But the poor often suffer much in winter. At times they have no fires, and not enough clothing to keep themselves warm. Food, too, is wanting, and weak women and little children are pinched with hunger and cold.

10. Let us think of the poor, and, for love of Him who for us became poor and was born in a stable, at Christmas, above all other time, do what we can to help them.

Language Lesson.

*Let the answers be in complete sentences.*

When is the time of harvest?

What are cut down in the harvest time?

What fruits are sent to market?

What are sent to the wine press? What to the cider press?

What trees remain green in autumn?

When are the ponds frozen over?

Who suffer during the winter?

What should we do for the poor?

*Let the pupils write five sentences, using the words at the head of the lesson, and then change these sentences to questions.*



## LESSON L.

side	spool	dāin'ty	twist'ed
knōt	trāck	nēat'er	stitch'es
chōse	eōt'ton	thim'ble	stēad'i-ly
chāir	nee'dle	clipped	un-wound'

## The Sewing Lesson.

1. The rain was falling steadily,  
The clouds hung thick and low,  
When mother said, "'Tis just the day  
For little Nell to sew."
2. So Nellie gladly brought her chair  
Close to her mother's side;  
And on her second finger she  
Her thimble put with pride.
3. She then unwound from off the spool,  
And broke, the cotton thread;  
And clipped the end and twisted it  
"To make it sharp," she said.
4. And next she chose a needle bright;  
But long she had to try  
Before the thread went in and through  
The needle's tiny eye.

5. Then Nellie had to make a knot  
(A little one, you know),  
And taking out her piece of work  
Began, at last, to sew.
6. And everywhere her needle went  
It left a track behind  
Of dainty stitches; neater ones  
It would be hard to find!
7. And when her mother said, "My dear,  
You've sewed enough to-day,"  
Then Nellie took her thimble off  
And put her work away.

## Language Lesson.

*Let the pupils make new sentences, using five of the words  
at the head of the lesson.*

## LESSON LI.

pōrt	a-rōse	aw'ful	Ma'u'rice
stōrm	chōose	lōnē'ly	En'gland
chāngē	vēs'sel	in-tēnd'	(īng'gland)
	bu's'i-ness	(bīz'nēs)	

## A Shipwreck.

1. it was pouring rain, and as the  
children could not go out-doors to play,

they stood by a window, looking into the street.

2. Grandfather, who was resting in his easy-chair, heard little Maurice say: "When I am a man, I intend to be a sailor."

3. "A sailor!" repeated grandfather. "I hope not, my child, I hope not. It is a very, very hard life. I know something about it, for I went to sea, many years ago."

4. "A story, a story!" cried the children, and they ran across the room, and gathered round the old man.

5. "When I was young," grandfather began, "I had to go to England on business for my father, and as there were not many steamers in those days, I went in a sailing vessel.

6. "We were at sea about a week, when a storm arose. The sky became dark, the wind blew, and the waves were higher than the sides of the vessel. It was awful to see nothing but sky and water, and no ship in sight, and no one near to help us.

7. "For hours the storm kept on,

and, at last, when the masts were gone and the ship was filled with water, we got into the small boats, and rowed off. For three days we sailed about on the



lonely sea, not knowing whether we would ever see land or home again; but, at last, we were picked up by a vessel and carried into port.

8. "God was very good to spare our lives, and I hope I shall never be in such danger again.

9. "Change your mind, my son," said



grandfather, as he patted Maurice on the head, "change your mind, and choose some other than a sailor's life."

## Language Lesson.

*Let the pupils look carefully at the picture on page 125, and then write sentences about it.*

## LESSON LII.

dūē	Hēn'ry	for-gōt'	whāt-ev'er
ā'ble	quēs'tion	for-ēv'er	surē (shūr)
tāsk	(kwēs'tyun)	rēe'ol-lēet'	pōst'ōf'fīçē

## The Hard Lesson.

1. "There!" said Henry, as he threw down his book, "I cannot learn this lesson, and I shall not try."

2. "What is that?" asked his father. "Not try! Then you may be sure you will not learn it."

3. "Well, it is too hard," continued Henry. "Besides, it is so long that I know I shall never be able to recollect half of it, no matter how much I try."

4. His father said nothing more just then, but waited to see what Henry would do. After awhile, the boy opened

his book, and turned to the lesson. Then he looked at it again, and, at last, put the book down.

5. "Henry, have you ever been to the post-office?" asked his father.

6. "Yes, sir," he answered, as if astonished at the question. "I have been there many a time. Why, I have been there for you."

7. "So you have, so you have," said his father. "May I ask whether you got there all at once?"

8. "No, of course not. I walked there."

9. "Step by step, did you not?" asked his father.

10. "Yes, sir," answered Henry.

11. "Step by step," continued his father. "That is the way everything is done; and if you study your lesson that way, you will find you can learn it."

12. "Just try it. Learn three or four lines at a time, then a few more, and, in a short time, you will know it all."

13. Henry saw his father was right, and so began again to study. In due

time he said, "Father, I know it. I know all my lesson."

14. "Good," said his father. "Never say you cannot do a thing till you try it."

15. Henry never forgot the lesson his father had taught him; and after that it would indeed be a hard task that would frighten him.

16. Whatever you may have to do,  
Do it, boys, with all your might;  
Let your prayers be strong and true,  
Prayer, boys, will keep you right.  
Pray in all things,  
Great and small things,  
Like an honest Christian man,  
And forever  
Now or never,  
Do your work as best you can.

Language Lesson.

*Let the answers be in complete sentences.*

What did Henry say as he threw down his book?  
Why did he say he could not learn his lesson?  
How did he go to the post-office?  
How did his father tell him to learn his lesson?

*Repeat, from memory, the verses at the end of the lesson.*

LESSON LIII.

ōx	brāg	bōōts	grünt'ed
fit	lārd	thiēvēs	bēl'lowēd
hām	Lēnt	trōt'ted	pud'dings

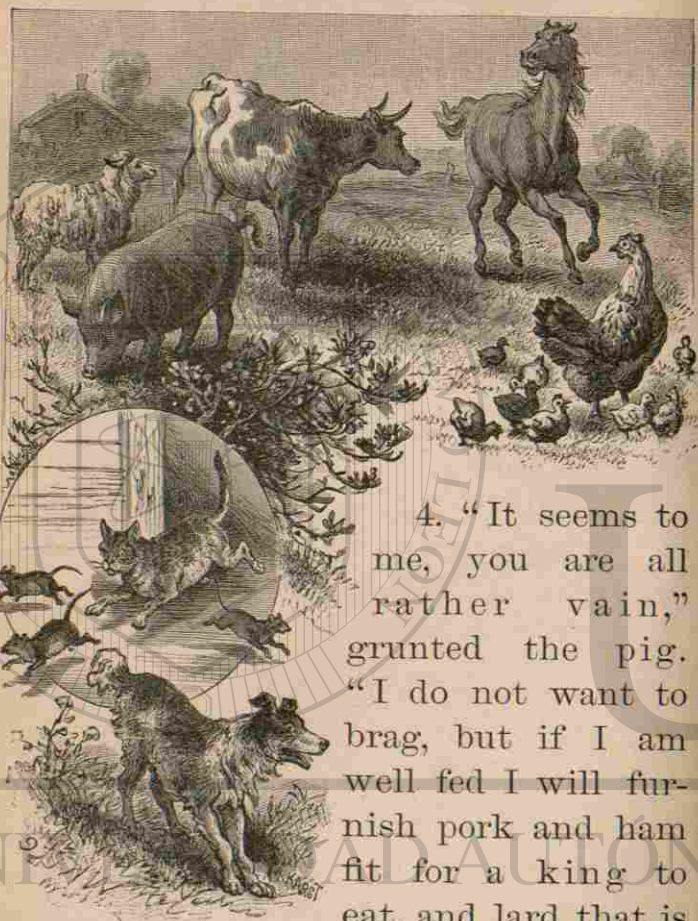
Animals and their Use.

1. "What would the world do without me?" asked the horse, as he trotted round the pasture lot. "I am the most useful of all animals. I carry man long distances on my back; I draw his carriage and drag his cart. True, the ox can do some of this work, but, for most of it, he is too slow."

2. "Moo!" bellowed the cow. "Not so fast! not so fast! You are of some use, I know, but I think I am still more useful. I give milk, and from milk butter and cheese are made. My flesh, too, can be eaten, and my hide makes strong leather for boots and shoes."

3. "Baa!" cried the sheep. "I am not as big as either of you, but the world would freeze without me. My wool makes the best and warmest clothing, and as for food, what meat is better than my flesh? My hide, too, makes very good leather."





4. "It seems to me, you are all rather vain," grunted the pig. "I do not want to brag, but if I am well fed I will furnish pork and ham fit for a king to eat, and lard that is almost as good as butter."

5. "Cluck! cluck!" said the hen, who was walking about with her chicks. "What about eggs? What would you do in Lent without eggs, and how would you make your puddings and cakes?"

6. "Mew! mew!" cried the cat. "Let me have a word! What would become of the cheese and cake and eggs, if I did not drive away the rats and mice?"

7. "I defend you all," barked the dog. "I fight for you, and keep off the thieves, who, but for me, would steal every thing."

8. Just then the farmer came out, and looking about him, said, "How many animals there are on this earth, each useful in its own way! How good God is to send them all to help man!"

Language Lesson.

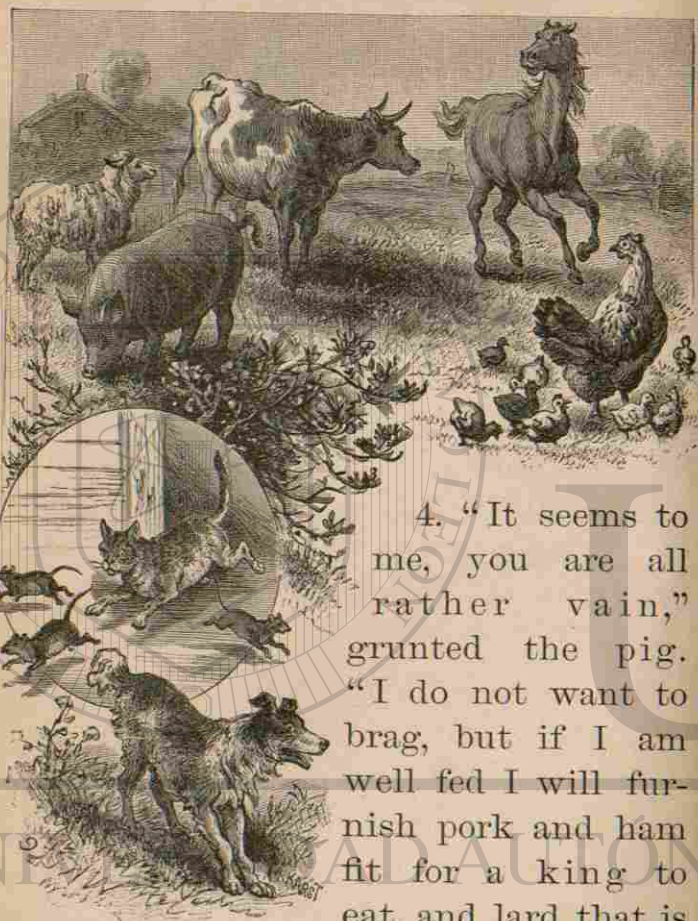
*Let the pupils write a story from the picture on p. 130.*

LESSON LIV.

săd	wolf	făm'i-lŷ	mĕd'i-cĭnĕ
town	wolves	mĭd'nĭght	ănx'ious
elōak	lăn'tern	prŏm'ised	(ănk'shus)
dăn'ger-ŭs	trŏub'lĕ-sŏmĕ		

A Mother's Love.

1. Many years ago there lived in the far West a farmer with his wife and their little boy.



4. "It seems to me, you are all rather vain," grunted the pig. "I do not want to brag, but if I am well fed I will furnish pork and ham fit for a king to eat, and lard that is almost as good as butter."

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Language Lesson.

*Let the pupils write a story from the picture on p. 130.*

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dăn'ger-ŭs	trŏub'lĕ-sŏmĕ		

A Mother's Love.

1. Many years ago there lived in the far West a farmer with his wife and their little boy.



2. It was a wild country, and the wolves, which were bold and troublesome, had lately killed a great many sheep. So, toward Christmas, the neighbors started out on a wolf-hunt. The farmer joined in this, and while he was away, his boy was taken sick.

3. In those days there were not many houses in that part of the country, and this little family lived some miles from town. So the mother sat alone beside her sick child, waiting for the medicine which her neighbor's son promised to bring from town.

4. It began to snow, and toward night the neighbor called to say that her son would not be home before morning.

5. This was sad news for the anxious mother, who believed that her child would not live without the medicine. For some minutes she did not speak, and then, turning to her neighbor, she said, "If you will stay with my boy till I get back, I will go for the medicine myself."

6. "You must not think of such a

thing," said the neighbor. "It is too dangerous; the woods are full of wolves, and you would never reach town."

7. All she could say was of no use, so, at last, she promised to remain with the child.

8. The fond mother was not long in getting ready. She knelt for a few minutes beside her boy, then rose, and with tears in her eyes kissed him. Putting on a long, warm cloak, and taking a lantern and an ax, she started out into the storm.

9. It was near midnight when the mother reached town, and so anxious was she to return to her sick child, that she could hardly wait till the medicine was prepared.

10. As soon as it was ready, she started back. Her heart was lighter now, and though her lantern had burned out, she was not afraid, for it had stopped snowing, and the moon was breaking through the clouds.

Language Lesson.

*Let the pupils write four questions, using six of the words at the head of the lesson.*

## LESSON LV.

băde bōd'ŷ re-pōrt' hūš'band  
 sāke fāngs a-wōke' bīnd'ing  
 howl fē'ver diŷ'mal whīs'tling  
 erēpt snārl with-in' (hwīs'sling)  
 up-lift'ed lēap'ing prōb'a-bly

## A Mother's Love—(Continued).

1. The good woman walked fast, and had nearly reached home, when she heard a long, dismal howl, and, looking ahead, saw something coming toward her.

2. "Father in heaven!" she cried, "save me for the sake of my boy." The thought of his danger made her brave, and she ran toward a tree, where she stood ready to fight for her life.

3. She had scarcely taken her place, when an old wolf and a young one came leaping by. The old one ran on, but the young one stopped, and poked its nose toward the frightened woman. As it did so, the ax crashed into its head, and, with a cry, it fell dead.

4. At the cry, the old wolf came

running back, and when it saw the dead body on the snow, gave a howl, and with a snarl turned toward the woman, who had again raised the ax.

5. Nearer and nearer crept the ter-



rible beast, its long, white fangs seeming ready to tear the woman to pieces; yet it feared to come within reach of the uplifted ax.

6. At last, it seated itself in front of her, as if to wait till her strength should give out.

7. How long they remained facing



each other, the woman could never tell. It was, probably, minutes only, but to her it seemed hours.

8. She felt she was growing weaker and weaker, and it seemed as though she was about to fall, when she heard the report of a gun. At the same moment, a bullet came whistling through the air, and the wolf ran off.

9. The next minute the poor woman fainted. When she opened her eyes, her husband was bending over her. Her first thought was not of herself, but of her child.

10. Handing the medicine to her husband, she said, "Take this to our boy; he may die if it be not in time to save him. I can go no further, but God will care for me."

11. "Do not speak to me of leaving you," said her husband. "We have not far to go, so keep up your courage and lean on me; we shall soon be home."

12. The noble woman did as her husband bade her, and with his help, she reached their home. There, she

found her boy sleeping quietly, and all signs of the fever gone.

13. When he awoke, with his cheeks cool and his eyes bright, she carried him to a picture of the Blessed Virgin. "Dear Mother," she said, "it was in your care I left my boy. You saved him from death and me from the wolves. To you, then, we give thanks. Bless my child."

#### Language Lesson.

*Let one part of the class write sentences, using the following words:*

wolf	crept	fever	husband
howl	body	awoke	whistling

*Then let the other part of the class change the sentences to questions.*

#### LESSON LVI.

end	sōwn	weight	yel'low
erōp	breezē	shōcks	ap-pēars®
e-rēet'	bēnds	stācks	elēaned
eāse	lāt'ter	stalks	shēaves
	nōd'ding		

#### Wheat.

1. A field of ripe wheat, with the

heads nodding in the breeze or the tall stalks bowing before a high wind, is a sight that always pleases the farmer.

2. Wheat grows from seed that is



sown in the ground, either in spring or in autumn. In the latter case, the seed remains in the field during the winter, and the crop is

harvested the following summer. Snow keeps the ground warm and is good for the wheat.

3. When wheat first comes up it looks like grass, but after a while a strong stalk appears above the green leaves, and out of the end of this grows a head of wheat.

4. When the stalk turns yellow, the grain, which was milky and light, becomes hard and heavy, and the head

of the wheat, which stood erect, bends by its own weight.

5. After the wheat is cut down, it is bound in bundles, called "sheaves," twelve, or more, of which are bunched together and called "shocks."

6. These bundles remain in the field till the straw is well dried, when they are put into the barn or into stacks.

7. Afterward, the wheat is thrashed till all the grain is beaten out of the heads; then this is cleaned, and sent to the mill, where it is ground into flour.

#### Language Lesson.

From what does wheat grow?

When is wheat sown?

How long does the seed sown in autumn remain in the field?

When is the crop harvested?

Is snow good for wheat?

How does wheat look when it first comes up?

What is done with wheat after it is cut down?

What are called "shocks"?

What is done with the grain after it is cleaned?

*Put the right words in place of the dots.*

After the ..... is cut down, it is bound in bundles, called ".....," twelve, or more, of which are ..... together and called "....."



## LESSON LVII.

gilt	sūng	stāt'ūē	al-rēad'y
hēm	dāi'ly	(stāt'yū)	Rō'sa-ry
wāx	grānd	eōr'ner	de-vō'tions
rūng	Ā'pril	Re-ģi'nā	ap-point'ed
	af-fē'tion-ate	eān'dle-stīcks	
	pre-tēnd'ed	bōard'ing-sehōol	

Margaret to her Brother Fred.

New York, May 8, 18—  
Dear Fred:—

I suppose you often have a grand time at your school, but had you been here a week ago you would say that our feasts are something to be proud of.

Sometime last April, the girls of our school raised

money for a statue of the Blessed Virgin, and three of us were sent to buy it.

There were so many pretty ones that we hardly knew which to choose, but at last took a pure white one with a narrow band of gold around the hem of the dress.

It was sent to the school on the last day of April, and when it was set up, the girls said it was a beauty.

We did not want Sister Regina to know about it till the last minute, but



*I think she found it out,  
somehow, though she pretended  
to be very much surprised*

*when she saw it.*

*We heaped red and white  
roses around the statue, till  
the top of the altar was  
covered. On the corners we  
placed large lilies, and  
at each side of the statue  
we stood gilt candlesticks,  
with wax candles in them.*

*It was all so pretty  
that we could hardly wait  
for morning to come.*

*The first of May was  
beautiful, and so warm that  
we had the windows open.  
Every girl was on hand*



early. We lighted the candles, and at half past eight Sister rung the bell for prayers.

First we said our morning prayers, then the Rosary, and afterward sung "Daily, daily, sing to Mary." O, Fred! it was lovely. It made me think of heaven.

We shall continue the May devotions all through the month, and Sister has appointed two of us to take care of the altar during that time.

I must say good-by, as my letter is already pretty long. Write soon, and let me know how you like boarding-school. All join me in sending love.

Your affectionate sister,  
Margaret.

Language Lesson.

Let the pupils write a letter to a brother or sister or some friend.

LESSON LVIII.

owe  
bent

bliss  
speed

mārch  
brim'ful

dār'ling  
tūm'ble

What a Child Has.

1. I have two eyes, both bright and clear,  
And they see things far off and near,

The bird, the tree, the flower so  
small,  
And the blue sky bent over all:  
God gave these two bright eyes to  
me,

And His are all things that I see.

2. Two ears have I upon my head,  
For me to hear what may be said;  
To hear my mother's words so mild,  
"Be good and gentle, darling child!"  
To hear my father say, "Come here,  
My child, for you to me are dear."

3. I have one mouth, as all may see,  
And well its use is known to me;  
For I can talk with it all day,  
And every thing I think can say;  
Can laugh, can sing, and morn and

even

Can pray to our dear Lord in heaven.

4. I have two hands both soft and white,  
This is the left, and this the right;  
Five little fingers are on each,  
With which to feel, to hold, to reach;  
And when I grow as tall as you,  
A deal of work they then will do.

5. I have two feet at my command,  
With which to walk, to run, to stand;  
And should I tumble down, why,  
then

I must with speed jump up again!  
But when I older grow and strong,  
Right boldly I shall march along.

6. One heart I have, and here it is!  
A little heart brimful of bliss;  
Father and mother it loves so well!  
With such great joy, I scarce can tell!  
This heart was given by God above,  
To whom we owe our life and love!

Language Lesson.

*Let the pupils repeat from memory the last six lines of  
the lesson.*

LESSON LIX.

lī'on	sīnçə	lēast	be-nēath'
snŭg	yārd	dōz'en	sup-pliēs'
rōost	grōwn	greed'y	ēx'cel-lent

The Hen.

1. "Cluck, cluck!" cries the little  
red hen, and her chicks run to her as if  
she called them by name.



2. A big yellow cat has just jumped into the yard, so the little hen spreads her wings, and her chicks gather under them, and feel safe.

3. And well they may, for the little hen, which used to be afraid of the least thing, would now face a lion. She has grown very brave since she has her chicks to look after.

4. She is a good mother. She scratches the ground, and if she finds a fat worm she does not eat it herself, but gives it to her chicks.

5. And how the greedy little things fight for it! Each wants the worm for itself, and they pull at it so that in the end none gets more than a very small piece.

6. The little hen and her chicks go to roost very early. As soon as it grows dark, they get ready for sleep; but they are up at day-break, and running about, picking up bugs and flies and worms.

7. The hen supplies us with eggs, which are excellent food. A good hen lays an egg nearly every day.

8. The clucking hen sat in her nest,  
That she had in the hay;  
And warm and snug beneath her  
breast,  
A dozen white eggs lay.

9. "Crack, crack," went all the eggs,  
Out came the chickens small;  
"Cluck," said the clucking hen,  
"Now I have you all."

10. "Come along, my little chicks,  
I will take a walk with you;"  
"Halloo!" cried the rooster proud,  
"Let me go with you, too!"

Language Lesson.

*Let the pupils write sentences about four animals named  
in the lesson.*

LESSON LX.

roots   peeps   mound   re-sēm'bles  
knōck   poi'son   būr'rōws   Prā'riē-dōg  
space   six'teen   grāy'ish   prīck'ly-peār

The Prairie-dog.

1. The Prairie-dog is not a dog at all, but takes its name from its cry,

which resembles a sharp bark. It is a pretty little creature, and is about sixteen inches in length. Its shape is round, and its fur is a grayish red.



2. The Prairie-dog lives under the ground in holes that are called burrows. These holes go down into the ground for five or six feet, and end in a large open space. Thousands of these burrows are dug close to one another, and often the ground is not safe for a horse to walk upon.

3. Near the mouth of each of these burrows is a little mound or heap of earth. On one of these sits a dog, and if any one comes near, it gives a sharp bark of alarm, and down it goes into its burrow.

4. As it goes down, its little feet knock together in a way that is very funny to see. No sooner are its feet out of sight, than its head peeps out again to learn what is going on. It is a pretty sight to see a number of these little creatures as they jump in and out of their burrows.

5. The Prairie-dog lives on grasses and roots and the prickly-pear, but it will eat almost any thing green. It does great harm to the crops, and the farmers often poison thousands of them.

6. When tame, the little creature will follow its master about like a dog, and make its home near by him.

Language Lesson.

*Write five sentences about the Prairie-dog.*

#### LESSON LXI.

melt	be-held'	pōs'si-blē	plūn'der
fōrth	gāined	eoun'cil	Ĝēr'mā-nŷ
pēace	ōr'chard	eon-sid'er	Hām'būrg
plāns	trāined	ĉit'i-zenŝ	eāpt'ured
be-siēged'	grāt'i-tūdē	sug-gēst'ed	

The Cherry Festival.

1. Once a year, Hamburg holds what



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Language Lesson.

*Write five sentences about the Prairie-dog.*

#### LESSON LXI.

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fōrth	gāinēd	eoun'cil	Ĝēr'ma-nŷ
pēace	ōr'chard	eon-sid'er	Hām'būrg
plāns	trāinēd	ĉit'i-zenŝ	eāpt'ured
be-siēged'	grāt'i-tūdē	sug-gēst'ed	

#### The Cherry Festival.

1. Once a year, Hamburg holds what

is called a Cherry Festival, and the children of the city march in procession through the streets, waving cherry branches covered with ripe fruit.

2. Hamburg is a city of Germany, and in the year 1432 was besieged by a great army. The citizens knew that if the enemy captured the city they would plunder and burn it and kill its people, and as it was not possible to hold out long against such a number of trained soldiers, a council of war was held to consider what should be done.

3. Many plans were talked over, and at length some one suggested that the little children of the city should be sent out in a body, hoping that the sight of the innocent little ones would melt the hearts of the soldiers, and lead them to spare the city.

4. Then all the children were gathered together, and were told to march out and meet the enemy.

5. The army, waiting outside, was surprised when they saw the city gate swing open, but still more surprised when they beheld the children, all in

pure white dresses, come forth. As the half-frightened little ones drew near the enemy's tents, the rough men thought of their own children at home, and their eyes began to fill with tears.

6. A cherry orchard was near, and throwing down their arms, the soldiers broke off branches of the trees, full of juicy fruit, with which they loaded the children, and sent them back to their parents with promises of peace.

7. That is why the Hamburg children have the Cherry Festival every year. The people turn out to look at them, and think with gratitude of the little ones who gained the sweet, bloodless battle, and saved the old city.

Language Lesson.

*Let the pupils repeat the lesson in their own words.*

LESSON LXII.

sōbs	bā'bŷ	trāmp	daugh'ter
Hail	dŷ'ing	wēa'rŷ	Virg'in'i-a
Rōs'ŷ	wid'ōw	Wēst'ern	de-tēr'minēd

Rosy.

1. Ellen White, a widow, had lived



eight or nine years in the mountains of Western Virginia, when she was taken sick with a fever. There was no doctor to tend her, and after some days, Ellen felt she was dying.

2. Calling her little daughter to her bedside, she said, "Listen to me, my child. I am going to leave you, but I hope we shall meet again in heaven. There will be no one to care for you and baby when I am gone, but, Rosy dear, I want you to stay with him always. Let no one take him from you, and never forget, dear, that you are Catholics. Pray for me, my child."

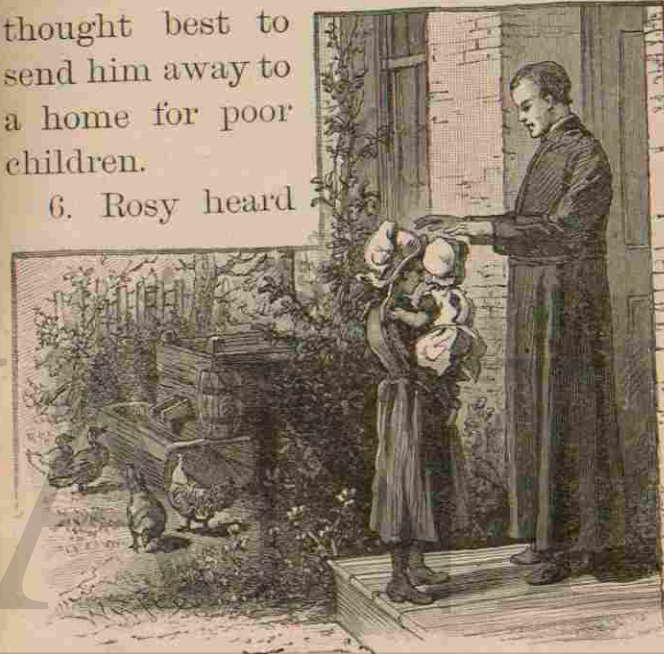
3. It took a long time for her to say these few words, and they were her last. When the neighbors came in, they found Rosy kneeling by the bedside, crying, and repeating over and over the "Our Father" and the "Hail Mary," and they told her, as gently as they could, that her mother was dead.

4. The neighbors were very kind. They buried Mrs. White the next day, and then began to talk about the children.

5. One woman offered to take Rosy,

and give her a home, because the little girl was handy and could help with the housework. As for the baby, it was thought best to send him away to a home for poor children.

6. Rosy heard



all that was said, and remembered what her mother had told her, that she was to stay with the baby, and let no one take him from her. She was not long in deciding what to do.

7. That night, when the neighbors were asleep, the brave little girl wrapped the baby in his mother's shawl, and taking him in her arms, started down

the mountain. She had often heard her mother speak of the priest who lived in the village, some miles away, and to him she was determined to go.

8. It was a lovely summer night, and Rosy walked through the woods without a thought of fear. When she felt tired she laid the baby down on the soft grass, and sat beside him till she was rested. Then she was up and off again.

9. It was a long and weary tramp, and Rosy was worn out when, in the evening of the following day, she reached the priest's house.

10. She felt safe now, and it was in a voice broken by sobs that she told her story. When she was done, the good priest laid his hand on her head, and said, "God bless you, my child; you have a brave and noble heart. You and the baby shall not be parted. I will see that you will have a home."

Language Lesson.

*Let the pupils write a story from the picture on page 155, and use the following words:*

daughter    baby    determined    weary

LESSON LXIII.

hall	chimes	merrily	vestments
ehoir	party	Monday	confirmed
(kwir)	proved	imagine	Pentecost
chapel	college	holiday	ceremony
bishop	banners	festival	delightful
afternoon		assistants	
procession		sub-deacon	

Fred to his Sister Margaret.

ST. JOSEPH'S COLLEGE,  
COLLEGETOWN, June 1, 18—.

Dear Margaret:—

1. I am very glad to learn by your letter of your May festival, but you must not suppose that you are the only ones who are enjoying yourselves.

2. You say your little altar made you think of heaven. Of what would you have thought had you been here last Monday!

3. Sunday, as you know, was Pentecost, and on Monday we had a visit from the Bishop. He was received with great ceremony, the boys standing in line on each side of the hall through



which he had to pass, while the chapel chimes rung out merrily.

4. Then there was a procession, with banners and lighted candles, to the chapel, where a number of boys were confirmed.

5. This was followed by a solemn high mass with deacon and sub-deacon and ten altar boys.

6. The altar was a mass of flowers, while the lights and the rich red vestments of the priest and his assistants made it still more beautiful.

7. Among the singers in the choir was a boy ten years old, who has a voice such as we might imagine an angel to have.

8. After mass came dinner, and the afternoon was a holiday.

9. As the weather was delightful, a party of us started out, with one of our teachers, for a long walk, and a long walk it proved to be, for we not only tramped three miles to the mountains, but climbed to their top.

10. It was a grand sight from there, for the air was so clear that we could

see for miles and miles over the country.

11. When we got back to the college, we were tired and hungry, and were all glad when bed-time came.

12. I hope to write a longer letter the next time, but the bell is ringing for study now, so I must close.

13. Give my love to father, mother, and sisters.

Your loving brother,

FRED.

Language Lesson.

*Let each of the pupils write a letter to a friend.*

LESSON LXIV.

rĭp	pouch	sĕt'tler	sĭn'gu-lar
fōē	măch	vĕnt'ūrē	fōrē'lĕg
gŭm	tĭm'id	point'ed	tă'per-ing
deer	sought	eol'um	văl'ŭ-a-ble
swan	(sawt)	in'stanç	swift'est
kăn'ga-rōō'	băl'anç-ing	Aus-tra'li-a	
	eol-lĕc'tions	sup-pōrt'ing	

Australian Sights.

1. The American who, for the first time, visits Australia will find much

to interest him. There are no thick forests there, such as are common to this country. The trees are scattered, as in a park, and the settler is saved the trouble of clearing the land to find pasture for his flocks.

2. But, though the trees do not grow close together, some of them are very tall, the gum-tree often reaching a height of two hundred feet. As about half its height is without branches, the tree somewhat resembles a tall column.

3. Many of the birds of Australia are very beautiful, and some would seem strange to us, as, for instance, the black swan; its feathers are of a deep black, while our swans are either white or gray.

4. The animal which will most attract the attention of the stranger is the kangaroo. It is a pretty creature, with a head something like that of a deer, with large, mild eyes. The fore-legs are short, while the hind ones are very long. Each fore-paw has five toes furnished with claws, but the hind paws have only four large toes, of which

one, on each paw, is armed with a long, strong claw or nail.

5. The hind-legs of the kangaroo are very powerful, and with them the animal takes wonderful leaps. The tail is long and tapering, and is of great use in balancing the animal in its leaps and in supporting its body when it sits erect.

6. The hind-legs of the kangaroo serve the purpose of the four legs in other animals, and with great speed carry the creature long distances: the swiftest dog being no match for it.

7. The most singular thing about the kangaroo is the pouch or sort of pocket in which the mother carries its young. It is a very funny sight to see an old kangaroo sitting up, and a little face peeping out of the pouch, looking around to see if it would be safe to venture out.

8. Though timid, the kangaroo, when cornered, is a dangerous enemy, for with one blow of the long pointed claw of its hind foot, it will rip open and kill the largest dog. Sometimes, too, when



near the water, the kangaroo will seize its foe in its fore-paws, and carrying it off, will hold it under the water till drowned.

9. The kangaroo is valuable, not only for the sake of its skin, but for its flesh, which is sought after by hunters both white and black. The kangaroo is easily tamed, and is often seen in museums and collections of strange animals.

Language Lesson.

Write seven sentences, using the following words:

Australia kangaroo supporting  
deer timid swiftest valuable

LESSON LXV.

lips	flung	hūm'blē	bāp'tiſm
vōtē	hārsh	sehōl'ar	gūārd'i-an
sōrts	Thīnē	Frān'cis	stūm'blēd
meek	re-çēs'	eōn'duet	a-shāmēd'
grew	ē'qual	dēl'i-eatē	rēv'er-ent-ly
elāss	sīlent	stāmped	niēk'nāmēd

"Stupid."

1. Little Francis was a delicate child, and up to the time that he was ten

years old he had studied so little that he could scarcely read. Then he went to school, and being so far behind much younger scholars, the boys made fun of him, and nicknamed him "Stupid." Francis went home crying. "I will never go to school again," he said; "those rude boys called me names, and made all sorts of fun of me."

2. "What did you do then, my dear?" asked his mother. "I stamped my feet, and once I flung my book at some of them. Then I tried to run away, but they followed, and cried 'Stupid! Stupid!' O, mamma, I cannot go again."

3. His mother put her arm around him, and drawing him to her, asked, "My dear, whose child were you made in baptism?"—"God's child," answered Francis, reverently.

4. "Then, God's child," said his mother, "go to school to-morrow, and do as you think the Child Jesus would have done when He was a little boy like you. All will be well. Do not forget that your guardian angel is with you."

5. The next morning, when Francis

started for school, his mother's words kept coming to his mind, and he asked himself: "What would the Child Jesus do?" He tried to imagine the holy Child with His companions. No angry look was on His face; no harsh words were on His lips. Francis felt ashamed of his own conduct, and he found himself saying, "Jesus, meek and humble of heart, make my heart like unto Thine."

6. Francis felt strong now. His angel was near; and as he entered the school-house, he seemed to see before him the holy Child, once just as old as he was now. The boys called out "Stupid! Stupid!" but Francis only smiled, and made no answer.

7. When he was called on to read, he stood up, and as he stumbled over the words, the boys laughed; but it sounded to Francis as if the laugh was far away and was not meant for him. His thoughts were less of the boys, the teacher, or the lessons, than of the holy Child whom he seemed to see standing near—silent, gentle, never angry.

8. When recess came, Francis sat

down beside a lame boy who was watching the games he could not take part in, and the two began to talk and were soon friends. After that they were always together, and by and by they were joined by some smaller boys who stopped to listen to the stories Francis told, till at last there was quite a party who were known as "the Stupid troop."

9. The "troop" grew to love the boy who was always so kind, always the peace-maker, who never took the best for himself, and was ever ready to give up his own will to that of others.

10. The older boys, too, learned to like him, and had it come to a vote, "Stupid" would have proved to be the favorite of the school. He had studied hard, and was now the equal of any boy in his class. He did not mind the old nickname now, for it came in a loving way and from the lips of friends.

#### Language Lesson.

*Put the right words in place of the dots.*

He had . . . . . hard, and was now the . . . . . of any boy in his class.



## LESSON LXVI.

trí'al      whōlē      glōom      shout'ed  
 blōom      oe-eûr'      spír'it      wēl'eomē  
                  trī'umph

## "Stupid"—(Continued).

1. One day, Francis did not come to school, and when the teacher asked where he was, a small boy held up his little hand, and said, "Francis is sick. He is so sick, he does not know anything. My mother was at his house all night."

2. A gloom fell on the school at this news; lessons were said without spirit, and when it was time to go home, a number of boys, big and little, started to Francis' house to inquire about him.

3. Just as they reached the house, Francis' mother opened the door to let in the air. The sight of so many boys astonished her. It did not occur to her why they had come.

4. While she stood looking at them, the oldest approached quietly, and asked almost in a whisper, "Please, ma'am, how is he?"

5. Still Francis' mother did not understand. "Who?" she asked. There was only one name came to the boy: the name by which the whole school knew Francis. The name he now loved, for reasons known to himself and to his angel.

6. "Stupid, ma'am," replied the boy. "His *troop* wanted to come and ask for him, when they heard he was sick, and the rest of us thought we would come, too. School does not seem like school when he is away." His mother knew how true this was, for home seemed different when he was not about.

7. It was many days before Francis could go out, and his mother often heard him speaking to his angel and to the holy Child as if he could see them near, watching over him.

8. One day, when the cherry trees were in bloom and the air was mild and warm, Francis walked into the school-room again. How the boys shouted when they saw him! But these were shouts of gladness as they gathered around to welcome him. "Thank you,

thank you," he said. "How can I repay you for being so good to me?"

9. *Good!* They were ashamed, and would have said so, but Francis slipped quietly back into his old place. They did not laugh at him now, nor could they, for not one could read as well as he; and his mother said he had the kindest of school-mates, and never tired of telling how good they were when her boy was sick.

10. It had been a short trial for the boy, but it was a long triumph. As a child, he lived with the holy Child as an unseen companion; as a man, he served Him as a priest at the altar.

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1 time 1 is 1	2 times 1 are 2	3 times 1 are 3
1 time 2 is 2	2 times 2 are 4	3 times 2 are 6
1 time 3 is 3	2 times 3 are 6	3 times 3 are 9
1 time 4 is 4	2 times 4 are 8	3 times 4 are 12
1 time 5 is 5	2 times 5 are 10	3 times 5 are 15
1 time 6 is 6	2 times 6 are 12	3 times 6 are 18
1 time 7 is 7	2 times 7 are 14	3 times 7 are 21
1 time 8 is 8	2 times 8 are 16	3 times 8 are 24
1 time 9 is 9	2 times 9 are 18	3 times 9 are 27
1 time 10 is 10	2 times 10 are 20	3 times 10 are 30
1 time 11 is 11	2 times 11 are 22	3 times 11 are 33
1 time 12 is 12	2 times 12 are 24	3 times 12 are 36
4 times 1 are 4	5 times 1 are 5	6 times 1 are 6
4 times 2 are 8	5 times 2 are 10	6 times 2 are 12
4 times 3 are 12	5 times 3 are 15	6 times 3 are 18
4 times 4 are 16	5 times 4 are 20	6 times 4 are 24
4 times 5 are 20	5 times 5 are 25	6 times 5 are 30
4 times 6 are 24	5 times 6 are 30	6 times 6 are 36
4 times 7 are 28	5 times 7 are 35	6 times 7 are 42
4 times 8 are 32	5 times 8 are 40	6 times 8 are 48
4 times 9 are 36	5 times 9 are 45	6 times 9 are 54
4 times 10 are 40	5 times 10 are 50	6 times 10 are 60
4 times 11 are 44	5 times 11 are 55	6 times 11 are 66
4 times 12 are 48	5 times 12 are 60	6 times 12 are 72
7 times 1 are 7	8 times 1 are 8	9 times 1 are 9
7 times 2 are 14	8 times 2 are 16	9 times 2 are 18
7 times 3 are 21	8 times 3 are 24	9 times 3 are 27
7 times 4 are 28	8 times 4 are 32	9 times 4 are 36
7 times 5 are 35	8 times 5 are 40	9 times 5 are 45
7 times 6 are 42	8 times 6 are 48	9 times 6 are 54
7 times 7 are 49	8 times 7 are 56	9 times 7 are 63
7 times 8 are 56	8 times 8 are 64	9 times 8 are 72
7 times 9 are 63	8 times 9 are 72	9 times 9 are 81
7 times 10 are 70	8 times 10 are 80	9 times 10 are 90
7 times 11 are 77	8 times 11 are 88	9 times 11 are 99
7 times 12 are 84	8 times 12 are 96	9 times 12 are 108
10 times 1 are 10	11 times 1 are 11	12 times 1 are 12
10 times 2 are 20	11 times 2 are 22	12 times 2 are 24
10 times 3 are 30	11 times 3 are 33	12 times 3 are 36
10 times 4 are 40	11 times 4 are 44	12 times 4 are 48
10 times 5 are 50	11 times 5 are 55	12 times 5 are 60
10 times 6 are 60	11 times 6 are 66	12 times 6 are 72
10 times 7 are 70	11 times 7 are 77	12 times 7 are 84
10 times 8 are 80	11 times 8 are 88	12 times 8 are 96
10 times 9 are 90	11 times 9 are 99	12 times 9 are 108
10 times 10 are 100	11 times 10 are 110	12 times 10 are 120
10 times 11 are 110	11 times 11 are 121	12 times 11 are 132
10 times 12 are 120	11 times 12 are 132	12 times 12 are 144

# DIVISION TABLE.

1 in 1 1 time	2 in 2 1 time	3 in 3 1 time
1 in 2 2 times	2 in 4 2 times	3 in 6 2 times
1 in 3 3 times	2 in 6 3 times	3 in 9 3 times
1 in 4 4 times	2 in 8 4 times	3 in 12 4 times
1 in 5 5 times	2 in 10 5 times	3 in 15 5 times
1 in 6 6 times	2 in 12 6 times	3 in 18 6 times
1 in 7 7 times	2 in 14 7 times	3 in 21 7 times
1 in 8 8 times	2 in 16 8 times	3 in 24 8 times
1 in 9 9 times	2 in 18 9 times	3 in 27 9 times
1 in 10 10 times	2 in 20 10 times	3 in 30 10 times
1 in 11 11 times	2 in 22 11 times	3 in 33 11 times
1 in 12 12 times	2 in 24 12 times	3 in 36 12 times
4 in 4 1 time	5 in 5 1 time	6 in 6 1 time
4 in 8 2 times	5 in 10 2 times	6 in 12 2 times
4 in 12 3 times	5 in 15 3 times	6 in 18 3 times
4 in 16 4 times	5 in 20 4 times	6 in 24 4 times
4 in 20 5 times	5 in 25 5 times	6 in 30 5 times
4 in 24 6 times	5 in 30 6 times	6 in 36 6 times
4 in 28 7 times	5 in 35 7 times	6 in 42 7 times
4 in 32 8 times	5 in 40 8 times	6 in 48 8 times
4 in 36 9 times	5 in 45 9 times	6 in 54 9 times
4 in 40 10 times	5 in 50 10 times	6 in 60 10 times
4 in 44 11 times	5 in 55 11 times	6 in 66 11 times
4 in 48 12 times	5 in 60 12 times	6 in 72 12 times
7 in 7 1 time	8 in 8 1 time	9 in 9 1 time
7 in 14 2 times	8 in 16 2 times	9 in 18 2 times
7 in 21 3 times	8 in 24 3 times	9 in 27 3 times
7 in 28 4 times	8 in 32 4 times	9 in 36 4 times
7 in 35 5 times	8 in 40 5 times	9 in 45 5 times
7 in 42 6 times	8 in 48 6 times	9 in 54 6 times
7 in 49 7 times	8 in 56 7 times	9 in 63 7 times
7 in 56 8 times	8 in 64 8 times	9 in 72 8 times
7 in 63 9 times	8 in 72 9 times	9 in 81 9 times
7 in 70 10 times	8 in 80 10 times	9 in 90 10 times
7 in 77 11 times	8 in 88 11 times	9 in 99 11 times
7 in 84 12 times	8 in 96 12 times	9 in 108 12 times
10 in 10 1 time	11 in 11 1 time	12 in 12 1 time
10 in 20 2 times	11 in 22 2 times	12 in 24 2 times
10 in 30 3 times	11 in 33 3 times	12 in 36 3 times
10 in 40 4 times	11 in 44 4 times	12 in 48 4 times
10 in 50 5 times	11 in 55 5 times	12 in 60 5 times
10 in 60 6 times	11 in 66 6 times	12 in 72 6 times
10 in 70 7 times	11 in 77 7 times	12 in 84 7 times
10 in 80 8 times	11 in 88 8 times	12 in 96 8 times
10 in 90 9 times	11 in 99 9 times	12 in 108 9 times
10 in 100 10 times	11 in 110 10 times	12 in 120 10 times
10 in 110 11 times	11 in 121 11 times	12 in 132 11 times
10 in 120 12 times	11 in 132 12 times	12 in 144 12 times



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