

PREFACE.

THE *Second Book of Lessons* being designed for the use of those who have already mastered the *First*, care has been taken in the arrangement of the matter to consult for the age and proficiency of the learners. It will be observed, that all the lessons are of an interesting and instructive character: those on Scripture History, though necessarily short, present a connected view of the leading events recorded in the Sacred Volume, from the creation of the world down to the coming of our Divine Redeemer.

In teaching the introductory lesson on *Grammar*, page 77, it is important that the children be impressed, at the outset, with a correct notion of each part of speech. It is, therefore, recommended, after they have been told, for example, that the name of a person, place, or thing, is called a *noun*, that they should be asked to mention other words that belong to the same class—mentioning the names of persons, first; the names of places, next; and lastly, the names of things.

A portion of the time usually devoted to Reading may be usefully employed in grammatical exercises. A sentence may be selected from the lesson, and the children required to point out all the nouns in it, they, at the same time, telling why they are nouns. They may then be called upon to name the *adjectives*; after that, *verbs*, &c. The children are thus prepared for the use of a Text book, or, perhaps, the place of it supplied to those whose circumstances may not allow them to remain long at school.

The exercises on *lead*, page 80, on *words*, page 86, and the *Alphabetical* lesson, page 156, are given to show how such lessons may be carried out; and it is intended, that the lessons on *Geography* should be illustrated with a globe or map, and all the places mentioned in the text, pointed out to the children.

Teachers are recommended to provide themselves with specimens of the objects, and prints of the animals, &c., which are the subjects of the lessons, and to have one or more of them presented to the class during the Reading exercise. By this means the senses, as well as the understanding, of each child are brought to bear upon his subject, and additional strength is consequently given to his perceptions.