

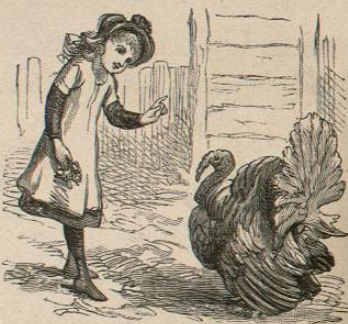
mouth, and cried, "Moo! moo!" and kept on eating.



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'y	lēt'ters	Ser'gēant
sheet	Vīr'gin	trou'sers	(sār'jēnt)
Pē'ter	a-mōng'	(trōwz'erz)	writ'ten
po-litē'l'y 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."

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.

pālē	cheeks	brēathē	pīl'lōw
ēn'vŷ	rouŷē	plēn'tŷ	stārves
ēar'nest	jōk'ing	un-grātē'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?"

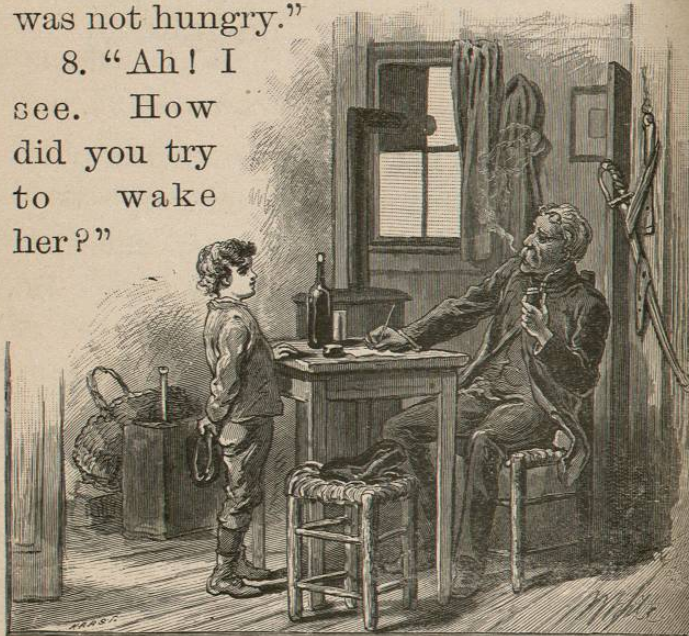
5. "I want to ask her to wake up my mother. She went to sleep yesterday, and I cannot rouse her."

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'er'ed
pī'ous	(bēr'rid)	pōst'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
bāre	glīdə	pāckəd	hēm'loək
prēs	wēək	ēāt'tlə	quīnç'es
blōws	ēās'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	stead'i-ly
chair	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	Mat'ricle
stōrm	chōse	lōnē'ly	En'gland
chānge	vēs'sel	in-tēnd'	(īng'gland)
bus'i-ness (biz'nes)			

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.

dūə	Hěn'rŷ	for-gōt'	whə́t-ev'er
ā'blə	quēs'tion	for-ěv'er	surə (shur)
tāsk	(kwěst'yun)	rēe'ol-lēet'	pōst'ōf'fīçə

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 LIIL.

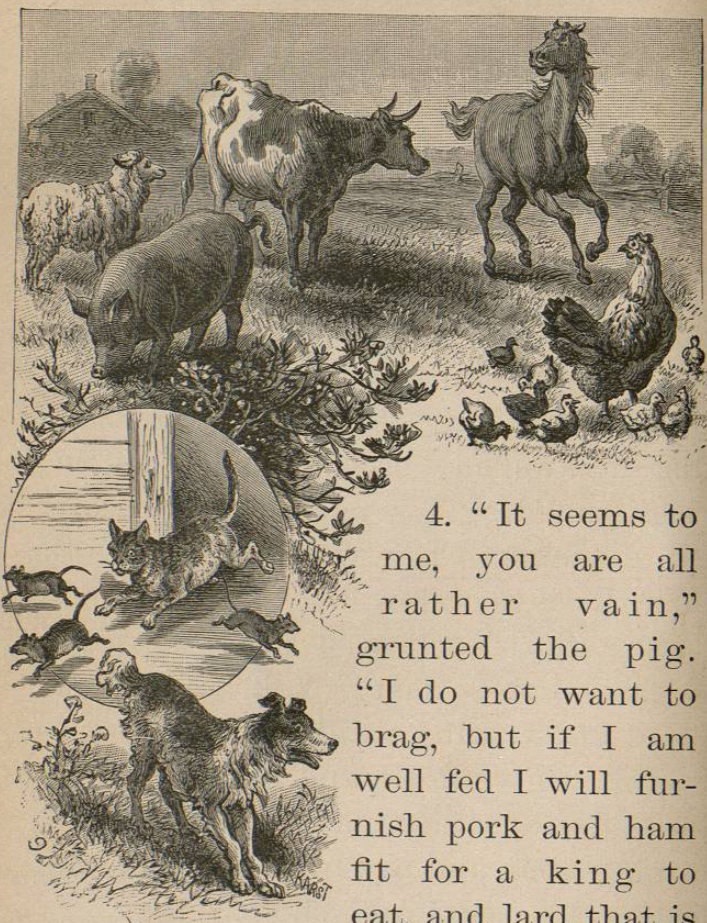
ōx	brāg	bōōts	grünt'ed
fit	lārd	thiēvēs	bēllōwēd
hām	Lēnt	trōt'ted	pud'dings

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-ċinĕ
town	wolves	mĭd'nĭght	ănx'ious
elōak	lăn'tern	prŏm'isĕd	(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.