

## PREFACE.

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THE FOURTH BOOK OF LESSONS having been compiled on the same principles as the First, Second, and Third, Teachers are recommended to pursue the same methods in using it.—Their Pupils should be made to spell, without the book, all the difficult words in every Lesson; and, though it is expected that Grammar and Geography be now taught from text-books, yet Teachers should continue to put occasional questions on both these branches of education, in the course of the ordinary examinations. Any sentence can be made an exercise in Grammar; and there is a whole Section of Lessons devoted to subjects connected with Geography, which ought to be explained from Maps. The Section of Lessons on Scripture History will aid Teachers in communicating to their Pupils an accurate knowledge of the historical parts of the Bible. When an object described in any Lesson, or a plate or drawing of it can be procured, the object itself, or the drawing, ought to be shown to the Pupils; and the Teacher should require them to explain, not only what is said of it in the text-book, but all its distinguishing properties, as well as those which it has in common with other objects of the same kind. After having been examined on a Lesson, they should also be made to state, in their own words, all that they have learned from it. Masters will derive considerable assistance in teaching, and Pupils in learning the Lessons, from the list of Latin and Greek roots in the Appendix. Those in the First Section have been arranged according to the Lessons in which they first occur, and have been selected at the rate of six roots to each page of reading. It will be of advantage, therefore, to teach the First Section by prescribing for each Lesson, a page to be spelled, read, and explained, and six roots to be committed to memory. In hearing the Latin and Greek roots, Teachers will be careful to examine their Pupils on the formation of English words from them, by joining prefixes, affixes, and other words: and they will also cause them to give, in addition to the examples in the book, as many English words formed from the same root as they can recollect. The object of this exercise is to accustom young persons to habits of combination and analysis, as well as to give them a command of expressions in their own language. When the Teacher is examining on the Reading Lesson, he will make his Pupils point out all the words, of which he has learned the Latin and Greek roots, explain them according to their derivation, and show how they are formed. To enable them to do this more easily, the English derivatives from the Latin and Greek roots in each Lesson of the First Section have been printed in Italics in the corresponding Reading Lesson. Each Lesson of roots does not contain all that are to be found in the