

THIRD LITTLE GIRL.

Then out of the doorway leaped a cat,
That put her paw on the old gray rat
That out of a dark hole popped his head,
And crept along with a cautious tread,
And a cruel look, where the grass was thick,
To quickly pounce on the peeping chick,
That, standing on its tiny feet,
Was crying for a crumb to eat—

On a beautiful summer morning.

FOURTH LITTLE GIRL.

Around the corner there fiercely flew
A savage dog, of a yellow hue,
That fixed his teeth in the tabby cat,
That put her paw on the old gray rat,
That out of a dark hole popped his head,
And crept along with a cautious tread.
And a cruel look, where the grass was thick,
To quietly pounce on the peeping chick,
That, standing on its tiny feet,
Was crying for a crumb to eat—

On a beautiful summer morning.

FIFTH LITTLE GIRL.

But a naughty boy with a wicked sling
Of a crotched stick and a rubber string,
Looked over the fence with a mean intent,
And a smooth round pebble swiftly sent,
That struck the dog of a yellow hue,
That round the corner fiercely flew.
And fixed his teeth in the tabby cat,
That put her paw on the old gray rat,
That out of a dark hole popped his head,
And crept along with a cautious tread,
And a cruel look, where the grass was thick,
To quietly pounce on the peeping chick,
That, standing on its tiny feet,
Was crying for a crumb to eat—

On a beautiful summer morning

SIXTH LITTLE GIRL.

Next came a man on the double quick
Who beat the boy with a blackthorn stick,
For hunting his dog of a yellow hue,
That round the corner fiercely flew,
And fixed his teeth in the tabby cat,
That put her paw on the old gray rat,
That out of a dark hole popped his head,
That crept along with a cautious tread
And a cruel look, where the grass was thick,
To quickly pounce on the peeping chick,
That, standing on its tiny feet,
Was crying for a crumb to eat—

On a beautiful summer morning.

SEVENTH LITTLE GIRL

The tumult caught the watchful eye
Of a tall policeman passing by,
Who, walking up with a pompous tread,
Arrested and nearly broke the head
Of the man who came on the double quick
To beat the boy with the blackthorn stick,
For hurting the dog of a yellow hue,
That around the corner fiercely flew,
And fixed his teeth in the tabby cat,
That put her paw on the old gray rat
That out of a dark hole popped his head,
And crept along with a cautious tread,
And a cruel look, where the grass was thick,
To quickly pounce on the peeping chick,
That, standing on its tiny feet,
Was crying for a crumb to eat—

On a beautiful summer morning.

EIGHTH LITTLE GIRL.

In a court of justice sternly sat
The portly judge, in a white cravat,
Who told the sheriff, for lack of bail,
To put the man in the county jail,

Who came in sight on the double quick
To beat the boy with the blackthorn stick,
For hurting the dog of yellow hue,
That round the corner fiercely flew,
And fixed his teeth in the tabby cat,
That put her paw on the old gray rat,
That out of a dark hole popped his head,
And crept along with a cautious tread,
And a cruel look, where the grass was thick,
To quickly pounce on the peeping chick,
That, standing on its tiny feet,
Was crying for a crumb to eat—

On a beautiful summer morning.

ALL TOGETHER.

The greatest evil often springs
From the ill effects of the smallest things;
And all this evil on many fell
Through a little chick from a broken shell,
On a beautiful summer morning.

—Selected

PRIMARY DRAWING—HINTS AND DEFINITIONS.

(From Professor Walter Smith's Teacher's Manual.)

STRAIGHT LINES DEFINED.—HOW TO DRAW THEM.—JUDGING DISTANCES.

Every department of learning employs certain terms; and they must be clearly understood, or satisfactory progress cannot be made in mastering that to which they relate. Some of these terms not only have their strictly technical meaning, but popular usage also gives them a meaning somewhat different. Between the two we must learn to distinguish with the utmost precision. Unless your pupils learn to do this in drawing, they will fail, to say nothing of other loss, in two of the best things,—preliminary analysis of forms to be drawn, and dictation lessons.

A POINT.—LINES.—SURFACES.—SOLIDS.

Illustrate the definitions which follow by drawings on the black-board, and by all other available means. Require your pupils not only to repeat the definitions, but, above all, to illustrate them. Do not dwell upon them long at any one time; but, as you advance through the book, often turn back to them, by way of review.

A Point.—A point is position only; therefore it has no length, breadth, or thickness.

This is a scientific definition, but is as readily comprehended by a child as by a philosopher. It is common usage to speak of the point of a pencil, and to call a dot a point, though both have size. They may be regarded as indicating points.

A Line.—A line has length, but no breadth or thickness.

Think of a point as moving, and its path will form a line. In common usage, the mark made by the point of a pencil is called a line; but this has breadth, and so does not conform to the scientific definition.

Lines are right or straight, as 1; curved, as 2; and broken, as 3. Straight lines are horizontal, oblique, or vertical. Curved lines are circular, elliptical, &c. Lines are said to be continuous, as 1 and 2; or discontinuous, as 4. Two lines are said to be parallel, when they lie side by side, and have the same direction; as 1 and 1, 2 and 2. They are, therefore, at the same distance apart throughout their whole length. It will be seen that a broken line consists of a series of lines, united, but having different directions.

