

One by one thy duties wait thee,
 / Let thy whole strength go to each;
 Let no future dreams elate thee—
 Learn thou first what these can teach.
 —*Adelaide A. Proctor.*

4

There's nothing bright, above, below,
 From flowers that bloom, to stars that glow,
 But in its light my soul can see
 Some feature of thy deity!

There's nothing dark, below, above,
 But in its gloom I trace thy love;
 And meekly wait that moment when
 Thy touch shall turn all bright again.—*Thomas Moore.*

THIRD BOOK CLASSES.

1

True worth is in being, not seeming—
 In doing each day that goes by
 Some little good, not in dreaming
 Of great things to do by and by;
 For, whatever men say in their blindness,
 And spite of the fancies of youth,
 There is nothing so kingly as kindness,
 And nothing so royal as truth.—*Alice Carey.*

2

Rest not! Life is sweeping by;
 Go and dare before you die.
 Something mighty and sublime
 Leave behind to conquer time;
 Glorious 'tis to live for aye,
 When these forms have passed away.—*Goethe.*

3

The lesson which the many-colored skies,
 The flowers; and leaves, and painted butterflies,
 The deer's branched antlers, the gay bird that flings
 The tropic sunshine from its golden wings,
 The brightness of the human countenance,
 Its play of smile, the magic of a glance,
 For evermore repeat,
 In varied tones and sweet,
 That beauty, in and of itself, is good.—*Whittier.*

4

Work for the good that is highest;
 Dream not of greatness afar;
 That glory is ever the highest
 Which shines upon men as they are.
 Work, though the world would defeat you;
 Heed not its slander and scorn;
 Nor weary till angels shall greet you
 With smiles through the gates of the morn.—*W. M. Punshon.*

SECOND BOOK CLASSES.

1.

Hearts, like doors, can open with ease
 To very, very little keys;
 And don't forget that they are these;
 "I thank you, sir," and "If you please."

Then let us watch these little things,
 And so respect each other;
 That not a word, or look, or tone
 May wound a friend or brother.

2.

True worth is in being, not seeming—
 In doing each day that goes by
 Some little good, not in dreaming
 Of great things to do by and by;
 For, whatever men say in their blindness,
 And spite of the fancies of youth,
 There is nothing so kingly as kindness,
 And nothing so royal as truth.—*Alice Carey.*

8.

THE SCULPTOR BOY.

Chisel in hand stood a sculptor boy
 With his marble block before him,
 And his face lit up with a smile of joy
 As an angel dream passed o'er him.
 He carved that dream on the yielding stone
 With many a sharp incision,
 In heaven's own light the sculptor shone—
 He had caught that angel vision.

4.

Sculptors of life are we; as we stand
 With our lives uncarved before us,
 Waiting the hour when at God's right hand
 Our life-dream passes o'er us.
 Let us carve it then on the yielding stone
 With many a deep incision,
 Its heavenly beauties shall be our own—
 Our lives that angel vision.—*Oliver Wendell Holmes.*

FIRST BOOK CLASSES.

1.

A little child may have a loving heart,
 Most dear, and sweet;
 And willing feet.

A little child may have a helping hand,
 Full of kind deeds
 For many needs.

A little child may have a gentle voice
 And pleasant tongue
 For every one.

2.

'Tis being, and doing,
 And having that make
 All the pleasures and pains
 Of which beings partake.

To be what God pleases,
 To do a man's best,
 And to have a good heart,
 Is the way to be blest.—*Peter Parley.*

3.

DO IT NOW.

If you're told to do a thing,
 And mean to do it really,
 Never let it be by halves;
 Do it fully, freely.

When father calls, though pleasant be
 The play you are pursuing,
 Do not say, "I'll come when I
 Have finished what I'm doing."

4.

If you are told to learn a task,
 And you should now begin it,
 Do not tell your teacher, "Yes,
 I'm coming in a minute."

Waste not moments nor your words
 In telling what you could do
 Some other time; the present is
 For doing what you should do.—*Phæbe Carey.*

TEMPERANCE IN THE SCHOOLS.—No man's public rights will be invaded if it is decided, as we think it ought to be, that *total abstinence* is that form of temperance which should be enjoined in the schools. The subject belongs fairly and wholly within that range of practical matters affecting the State, upon which the State has a right to give judgment; and it lies, too, in the appropriate region of school-life. We do not think, therefore, that any man has a right to be offended, whatever his own personal opinion or practice may be, if he finds that the principles of total abstinence are laid down and commended in our public schools. And no school authorities anywhere ought to hesitate in causing such instruction to be given. It is the safe course, assuredly, for the children and for the public, and no one may fairly object.—*The Congregationalist.*