

H I N T S
FOR THE
FORMATION OF
INFANT SCHOOLS,

WITH
AN ACCOUNT OF THE APPARATUS,

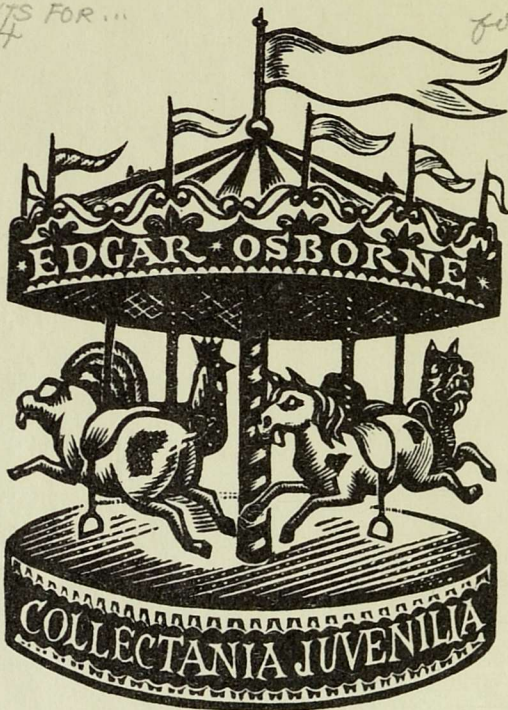
AND A SELECTION OF
HYMNS AND VERSES,

ADAPTED TO THESE SCHOOLS.

LONDON :
THOMAS BILBY, INFANT SCHOOL, CHELSEA,
THOMAS WEBB, LOWER SACKVILLE STREET, DUBLIN ;
AND
WILLIAM WHYTE AND CO. EDINBURGH ;
AND ALL RESPECTABLE BOOKSELLERS.

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FORMATION OF INFANT SCHOOLS.

THE beneficial results which have flowed from the establishment of Infant Schools, are now so apparent, and so universally acknowledged, that it seems unnecessary to adduce arguments in their favour; and as inquiries are frequently made for directions to aid in the formation of new ones, it appears very desirable to collect in a short compass such practical information as may enable benevolent individuals to organize and conduct a school.

Although it is desirable to procure teachers, whether male or female, who have been regularly trained in some well conducted school of the kind, yet it is by no means absolutely necessary. The success of the school depends almost entirely on the talents and disposition of the proposed teachers—if they be defective in these points, no training can qualify them—and if they are adapted to the business, and an opportunity of training them in some established school is not readily to be obtained, the following instructions, with the experience which they will gradually acquire, will in most instances, be sufficient, especially under the oversight of a judicious committee.

The first object of attention will be a suitable school-room; the second, the school apparatus, including books; the third, the choice of a mistress; and the fourth, the general arrangements, and order of employment in school time.

The School-Room.

The size of the school-room must of course be adapted to the number of children expected to attend. If for fifty

children, 25 feet by 18; if for a hundred, 40 feet by 22. With regard to the form, it is not very material, provided that it be of a regular figure, as a square, or oblong, the ceiling not less (if possible) than ten feet high. The room should be light and cheerful, having the means for ventilation, with a fire-place or stove sufficiently guarded. Adjoining this principal room, should be a second, for the purpose of employing the elder children in such of their lessons as cannot be carried on with the younger.

A play ground is a necessary appendage to an infant-school—it must be dry, and at least a part of it should be so contrived, as to afford a shade from the sun in hot weather.

School Apparatus.

Some of the forms should be moveable—the lowest of them six inches high, and the next size nine—the breadth about eight inches—one foot to be allowed for the seating of each child. Considerable advantage has been found from dividing the forms into compartments of about seven or eight feet each to prevent the children from crowding too much together. Some persons recommend the plan of a gallery at one end of the school-room, with seats raised one above another, where the elder children are placed to go through some of their exercises apart from the younger ones.

A little stage called a *Rostrum* is used to elevate one of the children to a sufficient height to act as a monitor to the rest. It is a sort of stand to be ascended by steps—the floor of it must be raised about two feet six inches—it should be eighteen inches square, and enclosed on three sides by a rail to prevent the child from falling. A desk must be provided for the teacher which should be placed at the end of the school where the class-room is: by this means he will be able to see the faces of all the children, and they can see his, which is very desirable, as they may then be governed by a motion of the hand.—The monitors should have stools to sit upon whilst their classes are at their seats in order to

attend to their pupils' behaviour. A desk should be placed in the class-room, for those children who can write on slates; this may be a stout deal plank, firmly supported, with the highest legs twenty-seven, the other twenty-five inches high. It should have a narrow ledge on the lower side about a quarter of an inch high, to prevent the slates from slipping. The form to accompany it should be eighteen inches high; a small table for placing work on, &c., some chairs and a clock, should also be provided.—

THE FOLLOWING IS A LIST OF THE ARTICLES
REQUISITE FOR AN INFANT SCHOOL :

A small hand bell—a book to register the names of the children—the letters of the alphabet in large and small characters—spelling lessons in which every combination of letters, however simple, has a definite meaning; these have been arranged by the British and Foreign School Society—A set of lessons with a great deal of easy reading, alphabets, figures, &c., published by William Darton and Son—Easy lessons selected from the Old and New Testament—Scripture texts in large characters—The points of the compass—A clock-face, and the hands which are at the bottom, should be cut out, stuck on pasteboard, and fastened on so as to move, that the children may learn to know what hour it is—A set of pictures calculated to furnish subjects for developing the faculties of the children, by suggesting questions on Scripture History, Natural History, Agriculture, Trades, Manufactures, &c.—These lessons should all be pasted upon thin wooden boards, or mounted upon cloth, and placed in turn against the walls of the school-room, or on stands—A pointer for each monitor—Slates, and slate pencils—An arithmetical frame, which is square, divided by twelve strong wires, each of which passes through twelve painted wooden balls, easily moveable from one end to the other. It is used, chiefly to explain more fully to the children the combinations of numbers, and may be adapted to numeration, addition, and subtraction. Some little blocks of wood with

letters and figures on them should be provided for the amusement and instruction of the younger children.*

PRINTS REQUIRED FOR AN INFANT SCHOOL.

Sixpence each, coloured.

- 1 Picture Alphabet, for the Use of Infant Schools, coloured
- 2 Twelve Prints of Trades
- 3 Natural History of Birds—Twelve subjects
- 4 ————— Quadrupeds ditto
- 5 Rustic Scenes ditto
- 6 Inhabitants of the World ditto

Twelve INFANT SCHOOL PICTURES and LESSONS ON FARMING; viz. Manuring, Sowing and Harrowing, Churning, Haymaking, Hop Gathering, Grinding at the Mill, Ploughing, Milking, Mowing, Reaping, Threshing, Felling Trees; a Complete Series, in a printed envelope, 9s. coloured.

The TEN COMMANDMENTS in Large Letters, and Illustrated by PICTURES, the complete series, in a printed envelope, 6s.

SUPERIOR PRINTS REQUIRED FOR AN INFANT SCHOOL.

1s. each, coloured.

- 1 African Costumes
- 2 American Costumes
- 3 Asiatic Costumes
- 4 Cabinet of Birds
- 5 Cabinet of British and Foreign Animals; comprising forty-two Representations of Quadrupeds
- 6 Children's Pictures to Amuse and Instruct
- 7 Common Things necessary to be Known at an Early Age; or engraved Representations of some Things connected with Everyday Scenes
- 8 Eighty Birds and Beasts
- 9 European Costumes
- 10 History of Joseph and his Brethren
- 11 ————— Prince Lee Boo

* Ruled books carefully prepared for the purpose, called *Infant School Admission Books*, may be had of William Darton and Son, Holborn Hill.

- 12 Life of Christ, with descriptions
- 13 Life of Moses, with descriptions
- 14 Natural History of Birds
- 15 _____; comprising 42 engraved Objects of Animals
- 16 _____ of Fishes
- 17 _____ of Quadrapeds
- 18 Pictures from English History, from William the Conqueror to William the Fourth, in Twenty-four Subjects, with descriptions
- 19 Pictures for Young Tarry-at-home Travellers
- 20 Sixteen Cuts for Children
- 21 The Blacksmith's Shop; representing most of the Instruments used in that business
- 22 The British Sovereigns, from William the Conqueror to William the Fourth; designed to assist in Teaching the Elements of English History and Chronology
- 23 The Farm Yard
- 24 The Harvest Home
- 25 Trades and Professions
- 26 Geometry for Infant Schools and Nurseries.

REQUIRED FOR AN INFANT SCHOOL.

A Series of Large Sheet Prints, Illustrative of the Scripture History of the Old and New Testaments.

Each 1s. Plain, and 2s. coloured.

THE FOLLOWING ARE THE SUBJECTS.

- 1 The finding of Moses by Pharaoh's Daughter
- 2 Moses lifting up the Brazen Serpent
- 3 Sampson killing a Lion
- 4 David slaying Goliath
- 5 The Wise Men's Offering
- 6 Christ blessing Little Children
- 7 The Miraculous Draught of Fishes
- 8 The Raising of Lazarus
- 9 The Crucifixion
- 10 Peter and John healing the Sick in the Temple
- 11 The Death of Ananias
- 12 Elymas the Sorcerer struck with Blindness
- 13 Paul and Barnabas at Lystra
- 14 Paul preaching at Athens

A SMALLER SERIES OF PRINTS ILLUSTRATIVE OF THE
SCRIPTURE HISTORY OF THE OLD AND NEW TESTA-
MENTS.

REQUIRED FOR AN INFANT SCHOOL.

The following 20 coloured Prints and Descriptions illustrating the Old Testament, and each mounted on cloth, for 21s. are the subjects of this series.

- 1 Noah and his Family enter the Ark
- 2 The Building of Babel
- 3 Abraham offering his Son Isaac
- 4 Joseph cast into a Pit by his Brethren
- 5 Joseph bought by the Ishmaelites
- 6 Joseph advanced by Pharaoh
- 7 Joseph's Brethren bring him Presents
- 8 Joseph maketh himself known to his Brethren
- 9 Joseph presenteth his Father before Pharaoh
- 10 Moses discovered by the Daughter of Pharaoh
- 11 Moses lifting up the Serpent in the Wilderness
- 12 Balaam and his Ass
- 13 Joshua commands the Sun to stand still
- 14 Sampson killeth a Lion
- 15 Sampson carrieth away the Gates of Gaza
- 16 Samuel and Eli
- 17 David slayeth Goliath
- 18 The Queen of Sheba visits Solomon
- 19 Elijah fed by Ravens
- 20 Daniel in the Lions' Den.

The following 20 consist of the New Testament, each coloured and mounted on cloth, for 21s.

- 1 The Star in the East
- 2 Joseph and Mary flee into Egypt
- 3 John preaching in the Wilderness
- 4 The Offering in the Temple
- 5 Christ disputing with the Doctors
- 6 Christ discourseth with the Woman of Samaria
- 7 Christ feedeth Five Thousand
- 8 Christ walketh on the Sea
- 9 Christ blesseth little Children
- 10 Blind Bartimeus restored to sight

- 11 The Miraculous Draught of Fishes
- 12 Christ raiseth the Widow's Son
- 13 Christ healeth one Sick of the Palsy
- 14 The Good Samaritan
- 15 The Prodigal Son
- 16 Christ cureth on the Sabbath
- 17 Christ raiseth Lazarus from the Tomb
- 18 Christ instituteth the Holy Supper
- 19 Christ crowned with Thorns
- 20 The Crucifixion.

The Books more especially recommended for the use of the teacher, are these:—

- Scripture Lessons for Schools on the British System of Mutual Instruction
- Pinnock's Scripture Catechism for the use of Teachers
- Ditto. Catechism of Geography
- Blair's English Mother's Catechism
- Blair's Preceptor
- Aids to Devotion
- Book of Trades
- Lessons on Objects
- Infant Teacher's Assistant
- Abbot's Young Christian
- Little Philosopher
- Footsteps to Natural History
- Hints on the improvement of Day Schools
- A Friendly Address to Village School Mistresses (Tract.)
- Watts' "Divine Songs"
- Gilbert's Hymns for Infant Schools
- Taylor's Hymns
- The Child's Guide to Knowledge
- Mother's Assistant, or Questions on Arithmetic.

The above works may be had of Harvey and Darton, Gracechurch-street; Todd, Kildare-place, Dublin; W. Whyte and Co., George-street, Edinburgh; and W. Darton and Son, Holborn-hill, London. The latter has an excellent assortment of Pictures, Lessons, &c., adapted to the use of Infant Schools.

Choice of a Teacher.

The success of the school, as has been already observed,

depends almost entirely upon the talents, disposition, and prudent conduct of the teacher. A due sense of the importance of religion, kindness, and firmness, energy of character, with a cheerful active disposition, patience, habits of cleanliness, and a love of order are especially desirable. No one is to be chosen, merely because it would be convenient to provide a settlement for the individual, but the interest of the school is to be the sole object in view. If the number of children exceed forty, an assistant will be required.

General Arrangements, and Order of Employment in School time.

In the arrangement of the children it may be well to divide the boys from the girls, and place one party on one side of the room, the other on the other side; the larger children may be placed at one end of the room, and the smaller at the other end. In beginning to train a school, the first object should be to endeavour to gain the children's attention, then to produce silence; to obtain which, they may be told that the ticking of the clock should be heard—make them watchful of your motions—come into school quietly, and pay great attention to quietness in moving all the school apparatus. The teacher should instruct them to perform different actions altogether, such as getting up—sitting down—right hands up, left, &c., &c., then to speak altogether one word at a time, either counting or the alphabet, before they proceed to repeat verses.

MORNING.

9 o'Clock, Children assemble and go to their seats.

15 m. p.9, School opens with the teacher directing their attention to feelings of gratitude, love, and praise; a hymn may then be sung, or the Lord's Prayer repeated, and a small portion of Scripture read, within the reach of their capacities: they should afterwards be questioned, in order to ascertain whether they have been sufficiently attentive, and have understood what they have heard. These questions must be so simple that the children may answer them clearly, and if none of them can recollect the passage to which the question refers,

it is to be read over again. Upon these occasions, the great duties of life should be inculcated in the language of Scripture, and for this purpose, the Scripture Lessons recommended, will be found peculiarly helpful. Some of the commandments should be particularly dwelt upon, as those that relate to honouring their parents, keeping the Sabbath day holy, swearing, stealing, lying, covetousness, selfishness, and murder. The dreadful consequences of not subduing their passions, should be pointed out, and the teacher should make it a principal object to repress every appearance of evil propensities, and to encourage the development of kind and amiable feelings. They should be taught to repeat the Lord's Prayer, and the Ten Commandments correctly, and with becoming seriousness; and they may sometimes learn suitable portions of Scripture. These exercises may last about half an hour; perfect stillness should be preserved for a minute or two, and at

- 45 m. p. 9, The bell should be rung gently, and the children separated into classes to read and spell. Those in the alphabet to form the first class, those who spell in two letters the second, and the other classes to be formed of those in different degrees of proficiency. Five classes will be sufficient, but as a monitor should be placed over every seven or eight children, the classes must be divided into drafts, distinguished by first class No. 1, first class No. 2, &c. They should be exercised in their classes till
- 15 m. p. 10, When the younger children go out to play, under the notice of an assistant, or a steady monitor, and the elder ones may be employed either in writing on slates, or reading with the teacher, who should carefully instruct the monitors in their duties.
- 45 m. p. 10, The whole school may re-assemble, the names of the children be called over, and the register marked. One of the children is to mount the rostrum, and give out, under the direction of the teacher, such exercises as has been selected for the day: the alphabet, multiplication and some other tables, with words to spell and an explanation of their meaning, should obtain daily attention. Tables in rhyme, and little pieces of poetry calculated to inspire devotional feelings, instil just and humane sentiments, or convey information, may be frequently brought forward. A specimen of these will be found in the Second Part of this work. A little natural history and geography, with information on various subjects, such as the contrast of words, the rising and setting of the sun, the points of the compass, figures on the clock, the names of different substances, and if manufactured, from what, &c. &c., may be

introduced in succession. The teacher should impress the subjects upon the minds of the children by asking them such questions as they ought to be able to answer, if they had given proper attention to what they had heard, and thus the great object of education, to fix the attention, and induce a habit of reflecting upon what is brought before them, may be powerfully promoted. The children should not be suffered to stand too long, but may vary their position, and as muscular exertion is essential to the health of infants, many of the lessons should be accompanied by the action of the arms and legs: for example, the attitude for "expansion," "contraction," "height," and "depth;" "The Sheep," "On Agriculture," "Come here, my dear boy," &c.; and in play time, all the children may occasionally be exercised in marching. Hymns, Infant Rhymes, &c., are to be sung, or repeated, according to the direction of the teacher, and as all the subjects cannot be got through in one school time, they should be brought forward in succession, as opportunity offers. One morning in the week should be more peculiarly set apart for religious instruction. Care should be taken that the children do not get into the habit of making too much noise at their lessons, as they are often in danger of raising their voices very high, and thus spoiling the harmony that should always be preserved.

50 m. p. 11, They may sing a hymn, and at
12 o'Clock, The school may be dismissed.

AFTERNOON.

2 o'Clock, Children assemble.

15 m. p. 2, The teacher may sing a hymn, all the children who can, uniting in it—the elder children may then withdraw to the class room, under the care of the teacher, and be employed in works of industry, such as plaiting straw, knitting, or the girls in needle work, for about half an hour, while the younger children, under the care of the assistant, are going through some of their exercises or playing. At

20 m. p. 3, The whole school unite and read and spell in classes, till

45 m. p. 3, When instruction is to be conveyed through the medium of conversation on Scripture, and other subjects mentioned in the order of occupation for the morning. At

45 m. p. 4, An account of the absentees should be taken, after which a hymn is to be sung, which should be succeeded by a suitable pause; and at

5 o'Clock, The school may be dismissed.

RULES OF THE SCHOOL.

- 1st. Children are admitted between the ages of eighteen months, and six years, and should be transferred to other schools at the age of seven.
- 2nd. They are to be sent in the morning by 9 o'clock, and be taken away at 12; to be brought again at 2 in the afternoon, and stay till 5 o'clock in summer, and 4 in winter; but they may remain for the whole day, if their dinner is sent with them.
- 3rd. The weekly pay for each child, must be made in advance, on the first day of its attendance in the week, unless the privilege of a subscriber be obtained.
- 4th. The children are to come cleanly washed, their hair cut short and combed, and their clothes tidy.
- 5th. If a child be absent without previous notice, a satisfactory reason must be given to the teacher.
- 6th. The last day of the week is a holiday, (or a half-holiday.)
- 7th. In order to preserve the health of the children, no child can be received from any family, in which there are measles, hooping cough, diseased head, or any other infectious complaint.

OBSERVATIONS ADDRESSED TO TEACHERS.

As the minds of the children will necessarily be formed, and modelled, upon your own, self-government, as regards your own temper and passions, is an indispensable duty; in all things study to set before the children an example worthy of imitation. "Your lips must be the organs of affection and truth to them. Give free and cheerful scope to your better feelings, in such a manner as to fix the attention of the children on them; you will be called especially to the cultivation of the following dispositions, amongst others, in yourself,—patience, affection, cheerfulness, quickness of observation, simplicity of mind, and manner, a love of order and cleanliness, and above all, a

“lively personal influence from the gracious principles, and obligations of our holy religion.”

Be sure that you understand perfectly all that you attempt to teach; “you may cover a great deal of ignorance under hard terms, but you will never convey instruction to the minds of infants, if you do not use words which they clearly understand.”*—*Advice, &c. by William Wilson, B.D.*

Keep the children as much as possible under your command by a look, and be assured it is a certain sign of insubordination if the bell be rung without being attended to.

Do not devote too much of your attention to any particular class, or stand long with your back to any.

Judicious punishment is a very important duty, and requires particular attention.

Never correct a child in anger.

Never break a promise.

Never deprive a child of any thing without returning it again.

No punishment which inflicts bodily pain must be employed: solitary confinement, in extreme cases of obstinacy, stealing or lying, will generally be found sufficient—for slighter faults, place the child apart with a pinafore over its face, or prohibit it from playing; when the punishment has had its effect, give a little kind advice.

In cases of quarrelling with each other, great care is necessary to investigate, that the injured party may not suffer unjustly; and on these occasions endeavours should be used to remove every rancorous feeling, and promote reconciliation.

Never make children promise that in future they will behave better, or they will never do so again; it may lead

* A very clever work, entitled the Teacher, has recently been published by W. Darton & Son, which is almost an indispensable requisite for a teacher. It is a book that will materially assist him in forming his plans, and the perusal of it will save him much future trouble.—*Editor.*

them to tell untruths, and let no opportunity escape when the slightest disposition to falsehood is detected, of impressing upon their minds the necessity of telling the simple truth on all occasions, let the consequence be what it may. Always train them to think it of great importance to attend to your directions, never urge them to good behaviour to please any particular lady or gentleman; they ought to endeavour to act right from a sense of duty, and to avoid doing wrong from a dread of the fault, not the fear of any individual. Never allow yourselves to favour one child beyond another; it will introduce envy. They should naturally look to you as the most important person to regulate their conduct in school time, and by treating them with firmness and kindness, you will obtain an influence over them without teaching them deceit, which severity is very apt to do.

Take a general survey of the children as often as you can, and let the idlers know they do not pass unobserved.

Improve yourselves by reading out of school, that you may be prepared to give verbal instruction when required.

The habit of watchfulness and self-examination which you will acquire by earnestly endeavouring to qualify yourselves, for examples to others, may, in the end, prove an incalculable blessing to yourselves.

APPLICATION OF THE PLAN TO IRELAND.

The manner of living of the poor in Ireland, differing from that in England, renders some variation from the foregoing instructions relative to the hours of attendance at school, and the order of occupation, necessary. A sketch of the plan pursued at a large Infant School in Dublin, is therefore subjoined: but although it may be noticed that considerable allowance is made in it for the irregular habits of the neighbourhood, arising in great measure from the poverty and depressed state of the inhabitants, yet it is very desirable to endeavour gradually to lead the parents of the

children, into a better and more orderly course of life, and thus prepare the way to enforce greater punctuality.

“The time appointed for the school to open is ten o’clock, but the children are permitted to assemble earlier if more convenient. It has been found so difficult to collect them regularly, that the committee thought it most desirable not to read the opening lesson till eleven, as it appeared to them very important to have a pretty full school at that time.

10 o’Clock, Elder girls who come in time, go to needlework on entering, while the younger children are employed as the mistress thinks best.

55 m. p. 10, They are all seated in a square.

11 o’Clock, School opens with the teacher reading a small portion of Scripture; she then questions them on what they have heard, and instructs them in their various duties. A hymn is given out from the rostrum, which they rise and sing, after which they sit down, while she takes an account of the names.

35 m. p. 11, The elder classes march to their different lesson-stands under the general inspection of the teacher: the very little children are divided, and the mistress takes about half of them to instruct in their alphabet, counting, little verses, &c.; the other half are sent out to play under the care of the servant.*

12 o’Clock, The upper classes march to forms placed in rows opposite a table, where the teacher is engaged for about an hour in communicating instruction on various subjects. The four first rules of arithmetic are taught in succession from little blocks of wood with figures on them, set up before the children, who are exercised in spelling with card alphabets, the letters being placed in a flat piece of wood about half a yard long with a groove in it, deep enough to hold them.

Simple geography and many other things mentioned in the foregoing order of occupation are also taught. During this time the second teacher sends her little pupils out to play, and brings in the children who had been under the care of the servant, to receive their portion of instruction.

1 o’Clock, They all march several times round the school-room, keeping time to the little verses which they sing, and are then arranged in the square, where they repeat the tables and some of their verses with action. At

* This school being very large, and many of the children requiring a good deal of attention, it was found necessary to have a third person, in the capacity of a servant.

- 30 m. p. 1, They receive their bread, which is placed on forms before them, and a verse of thanksgiving repeated before and after they take it.
- 2 o'Clock, The monitors and a few of the elder children go up to a class room with the second teacher, who instructs them in reading, spelling, writing on slates, &c., while the younger ones go out to play inspected by the head teacher or the servant. At
- 30 m. p. 2, They all re-assemble, the afternoon hymn is sung, after which the elder girls go to needlework and the other children are employed as the teacher thinks best, till the school disperses, which is from
- 3 o'Clock, Till half past four, according to the convenience of the parents.

It is thought that marching, and lessons with exercise, is sufficient relaxation for the elder children without any specified time for play."

END OF FIRST PART.

PART II.

THE ALPHABET.

Arranged for Singing.

A B C D E F G H

I J K L M N

O P Q R S T U V

W X Y Z

A E I O U Y are vowels,

The rest are consonants,

And no word can be spelt without

A E I O U Y.

PENCE TABLE.

Twenty pence are one and eight pence,
Some men toil all day to earn ;
Thirty pence are two and six pence,
Pray remember what you learn.

Forty pence are three and fourpence,
Just the sixth part of a pound ;
Fifty pence are four and two pence,
Seldom with the idle found.

Sixty pence contain five shillings,
 Four such sums a sovereign make ;
 Seventy pence are five and ten pence,
 Reck'ning right, prevents mistakes.

Eighty pence are six and eight pence,
 Thrice this sum will make a pound ;
 Ninety pence are seven and sixpence,
 Three half crowns, this will be found.

A hundred pence are eight and four pence,
 Children this in mind should bear,
 And by learning well, endeavour,
 To reward their teachers' care.

MULTIPLICATION.

Three threes are nine, three fours are twelve,
 Three fives are fifteen sure,
 And three times six are just eighteen,
 Which wants two of a score.

And three times seven are twenty-one,
 Three eights are twenty four,
 And three times nine are twenty seven,
 Indeed it is no more.

Three tens are thirty, three elevens
 Will make just thirty three,
 And three times twelve are thirty six,
 As you may often see.

We'll now proceed to four times four,
 Which will be found sixteen ;
 Four fives are twenty, this you learn
 With balls, red, blue, and green.

Four sixes twenty four will prove,
 Which must be kept in view ;
 And four times seven are twenty-eight,
 Four eights are thirty two.

Four nines in thirty six are found,
 Four tens are just two score ;
 And four elevens added up,
 Will make but forty four.

And four times twelve are forty eight,
 Which brings us to a close ;
 For five, six, seven, eight, nine, ten times
 May now be learned in prose.

TIME, OR CHRONOLOGY.

Sixty seconds make a minute,
 Time enough to tie my shoe ;
 Sixty minutes make an hour,
 Shall it pass, and nought to do ?

Twenty-four hours will make a day,
 Too much time to spend in sleep ;
 Too much time to spend in play,
 For sev'n days will end the week.

Fifty and two such weeks will put,
 Near an end to every year ;
 Days three hundred sixty-five,
 Are the whole that it can share.

Except in leap year, when one day,
 Added is to gain lost time ;
 May it not be spent in play,
 Neither any evil crime.

Our time is short we often say :
 Let us then improve it well ;
 That eternally we may,
 Live where happy angels dwell.

MARCHING RHYME.

Come little children march away,
 And let us all be blithe and gay,
 And whether we're at work or play,
 Attentive be and gentle.

And surely we will all attend,
 We know our mistress is our friend,
 And does her best assistance lend,
 To make us all good humoured.

Come now and take our places,
 Whilst with smiling faces,
 We will keep our hands behind,
 And all our lessons try to mind.

ANOTHER.

What do you come to school for ?
 To learn to read and spell,
 What are your pretty hymns for ?
 Our grateful thanks to tell.

What are the balls and frame for ?
 Our counting right to show,
 And what are your pretty maps for ?
 That geography we may know.

What do your pretty pictures show ?
 The form of beasts and birds :
 Their history underneath we know,
 Is told in easy words.

What are the wooden blocks for ?
 To learn our alphabet :
 And what are your lesson parts for ?
 Our spelling tasks to get.

What do you march in school for ?
 To give us exercise.
 And what are all your lessons for ?
 To make us good and wise.

ANOTHER.

O how pretty it is to see,
 Little children all agree,
 And try to keep the step with me,
 While they are exercising.

Right foot, left foot, hands behind,
 Be unto each other kind,
 Always bear this rule in mind,
 When we're exercising.

Now clap your hands, and stamp your feet,
 Good humour makes our lessons sweet,
 And when we've done we'll take our seat,
 After our exercising.

THE HORSE.

Come, children, let us now discourse,
 About the pretty noble horse :
 And then you soon will plainly see,
 How very useful he must be.

He draws the coach so fine and smart,
 And likewise drags the loaded cart ;
 Along the road, or up the hill,
 Though there his task is harder still.

Upon his back men ride with ease,
 He carries them just where they please ;
 And though it should be many a mile,
 He gets there in a little while.

With saddle on his back they sit,
 And manage him with reins and bit ;
 The whip and spur they use also,
 When they would have him faster go.

And be the weather cold or hot,
 As they may wish, he'll walk or trot ;
 Or if to make more haste they need,
 Will gallop with the greatest speed.

When dead his shining skin they use,
 As leather for our boots and shoes ;
 Alive or dead, then, thus we see,
 How useful still the horse must be.

MOTHER'S MAGAZINE, 1. 36.

THE BABY'S SONG.

First.

Here's my Right Side ;	Here's my Left Side.
Here's my Right Knee ;	Here's my Left Knee.
Here's my Right Arm ;	Here's my Left Arm.
Here's my Right Ear ;	Here's my Left Ear.
This is my Mouth with which I Eat ;	
This is my Mouth with which I Eat.	

Second.

Here's my Right Foot ;	Here's my Left Foot.
Here's my Right Cheek ;	Here's my Left Cheek.
Here's my Right Leg ;	Here's my Left Leg.
Here's my Right Hand ;	Here's my Left Hand.
These are my Shoes upon my feet ;	
These are my Shoes upon my Feet.	

These Lessons will be found a pleasing change for the younger children, and for whom they are principally intended.

THE COW.

1.

Come, children, listen to me now,
And you shall hear about the cow ;
We'll tell her use, alive or dead,
Whether she's black, or white, or red.

2.

When milk-maids milk her morn and night,
She gives them milk so fresh and white ;
And this we little children think,
Is very nice for us to drink.

3.

The curdled milk they press and squeeze,
And so they make it into cheese ;
The cream they skim, and shake in churns,
And then it soon to butter turns.

4.

And when she's killed, her flesh is good,
For beef is very wholesome food ;
And though in health it makes us strong,
To eat too much we know is wrong.

5.

Then lime and bark the tanner takes,
And of her skin he leather makes ;
And this we know they mostly use,
To make soles for our boots and shoes.

6.

The hair that grows upon her back,
Is taken, whether white or black,
And mix'd with mortar, short or long,
To make it very firm and strong.

7.

Her hoofs with care make glue quite good,
 For carpenters to join their wood;
 Her gall is good for washing clean,
 Cloth that is black, or blue, or green.

8.

And last of all if cut with care,
 Her horns make combs to comb our hair;
 And so we learn, thanks to our teachers,
 That cows are useful pretty creatures.

Questions on the above.

Where does milk come from? What is it good for?
 How is cheese made? How is butter made? What is the
 flesh of the cow good for? What is it called? Is her
 skin of any use? What is done with it? What is her
 hair good for? What are her hoofs used for? What is
 her gall good to wash? What is made of her horns?

THE DONKEY.

1.

Poor donkey's ears are long,
 His pace is rather slow,
 And naughty boys oft do him wrong
 And give him many a blow.

2.

He has not like, the prancing horse,
 A shining coat and mane;
 His skin is hard, his hair is coarse
 His look is dull and plain.

The dog will sit and beg for bread,
 And be most glad when he is fed ;
 And so should we for wisdom pray,
 As well as bread, from day to day.

T. BILBY.

DIRTY JEM.

There was one little Jem,
 'Twas reported of him,
 And 'twill be to his lasting disgrace ;
 That he never was seen
 With his hands at all clean,
 Nor ever yet wash'd was his face.

His friends were much hurt,
 To see so much dirt,
 And often they made him quite clean ;
 But all was in vain,
 He was dirty again,
 And never was fit to be seen.

When to wash he was sent,
 He unwillingly went,
 With water he'd splash himself o'er ;
 But he seldom was seen
 To have wash'd himself clean,
 And often look'd worse than before.

The idle and bad,
 Like this little lad,
 May be dirty and black, to be sure ;
 But good boys are seen
 To be decent and clean,
 Although they are ever so poor.

THE CAT.

I like little pussy, her coat is so warm,
 And if I dont hurt her, she'll do me no harm;
 So I'll not pull her tail, nor drive her away,
 But pussy and I very gently will play,
 She shall sit by my side, and I'll give her some food,
 And she'll love me because I am gentle and good.

THE LITTLE FLY.

'Twas God that made that little fly,
 And if I pinch it, it will die;
 For teacher tells me, God has said,
 I must not hurt what He has made;

For He is very kind and good,
 Gives even little flies their food;
 And He loves every little child,
 Who is kind hearted, meek, and mild.

FIVE SENSES.

All human beings must, (with birds and beasts,)
 To be complete, five senses have at least,
 The sense of hearing's to the ear confined:
 The eye for seeing was, and is designed.

The nose to smell an odour sweet or ill,
 The tongue to taste what will the stomach fill.
 The sense of feeling, is in every part,
 While life gives motion to a beating heart.

THE SENSE OF SEEING.

The Lord is good, who gave to me
 The Sense of Sight, for I can See;
 I stand and look, and see you all,
 Likewise the Texts, upon the Wall:

I See my Hands, I See my Feet,
 I See my Food, before I eat ;
 I See the Wall, I See the Door,
 I See the Glass, I See the Floor ;
 I See the Key, I See the Lock,
 I See the String, I See the Clock ;
 I See the Stool, I See the Chair,
 My Master and my Mistress there ;
 When I go out, I See the Sky,
 The Cocks and Hens, and Birds that fly ;
 I See the House, I See the Street,
 I See the Fruit, so nice and sweet ;
 I See the Grass, I See the Tree,
 I See the Flower, I See the Bee ;
 I See the Horse, I See the Cow,
 I See the Dog, I See the Sow ;
 I See the Colours all around,
 Above my Head, and on the Ground ;
 I See the Sun, I See the Light,
 Oh, praise the Lord, who gave me Sight.

T. BILBY.

KINDNESS TO HORSES AND DONKEYS.

How very sad it is sometimes to meet,
 Those naughty men and boys, about the street,
 Who strike their horses, and their donkies too,
 And call them wicked names, to make them go.

Poor patient animals ! how mute they stand
 And let me pat them with my little hand ;
 I could not bear to hurt or use them ill,
 And when I am a man, I never will.

For they can feel as well as we, you know,
 And therefore we should never treat them so ;
 Because I should not like myself to be
 Half-starved, and kick'd, and lash'd so cruelly.

Then useful horses carry heavy loads,
 And draw the carts of stones to mend the roads ;
 Therefore I'm sure it must be very wrong,
 To hurt them, after working all day long.

But people should be always kind and good,
 And give them plenty of good wholesome food,
 And keep them in a nice warm shed or stall,
 And scarcely whip the poor dumb things at all.

The patient Ox his owner knows,
 The Ass his master's stall,
 But Man, who every blessing owes
 To God—forgets them all !

ABOUT THROWING STONES.

Would you learn, my little children,
 To be very good and kind ;
 What I tell you, pray remember ;
 What I teach you, always mind.

In your play, be very careful,
 Not to give another pain ;
 If rude children tease or hurt you,
 Never do the same again.

If a stone was thrown against you,
 And should hit your head or eye,
 Don't you know t'would hurt you sadly ?
 Don't you think t'would make you cry ?

Never throw a stone or brick then,
 Though you see no creature near ;
 'Tis a dangerous naughty practice,
 Which my little ones should fear.

Never do like those bad children,
 Who are often in the street,
 Throwing stones at dogs or horses,
 Or at any thing they meet.

God will love the child that's gentle,
 And that tries to do no wrong ;
 Think of this, my dearest children,
 Even though you are so young.

Question the children on the above, and endeavour strongly to impress upon their minds, the various evils, resulting from throwing stones.

TO BE REPEATED WITH ACTION.

Come here, my dear boy, look at baby's two hands,
 And his two little feet, upon which baby stands.
 Two thumbs and eight fingers together make ten ;
 Five toes on each foot, the same number again.
 Two arms and two shoulders, two elbows, two wrists,
 Now bend up your knuckles, make two little fists.
 Two legs and two ancles, two knees and two hips,
 His fingers and toes have all nails on their tips.
 With his hands and his feet he can run, jump, and crawl ;
 He can dance, walk, or caper, or play with his ball.
 Take your hoop, or your cart, and have a good race,
 And that will soon give you a fine rosy face.
 Oh ! what would my boy do without his two hands,
 And his two little feet upon which baby stands !
 They're the gift of kind Heaven for you to enjoy,
 Then be thankful to Heaven, my dear little boy.

MECHANICAL LESSONS.

This is the way they strike a light, they
 strike a light, they strike a light ;
 This is the way they strike a light with flint
 and steel, and tinder.

This is the way we wash our face, &c., to
 come to school in the morning.

This is the way we show our hands, &c.,
 whether they are clean or dirty.

It is a shame to come to school, &c., with
dirty hands or faces.

Clean children like to come to school, &c.,
but not with dirty faces.

This is the way the sawyers work, &c., to cut
the wood in pieces.

This is the way they cut the stones, &c., to
fit them for the building.

This is the way we tie our shoes, &c., always
when they want it.

This is the way we milk the cow, &c., to
get our milk for breakfast.

This is the way they mow the grass, &c., to
make the hay for the horses.

ON AGRICULTURE.

This is the way we spread manure,
When lands are much in need ;
This is the way we plough the ground,
Before we sow the seed.

This is the way we sow the seed,
Which every child should know ;
This is the way we harrow the ground,
And cover the seed to grow.

This is the way we scare the crows,
That come to pick the seed ;
This is the way we hoe the ground,
To clear out ev'ry weed.

This is the way we reap the corn,
When harvest time is come ;
This is the way we bind the corn
In sheaves to carry home.

This is the way we thrash the corn,
 On winter's coldest day;
 This is the way we fan the corn,
 To blow the chaff away.

This is the way we grind the corn,
 Into fine flour so sweet;
 This is the way we knead the dough,
 And so make bread to eat.

T. BILBY.

SOWING THE CORN.

This is the way we sow the corn,
 We sow the corn, we sow the corn,
 This is the way we sow the corn,
 November and December.

This is the way we reap the corn,
 We reap the corn, we reap the corn;
 This is the way we reap the corn,
 In the month of August.

This is the way we thrash the corn,
 We thrash the corn, we thrash the corn;
 This is the way we thrash the corn,
 Ready to send to the mill.

This is the way the mill goes round,
 The mill goes round, the mill goes round;
 This is the way the mill goes round,
 When it's grinding the flour.

THE HAPPY FAMILY.

Oh! tis a pleasant sight to see,
 A poor but honest family,
 United in the bonds of love,
 Seeking the wisdom from above;

Their steps to guide, their labours bless ;
 To comfort them in each distress,
 And make them taste true happiness.
 And still as ev'ning shades retire,
 To see them gather round the fire,
 Happy and pleas'd again to meet,
 The little ones, their sisters greet,
 When all day parted doubly sweet.
 Their humble dwelling neat and clean,
 Shows where the industrious hand has been.
 Daily employ'd with busy care,
 For children with their mother share,
 The labour which keeps order there.
 Sanded the floor, the window bright,
 Clean is the hearth, the table white ;
 No clothes unfolded strew the bed
 But neat patch'd quilt in order spread ;
 The Bible neatly covered o'er,
 With Pilgrim's Progress, and a store
 Of useful books, which point to youth
 The paths of virtue and of truth.
 All prove a source of pure delight,
 And gladden many a winter's night.
 Their day's work done, before they rest,
 Some child belov'd who reads the best,
 The Bible takes, the rest draw near,
 Well-pleas'd those heav'nly truths to hear,
 Which fill their hearts with love,
 And make their parents dear.

EMPLOYMENT.

INVITATION.

Who'll come and play with me ?
 My sisters have left me alone ;
 Sweet little sparrow come hither to me,
 And play with me while they are gone.

ANSWER.

O, no little lady, I can't come indeed,
 I have no time to idle away ;
 I've got all my dear little children to feed,
 They have not had a morsel to day.

INVITATION.

Pretty bee do not buzz away over the wall,
 But come and play with me do ?
 The sparrow won't come and play with me at all,
 But say pretty bee will not you ?

ANSWER.

No, dear little lady, for do you not see,
 Those must work who would prosper and thrive ;
 If I play they will call me a sad idle bee,
 And perhaps turn me out of the hive.

INVITATION.

Stop ! stop ! little ant, do not run off so fast,
 Wait with me a little and play.
 I hope I shall find a companion at last,
 You are not so busy as they.

ANSWER.

Indeed, little lady, I can't stay with you,
 We are not made to play but to labour ;
 I always have something or other to do,
 If not for myself, for a neighbour.

What then—they have all some employment I see,
 Whilst I loiter here like a dunce,
 O then like the Ant, the Sparrow, and Bee,
 I'll go to my lessons at once.

Time my moments steals away
 First the hour and then the day ;
 Small the daily loss appears,
 But it soon amounts to years.

AGAINST IDLENESS.

1. SOME think it a hardship to work for their bread,
 Although for our good it was meant ;
 But those who don't work have no right to be fed ;
 And the idle are never content.
2. An honest employment brings pleasure and gain,
 And makes us our troubles forget ;
 For those who work hard have no time to complain,
 And 'tis better to labour than fret.
3. And if we had riches they could not procure
 A happy and peaceable mind ;
 Rich people have troubles as well as the poor,
 Although of a different kind.
4. It signifies not what our stations have been,
 Nor whether we're little or great ;
 For happiness lies in the temper within,
 And not in the outward estate.
5. We only need labour as hard as we can,
 For all that our bodies may need ;
 Still doing our duty to God and to man,
 And we shall be happy indeed.

J. AND A. TAYLOR.

HOME AND SCHOOL.

Though our homes be so sweet, and our parents so dear,
 There's a place from whose doors we wish not to rove ;
 Where teachers affectionate, kind, and sincere,
 Awaken our feelings to goodness and love.

If at home we should always be anxious to stay,
 Our parents beloved would not work for our food ;
 And if in the streets with bad boys we should play,
 We never could learn to be happy and good.

Then while our dear parents are tender and kind,
 And our teachers still point us to wisdom's abode ;
 Our home and our school ever present in mind,
 Shall point us to virtue and lead us to God.

ON ATTENTION AT SCHOOL, AND OBEDIENCE TO TEACHERS.

We must mind what our masters and mistress shall say,
 And be quiet in school-time, and gentle in play ;
 We will look at our letters and say them quite well,
 And then our kind mistress will teach us to spell.
 And when we can spell very perfect indeed,
 Perhaps our good master will teach us to read ;
 We then shall be able to read to our mother,
 And afterwards teach little sister and brother.
 We'll read in the Bible and learn to be good ;
 And thank the great God for our clothes and our food.
 And we will not forget that to Him we must pray,
 To keep us from hurt both by night and by day ;
 But to please Him we always must try to do right,
 We must not be cross, nor naughty, nor fight ;
 But we'll be good children, or we shall not grow,
 To be good men and women we very well know.

UPON PAYING PROPER ATTENTION AT SCHOOL.

Dear children, have you ever thought,
 That you will come to school in vain,
 Unless you think of what you're taught,
 And *try* instruction to obtain ?

The meaning must be understood,
Of every lesson that you say ;
Else it will do you little good,
Although repeated every day.

Read all your words distinct and slow,
That you may think of what they mean ;
And pay attention as you go,
To make the proper stops between.

Allow no idle thought or look ;
Let no disturbing sound be heard ;
And when you read God's holy book,
Be sure you mind it every word.

His holy will is written there ;
For our instruction, 'tis designed ;
Then surely we should never dare,
To read it with a thoughtless mind.

A. GILBERT.

BROTHERLY LOVE.

The God of heaven is pleased to see,
That little children all agree ;
And will not slight the praise they bring,
When loving children join to sing.

For love and kindness please Him more,
Than if we gave Him all our store ;
And children here who dwell in love,
Are like His happy ones above.

The gentle child that tries to please,
That hates to quarrel, fret, and tease,
And would not say an angry word—
That child is pleasing to the Lord.

O God! forgive, whenever we
 Forget thy will, and disagree;
 And grant that each of us may find,
 The sweet delight of being kind.

HYMNS FOR INFANT MINDS.

DUTY TO OUR NEIGHBOURS.

To do to others as I would
 That they should do to me,
 Will make me honest, kind and good,
 As children ought to be.

We never need behave amiss,
 Nor feel uncertain long:
 As we can always tell by this,
 If things are right or wrong.

I know I should not steal, or use,
 The smallest thing I see,
 Which I should never like to lose,
 If it belong'd to me.

And this plain rule forbids me quite
 To strike an angry blow;
 Because I should not think it right,
 If others serv'd me so.

But any kindness they may need,
 I'll do, whate'er it be—
 As I am very glad indeed
 When they are kind to me.

Whether I am at home, at school,
 Or walking out abroad,
 I never should forget this rule
 Of Jesus Christ the Lord.

A. AND J. TAYL

ON LOVE.

1.

Little children, love each other,
 Is the blessed Saviour's rule ;
 Every little one is brother
 To his play-fellows at school.
 We're all children of one Father,—
 The great God who reigns above :
 Shall we quarrel ? No ; much rather
 Would we be like Him,—all love.

2.

He has placed us here together,
 That we may be good and kind ;
 He is ever watching whether
 We are one in heart and mind.
 Which is stronger than the other,
 He must be the weak one's friend,
 Who's more playthings than his brother,
 He'll delight to give and lend.

SONG I.

Oh ! how pretty 'tis to see
 Little children all agree !
 Try to take the step with me,
 Marching to the gallery.

Left foot—right foot—hands behind,
 Be unto each other kind ;
 Love should always be the rule,
 When at home, or at the school.

Oh ! how pretty 'tis to see
 Little children all agree,
 While they sing their A. B. C. ;
 Sitting in the gallery.

Now you're in the gallery,
 Put your playthings all away ;
 Fold your arms, and look at me,
 And attend to what I say.

SONG II.

See the pretty humming bee,
 Peeping into ev'ry flower ;
 Busy, active little creature,
 Working, toiling, every hour.

'Tis the bee that makes the honey,
 That we eat upon our bread ;
 Sucking out the sweetest juices,
 As she flies from bed to bed.

In the dew-bespangled meadow,
 See the pretty lambkins play ;
 With their curly milk-white fleeces,
 How they sport about so gay.

See, the maid is milking Colley,
 How she wags about her tail ;
 Not a moment standing quiet,
 I think she'll overset the pail.

Hark, how merry Robert's whistling,
 Following Smiler to the plough ;
 Little Chloe running after,
 Joins the chorus—bow, wow, wow !

SONG III.

Very little things are we ;
 Oh, how mild we all should be !
 Never quarrel, never fight,
 This would be a shocking sight ;

And would break a happy rule
Of our much-lov'd Infants' School.

Just like little pretty lambs,
Softly skipping by their dams ;
We'll be gentle all the day,
Love to learn as well as play ;
And attend to every rule
Of our much-lov'd Infants' School.

In the winter, when 'tis mild,
We may run, but not be wild ;
But in summer we must walk,
And improve the time by talk ;
Then we shall come, nice and cool,
To our much-lov'd Infants' School.

AGAINST LYING.

O 'tis a lovely thing for youth,
To walk betimes in wisdom's way,
To fear a lie, to speak the truth,
That we may trust to all they say !

But liars we can never trust,
Though they may speak the thing that's true ;
And he that does one fault at first,
And lies to hide it, makes it two.

Have we not known, nor heard, nor read,
How God abhors deceit and wrong ?
How Ananias was struck dead,
Caught with a lie upon his tongue ?

So did his wife Sapphira die,
When she came in and grew so bold
As to confirm that wicked lie,
That just before, her husband told.

The Lord delights in them that speak
 The words of truth ; but every liar
 Must have his portion in the lake,
 That burns with brimstone and with fire.

Then let me always watch my lips,
 Lest I be struck with death and hell ;
 Since God a book of reckoning keeps
 For every lie that children tell.

WATTS.

THE THIEF.

Why should I deprive my neighbour,
 Of his goods against his will ?
 Hands were made for honest labour,
 Not to plunder or to steal.

'Tis a foolish self-deceiving,
 By such tricks to hope for gain :
 All that's ever got by thieving,
 Turns to sorrow, shame, and pain.

Oft we see the young beginner,
 Practise little pilfering ways,
 Till grown up a hardened sinner,
 Then the gallows ends his days.

Theft will not be always hidden,
 Though we fancy none can spy,
 When we take a thing forbidden,
 God beholds it with his eye.

WATTS.

AN EVENING HYMN.

1.

Lord we have passed another day,
 And come to thank thee for thy care ;
 Forgive our faults in work or play,
 And listen to our evening pray'r.

2.

Look down in pity and forgive,
 Whate'er we've said or done amiss,
 And help us, every day we live,
 To serve thee better than in this.

3.

Now condescend, Almighty King !
 To bless this little Infant School,
 And kindly listen while we sing
 Our very pleasant evening rule.

4.

Brothers and sisters, hand in hand,
 And let our lips together move ;
 Then smile upon this little band,
 And join our hearts in mutual love.

1.

Thy throne, O God, in righteousness
 For ever shall endure,
 We bow before it ; deign to bless
 The children of the poor ;

2.

Thy wisdom fix'd our lowly birth,
 Yet we thy goodness share ;
 Still make us while we dwell on earth,
 The children of thy care.

3.

Thou art our Shepherd, glorious God !
 Thy little flock behold ;
 And guide us by thy staff and rod,
 The children of thy fold.

ON REPENTANCE.

Since Jesus Christ was sent,
 To save us from our sin,
 And kindly teach us to repent,
 We should at once begin.

'Tis not enough to *say*
 " We're sorry and repent,"
 Yet still go on from day to day,
 In sin with our consent.

Repentance is to leave
 The sins we loved before,
 And show that we in earnest grieve,
 By doing so no more.

Lord make us thus sincere,
 To watch as well as pray ;
 However small, however dear,
 Take all our sins away.

THE RAINBOW.

Beauteous Bow, so broad, so high
 An arch of glory in the sky.
 Seven bands of colours bright,
 Face the sun the source of light ;
 The first and highest *red* appears,
 An *orange* hue, the second wears ;
 The third like *yellow* gold is seen,
 And then the fourth a *vivid green* ;
Blue the fifth shines out below,
 And next the sixth, deep *indigo* ;
 The seventh, and last, and lowest yet,
 Is the lovely *violet*.
 Learned men the effect explain,
 By sunbeams on the drops of rain,

In consequence of nature's laws,
 Proceeding from the Almighty Cause :
 But thou hast higher glories, Bow !
 Than thy colours charming glow ;
 The Bible shows how power divine,
 Chose thee for a covenant sign.
 When all mankind in early time,
 Became depraved and full of crime,
 Excepting Noah's house alone
 Who fear'd the Lord, the Holy One.
 Good Noah warned that wicked race,
 But preach'd in vain of righteousness :
 In vain he told them that the Lord
 So much their sinful ways abhorr'd,
 That he would quick destruction bring,
 By water on each living thing.
 They saw him, at the Lord's command,
 Prepare the ark upon dry land ;
 A mighty vessel — made to save
 His household from a wat'ry grave :
 And animals of every kind,
 Did there a safe asylum find,
 And now the Lord enclosed them all,
 And caused a heavy rain to fall—
 The fountains of the deep to rise,
 And meet the waters from the skies :
 When all that lived upon dry ground
 Were in the mighty deluge drown'd.
 The waters then, at God's command,
 Retired, and brought the ark to land.
 Thus Noah and all that did embark
 With him in the capacious ark,
 By Power Almighty safety found,
 When all mankind beside were drowned.
 Lest men should fear, by future rain,
 The Deluge might return again,

The Lord was pleased to give a sign,
 Which on the clouds should brightly shine,
 That he would never more employ
 The floods, his creatures to destroy.—
 Then thou hast higher glories, Bow!
 Than thy colours charming glow;
 Since thou a Covenant shalt prove,
 Of mercy and Almighty Love.

A print representing the Rainbow, coloured, for the use of
 the school-room, is published by W. Darton & Son.

THE TEN COMMANDMENTS.

Have thou no other gods but me;
 Before no idol bow thy knee;
 Take not the name of God in vain;
 Nor dare the Sabbath-day profane;
 Give both thy parents honour due;
 Take heed that thou no murder do;
 Abstain from words and deeds unclean;
 Nor steal, though thou art poor and mean.
 Bear not false witness against others,
 Nor covet aught that is a brother's.
 With all thy soul love God above;
 And as thyself thy neighbour love.

OUR SAVIOUR'S GOLDEN RULE.

Be you to others kind and true,
 As you'd have others be to you;
 And neither do nor say to men,
 Whate'er you would not take again.

DUTY TO GOD AND OUR NEIGHBOUR.

Love God with all your soul and strength,
 With all your heart and mind;

And love your neighbour as yourself;
 Be faithful, just and kind.
 Deal with another as you'd have
 Another deal with you:
 What you're unwilling to receive
 Be sure you never do.

SABBATH EVENING.

Heavenly Father! grant thy blessing
 On the instructions of this day;
 That our hearts, thy grace possessing,
 May from sin be turned away.

We are told thy power can reach us,
 Whatsoever place we're in;
 And the Holy Scriptures teach us,
 Thou wilt surely punish sin.

We have wandered, O forgive us!
 We have wished from *truth* to rove;
 Turn, O turn us, and receive us,
 And incline us *truth* to love.

We have learn'd that Christ the Saviour
 Lived to teach us what is good;
 Died to gain for us thy favour,
 And redeem us by his blood.

For His sake, O God, forgive us;
 Guide us to that happy home,
 Where this Saviour will receive us,
 And where sin can never come.

MORNING HYMN.

Awake, my soul! and with the sun,
 Thy daily stage of duty run,
 Shake off dull sloth, and early rise,
 To pay thy morning sacrifice.

Glory to thee who safe hast kept,
 And hast refresh'd me while I slept ;
 Grant, Lord, when I from death shall wake,
 I may of endless life partake.

Lord I my vows to thee renew ;
 Disperse my sins as morning dew ;
 Guard my first springs of thought and will,
 And with thyself my spirit fill.

Direct, controul, suggest this day,
 Whate'er I do, whate'er I say ;
 That all my pow'rs with all their might,
 In thy sole glory may unite.

Praise God from whom all blessings flow ;
 Praise him, all creatures here below ;
 Praise him above, y' angelic host :
 Praise Father, Son, and Holy Ghost.

EVENING HYMN.

Glory to thee, my God, this night,
 For all the blessings of the light ;
 Keep me, O keep me, Kings of kings,
 Under thine own Almighty wings.

Forgive me, Lord, for thy dear Son,
 The ills, which I this day have done ;
 That with the world, myself and thee,
 I, ere I sleep, at peace may be.

Teach me to live, that I may dread
 The grave as little as my bed ;
 Teach me to die, that so I may
 Rise glorious in the judgment day.

O ! may my soul on thee repose,
 And with sweet sleep my eyelids close ;

Sleep that may me more active make
To serve my God, when I awake.

If wakeful in the night I lie,
My soul with heav'nly thoughts supply ;
Let no ill dreams disturb my rest,
No pow'rs of darkness me molest.

Praise God, from whom all blessings flow,
Praise him, all creatures here below ;
Praise him above, y' angelic host ;
Praise Father, Son and Holy Ghost.

GLORY TO GOD.

Glory, honour, praise and power,
Be unto the Lamb for ever,
Jesus Christ is our Redeemer,
Hallelujah, Hallelujah, Hallelujah,
Praise the Lord !

