The memory of language and rhyming mnemonical expositor : or, an artistic invention for teaching the alphabet in a few hours and a system of teaching pupils to spell and read in one month and of enabling them to remember, by the aid of easy and amusing reading lessons, the numeration table, addition table, multiplication table, pence table, weights, measures, and time tables the Kings and Queens of England, and the date of each reign the counties, cities, &c;, of England the notes upon the staff, and the keys upon the piano-forte several useful lessons in grammar, and a practical method of storing the memory with useful ideas / by William Hill.

William Hill

THE

MEMORY OF LANGUAGE

AND RHYMING MNEMONICAL

EXPOSITOR;

OR, AN ARTISTIC INVENTION FOR TEACHING THE ALPHABET IN A FEW HOURS; AND A SYSTEM OF TEACHING PUPILS TO SPELL AND READ IN ONE MONTH; AND OF ENABLING THEM TO REMEMBER, BY THE AID OF EASY AND AMUSING READING LESSONS, THE

NUMERATION TABLE; ADDITION TABLE;

MULTIPLICATION TABLE;

PENCE TABLE; WEIGHTS, MEASURES, AND TIME TABLES;

THE KINGS AND QUEENS OF ENGLAND,

AND THE DATE OF EACH REIGN;

THE COUNTIES, CITIES, &c., OF ENGLAND;

THE NOTES UPON THE STAFF, AND THE KEYS UPON THE PIANO-FORTE;

SEVERAL USEFUL LESSONS IN GRAMMAR, AND A PRACTICAL METHOD OF STORING THE MEMORY WITH USEFUL IDEAS.

[FIFTH EDITION, ENLARGED AND IMPROVED.]

BY WILLIAM HILL,

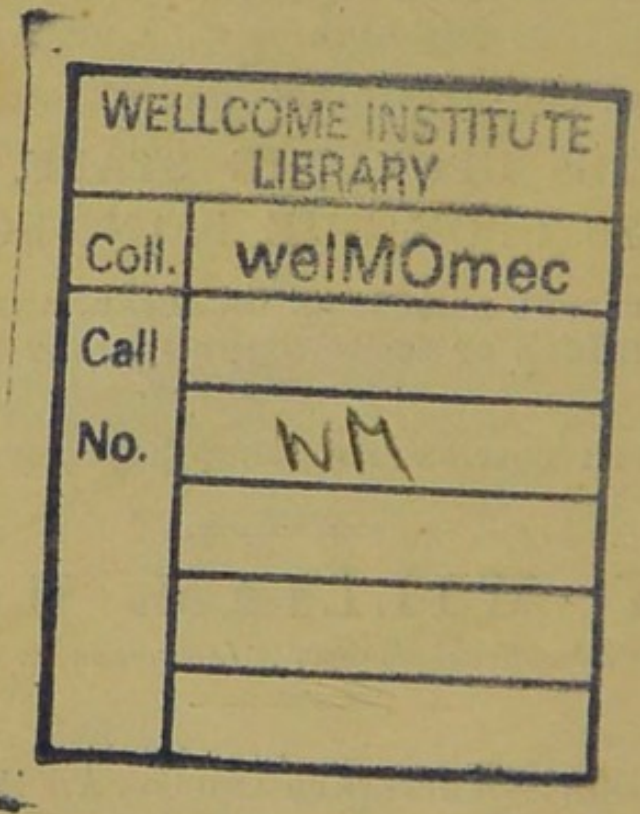
Author of the "Educational Monitor;" "Lectures on the Human Mind," &c.

LONDON:—WHITTAKER AND CO., Ave Maria Lane.

MANCHESTER:—GALT & CO.; A. HEYWOOD; AND J. HEYWOOD.

1852.

Entered at Stationers' Hall.] [Price 1s. 6d.



GRANT AND CO., PRINTERS, CORPORATION-STREET, MANCHESTER.

REMARKS

In connection with this system of teaching, which enables pupils, old and young, to spell correctly, and to read with half the labour in half the usual time, and which assists pupils to remember easily, quickly, and permanently, what they learn to spell and read.

Mnemonics of the Children of Israel.—"That this may be a *sign* among you, that when your children ask their fathers in time to come, saying, what mean ye by these stones?

"Then ye shall answer them, that the waters of Jordan were cut off before the ark of the covenant of the LORD; when it passed over Jordan, the waters of Jordan were cut off; and *these stones* shall be for a *memorial* unto the children of Israel *for ever*."—*Joshua*, c. 4, v. 6, 7.

A beautiful illustration with WORDS *representing* TANGIBLE *objects, which are a most* POWERFUL AID *to the understanding and memory:* "And answered them saying, which of you shall have an *ass* or an *ox* fallen into *a pit*, and will not straightway pull *him* out on the sabbath day."—St. Luke, c. 14, v. 5. Is it wrong to follow this sublime specimen of mnemonical teaching?

"The relations by which we are led from one thought to another, in tracing out, or hunting after any particular thought which does not immediately occur, are chiefly three—resemblance, contrariety, and contiguity."—*Aristotle.*

"Here is a kind of attraction, which, in the mental world, will be found to have as extraordinary effects as in the natural, and to show itself in as many and as various forms."—*Hume, on the Association of Ideas.*

"When I have shown my patterns in my best style, and pressed for an order delicately and in good taste, and my customer exclaims, instead of laying my patterns aside, "beautiful!" "delightful!" "what an harmonious combination!" "what artistic merit!" as certainly as the vane points windward, or lawyers see difficulties, I begin, with a sigh, to fold them up, and to fear that I shall be the recipient of more flattering unction than tangible advantage."—*Suggestions to a Salesman.*

"Call to-day at the tobacconist's for my tobacco, and *tie a string round your finger*, that you may not forget."—*Mnemonics of the Peasantry.*

"I got the watchman to call me at five o'clock, and tied my morning slipper to the fire poker *to remind me* to call my master early, that he might meet the mayor of Salford in time to arrange the scholars, on the occasion of the Queen's visit to Manchester, on the 10th of October, 1851."—*Mnemonics of a Servant-Girl.*

"I never was fined for omitting to pay my subscription; I never was too late with my key. I go home at night in a coat in which I do not work, and on the morning of the club night I tie a piece of cord round my coat sleeve to prevent my arm passing through it, which reminds me of my periodical duties, and saves me my money."—*Mnemonics of a Trustee to a Building Society.*

"Mnemonics (ne-mon'-niks), the art of memory."—*Samuel Johnson, LL.D.*

"*Educational Mnemonics.*—Constantly, albeit unconsciously—in every-day life—at school—at college—in every sphere and pursuit, we are practising those very arts to assist the memory which Mr. Hill endeavours, and we think with much success, to bring to bear systematically on education. Mr. Hill's system, though artificial, is unquestionably founded on *natural*, immutable, eternal, and *universal* principles."—*Cambridge Advertiser and University Herald*, November 8th, 1848.

"*Musical Mnemonics.**—The system is alike simple and philosophical—at once in accordance with the laws of mind and of music. The author has studied music with the mind of a philosopher, and his work ought to command general attention."—*Glasgow Examiner*, May 12th, 1849.

Amidst the numerous claims to be heard set forth in new systems of teaching it would almost appear presumptuous for any writer to increase the number, unless his system exhibited novelty, originality, practicability, and a prospect of superior usefulness; unless it secured advantages not attainable by any other process; unless it lessened the labour, shortened the time, and increased the quantity of instruction communicated and retained. This system, we believe, exhibits these features, and these advantages we are sure it will realize. Transcendental light on the one hand, and dense and dark ignorance on the other, are the glory and the shame of Britain.

As amateur experimental and practical educators, we respectfully offer these suggestions to the wealthy and intelligent, hoping that they may aid in improving the mental, social, and moral condition of our people.

* "Music Easily Taught," price 4d. John Heywood, Manchester.

We distinctly charge most of the present slow and irksome methods of communicating elementary instruction as the principal cause of our wide-spread and increasing ignorance. We are borne out in our assertion by the result of almost innumerable experiments in a large tract of country. And that we may not rank among those who grumble at everything and propose nothing, we suggest the following observations for the consideration of a philanthropic and enlightened public, who have already so far appreciated our labours as to enable us to thank them in this fifth edition of "THE EDUCATIONAL MONITOR," which now appears under the title of "THE MEMORY OF LANGUAGE." We have altered its name on account of its being often mistaken for a serial instead of a school book. We shall, on some future occasion, when opportunity serves, improve the Geography and History lessons, as these have been amended so as to combine a greater amount of mnemonical influence.

Our aim has been, in the distribution of instruction, to employ such influences as we know from every day's experience, and from the writings of the best and wisest of men that have gone before us, will enable pupils to remember easily and permanently what we teach them. Independently of any other consideration, the novelty of our method has some claim on the attention of philanthropists, quite irrespective of the numerous and practical demonstrations of its utility that we have exhibited in the wide-spread literary institutions of Great Britain and on the continent of Europe.

In chemistry and painting new combinations produce new effects, and, judging from what we have seen and are daily seeing in other arts and sciences, why should not new methods of teaching produce new effects on the mind?

The educational phases of our country are so dark and gloomy, that we are not inclined to exhibit much scrupulosity or tenderness in suggesting alterations in our systems of instruction; for we verily believe they are the groundwork of much that we have to lament in men and morals.

We come not before you as dreamy educational theorists; we come as practical men, backed by an army of living, active, athletic influences, equipped and accoutred under our direction, and marshalled under our immediate superintendence, which, in the field of action personally observed by us, have successfully given battle to ignorance for more than a quarter of a century, and which when communicated to others and practically applied, have been no less successful.

The perfection of the parts of a system lie in their subserviency to a whole, and they often appear ridiculous when considered separately, or have no meaning except in their bearing

upon each other. This is evident to any person whose intellect is not fettered by prejudice.

When we seek to inculcate new principles, to convince the judgment, to address the reason, and to work upon the affections, it is necessary to be clear in what we say, and to illustrate and to give details, and particularly so when our ideas are calculated to affect the temporal interest, or the eternal destiny, of myriads of human beings.

As the observations we have to make respecting our method of instruction are somewhat difficult to understand, and more difficult for the less informed to remember, we think we shall do our readers service by illustrating our art by a comparison with the art of calico printing.

We have a difficult task to perform. We have, in the first place, to show there is a necessity for the improvements we suggest. No: this has already been done: this necessity has been shown in the map of England, so shaded as to represent the ignorance and intelligence of the kingdom. What a sight for a Christian community to behold! In the second place we have to induce teachers to try it, scholars to learn it, and parents to provide it; and in each of these cases we have to contend with that second nature of man called habit. There are some minds so inflexible and so bound by the fetters of habit, that they would rather bear the pain of thirst than diverge from the line macadamised by the wonderful and almost resistless influence of habit. It is almost as desirable, if we woo mental peace, to seize a hungry wolf by the ear as to interfere with, or assail such men's habits of body or mind. This habit sailing with us, is one of the strongest influences on memory; and, in a religious point of view, it is most useful. We would incessantly urge everyone who reads these pages, to get early into the habit of attending a place of worship on Sunday; it will add much to his or her comfort and improvement. We could write a volume respecting this extraordinary influence on the conduct of mankind.

On the beauties of religion feast,
In north, in south, in west or east.

Let us never forget that God has "revealed to us a religion the most sublime in its belief, the most useful in its mysteries, the most holy in its precepts, the most rational in its practice, the most comfortable in its promises."

The art of calico printing is not an unsuitable illustration of the art of teaching, and as in the former we can produce fast or fading colours, so in the latter, without the application of MNEMONICS, we often discover, when too late for correction, that instead of enduring imprints we have only produced fleeting impressions. It is not singly the chaste taste and the

choice selections of the directing mind of the "concern;" it is not the art of the designer nor the delicate touch of the engraver; it is not the skill of the machine printer, nor the complicated machine whose curious movements he directs; it is not the colour maker nor the madder dyer, nor the choice decoctions he employs, but it is the nicely directed, combined, and concentrated action of men and things that produce those permanent and beautiful effects which delight us by their attractive sweetness, dazzle us by their brilliance, amaze us by the wonderful ingenuity of their harmonious combinations, and flatter their inventors with the idea that forms still more attractive may add beauty to beauty, by enrobing elegance, grace, and symmetry in the creations of their rich and brilliant fancies. If, in the production of material beauty, so many influences and separate actions are necessarily combined to produce rich effects, how much more desirable is it to employ thought, and art, and action, if necessary, in dealing with mind, confessedly subject to so many mysterious influences which the most learned and philosophical minds may never be able thoroughly to understand or account for. Our experience is set forth in these pages for the benefit of those whom Nature has not blessed with a memory distinguished for its inclination to caress ideas tenderly and affectionately, or in other words, with the powers of memory in high perfection, remarkable as the elephant's trunk, or the digits of the miser, for their seizing and appropriating qualities.

As in the art of calico printing, so in the art of teaching, many influences are required. The application of one influence will not produce the effect which has excited so much astonishment when exhibited in public experiments on several important occasions. It is not singly the alphabet being compared to familiar tangible objects: it is not because a child has only to learn one alphabet of capitals, and not the lower case, before it can read: it is not the mnemonical influence of description: it is not the alphabetical order of the words: it is not the vowel arrangement of the words: it is not the lines being printed in verses: it is not each line rhyming: it is not the influence of tune, nor the popular airs to which the lessons are sung: it is not the figures 1, 2, 3, employed to excite attention when we learn to pronounce words, spell words, read words, repeat words in association: it is not the repeated acts of attention necessary when words are recalled by abbreviation, as b, a, for bar; c, a, for cap, &c.: it is not because a child knows when to begin and when to end: it is not calling the attention particularly to the letters with which the words end: it is not the repeating the words in links of three, and then chaining the nine links by the influence of teaching: it is not

because pupils are drilled with the precision of soldiers or policemen: it is not because the memories of pupils are exercised like those of short-hand writers: it is not the additional intelligence the teachers and scholars acquire of the laws of the mind, and the mysterious influences which improve the memory: it is not the pleasure pupils experience in learning these lessons, nor the habit they have of repeating them at home or at play: it is not because the actions of children are represented in the lessons from the time they rise till the time they rest: it is not because almost everything that pupils see, hear, touch, taste, or smell, is brought before the mind in these lessons: it is not because a child can spell and read as soon as it can tell the letters of the alphabet: it is not that truly valuable and pleasing power of description which children acquire when taught by this system—one of the most interesting and amusing powers a child exhibits: it is not that quickened perception of things which we observe in children when they see things which have been previously described: it is not the spur which pupils have to push forward, when every day's conversation reminds them of the superiority of their addresses, and the retentive powers of their memories, compared with others in the same station of life, whose minds have not been trained by system: it is not the nourishment afforded to the activity of thought, resulting from the knowledge that we have treasured up in the memory more ideas in one month under the influence of an improved system, than we could have secured in six months with our previous appliances. It is because all these influences are collected into a focus to improve the memory and to give light to the mind. It is because their united force gives the blow to the wedge. It was by the power of all these influences concentrated that the children were prepared for experiment and illustration in the Manchester Town Hall, before the clergy and gentry of Manchester, the Rev. W. R. Bentley, M.A., in the chair; the use of the hall having been kindly granted by Sir E. Armitage, the mayor. It was by the same combined influences that the pupils were prepared for experiment and illustration before the gentry of Salford and the adjacent townships, R. P. Livingston, Esq., the mayor, in the chair. It was by the same influences that the pupils of the Pendleton Mechanics' Institution were prepared, in the classroom, to illustrate at a soiree of the institution, Joseph Ashworth, Esq., the president, in the chair, supported by (Sir) John Potter, Esq., J.P., mayor of Manchester; James Heywood, Esq., M.P.; Joseph Brotherton, Esq., M.P.; and other distinguished friends of education, and more than five hundred members and friends.

A very kind grandma, one beautiful afternoon having a

little time to spare, called her little grandson Robert and told him she would teach him the alphabet. He was a good tempered child, but when the alphabet was mentioned he began to weep violently and could not be appeased for some time, at length he explained that "he could tell the letters of the alphabet well enough, but he could not remember their names." In order to assist such fine little fellows as Robert to tell both the names and figures of the alphabet we have given some consideration to the subject, and shall explain how we proceed in fixing it on the minds of pupils old and young. We admit that natural ability will do for some men and boys what we are obliged to employ mnemonical contrivance to do for others.

The countryman that cannot read and has been unaccustomed to reflection neither likes thinking nor those that set him to think, but those pupils that wish to learn must think and try to remember if they intend to learn. The pupil that cannot read is, compared with what he might be, a dwarf in memory, a cripple in language, and child-like in reflection. He is, in short, in physical power a giant, but in intellectual developement an infant. Between such minds and a cultivated mind there is almost as much difference as between a living and a dead man. To this class of mind the alphabet has been an almost impassable barrier for hundreds of years, but recent experiments have fully satisfied us that this difficulty is obviated.

It is more easy to teach one child the alphabet of capitals, and the lower case alphabet, than it is to fix in the mind of another ten letters of capitals. The reason is, all pupils have been heretofore taught by the same method, but we must now inform you that different kinds of memory require various kinds of tuition. We fancy an improved plan of mental engineering will level the inequalities of the surface, tunnel what it cannot remove, make viaducts and aqueducts over valleys and rivers which impede its progress, that our ignorant population, having an increased desire for instruction as their propelling power, improved systems of teaching as rails, healthy constitutions as engines, they may arrive safely, speedily, pleasurably, and certainly in intellectual companionship at the terminus of knowledge.

Whatever excites particular attention to the peculiarities of an object, or suggests thought respecting it, improves the memory permanently on that same object.

We can teach the alphabet by the method herein set forth to all persons who can be taught the profession of arms ; and few there are, we presume, who are discharged from the army on account of the shallowness of their intellect, not enabling them to remember military tactics and to discharge the duties of a

soldier. Both systems proceed on the same principles; both recognise the same influences on memory.

It may be asked why we have introduced so many comparisons into the lesson of the alphabet. It is because the associations of one man are not the same as the associations of another. A joiner knows what a cross-saw is, and can appreciate the comparison. A lame man knows what a crutch is. Most persons know what a corkscrew is. A waggoner knows what waggon shafts are, and so do his children. A young woman expecting soon to be married, knows what a ring is. A little boy knows what a bow and arrow are.

We thus give teachers an opportunity of selecting for illustration: one is sufficient for the purpose, if it is *previously familiar* to the mind of the pupil. Just in proportion to the familiarity of the comparison will be the advantage to the pupil, therefore, please select the best.

The well read man, and the man who goes through the world with his eyes open, *looking* at objects as well as seeing them, can illustrate almost any subject by comparison. Illustrations flash across his mind like lightning, supplied by a rich and luxuriant fancy, a ready and retentive memory, and a sublime and a beautiful imagination; but the sluggish imagination of the unlettered rustic has no vivacity, no elasticity, no flexibility; but this state of mind we can soon alter, by fixing in the memory words in indissoluble combinations; for in a short time, whatever page he turns over, whatever his eyes rest upon, in words, or objects, he will find something associated in the lessons of this book.

We would not have differed from the system or habit of teaching which has been consecrated by the practice of most successful teachers, had not our duty to our ignorant fellow-creatures compelled us to do so; had not this system proved certainly that we have a power, improvable by exercise, of recalling what we have committed to memory, by a voluntary and systematic effort.

Whilst recommending our fellow-citizens to test the value of this system by practical experiment, we would just remark that the organs of all parties are agreed that ignorance is increasing. Why is it so? Is it because our working population are more difficult to teach than formerly? Is it because our working classes are feeling the effects of some invisible deterioration? Is it because the clerical and lay portion of the community are not so attentive to the educational wants of the people as their forefathers were? It is not the clergy's want of zeal, for they have been most exemplary. It is not the laity, for their health, and in some cases, life, have been sacrificed, in our large towns, at the shrines of gratuitous instruction. We

think it is because working men have not been consulted as to the cause of their ignorance, and their simple unvarnished tale listened to, and contrivances to suit their wants invented. We think it is because the first step to knowledge, the alphabet, presents to them a huge difficulty, a severe trial to their patience and perseverance, and because their experience teaches them that what they learn by ordinary methods to-day, will have fled to-morrow. It is because they do not gather when they plant, nor reap when they sow. It is because the first steps to knowledge are repulsive, irksome, and appalling.

Cheap amusement, whether physical or intellectual, is sought after, and its temples crowded to overflowing with votaries; therefore, as the places provided by philanthropy to impart knowledge cheaply to the most ignorant of our race are often without occupants, we may reasonably conclude that the present general methods of communicating elementary instruction are neither attractive nor pleasurable. This idea was forced upon the mind in some of our early essays as teachers and office-bearers, and those who have known us personally for twenty years will not think that we refer to those efforts without reason. This idea was corroborated by an enlarged experience, resulting from educational relations with thousands of children and adults, in an important official employment; and now every step we take, and every experiment we make, satisfy us more of the correctness of our first impressions, and strike the roots of our first idea more firmly and more deeply in the mind.

THE ALPHABET.

We teach the alphabet by comparison, by description, and by the association of ideas, or comparing it with familiar tangible objects, which excite the attention of the pupil, and interest it and amuse it very much. We know that if we write about an object, we shall remember the object, whether we remember what we said about it or not. Description and comparison have been the mnemonics of the intelligent agricultural population from time immemorial. Description and comparison excite attention to the patterns or figures of the alphabet, and cause pupils to examine them, and examination impresses their forms deeply on the mind. Children soon perceive the resemblance of the object when compared to the pattern presented by the sense of sight for the grasp and permanent custody of memory. How brilliantly the powers of description and comparison have illuminated the mental horizon of Britain in the racy leaders of the periodical press, the guardian of her rights and the instructor of the empire.

A peasant imprints the image of his neighbours' faces upon his mind, and teaches his children to do so too, by repeating

often in their ears—let me see, Mr. Tong, in the face, is like Mr. Compass ; Mr. Moon's nose is something like Mr. Bow's. His neighbours' faces are his stock-in-trade, and every new face he meets is something similar to one of them. Comparison acquaints him with this similarity, and, depend upon it, the new face will be known again whenever and wherever it is seen. Of this fact we have evidence in courts of justice every day. We only teach the capitals : we see no reason for compelling a child to learn twice the number of letters, or in other words, two alphabets, before it can read. Reading the lessons of capital letters will stimulate it to commence earnestly to learn the small alphabet, that it may read the lessons of small letters. The more ideas that spring up before the mind in connection with any word, *figure*, circumstance, or thing, when one of them is mentioned, and the better we shall remember such a word, *figure*, circumstance, or thing. The last observation will suggest the value of a method of teaching the alphabet that produces the utmost attainable familiarity with the *pattern* of each letter, and particularly so when we remember for what a number of purposes the alphabet is used, and how advantageous this familiarity will be in the learning of music. Now, according to our method, in addition to the figure, when the sound is mentioned the familiar tangible objects with which each letter is associated will bring it and keep it before the imagination. A letter will no longer be an isolated arbitrary character ; it will have a mental companion or companions, as true to each other as our christian and surname.

At home or at school, at work or at college,
Your heads try to make the temples of knowledge;
The alphabets' lever your efforts will aid,
On the mind to imprint great truths that won't fade.

HOW TO TEACH THE ALPHABET.

RULE I.—The teacher showing the letter A to the pupil will say—*that is A. What is A like?* A is like an open pair of tongs. The teacher showing the letter B will say—*that is B. What is B like?* B is like a pair of spectacles. The teacher showing the letter C will say—*that is C. What is C like?* C is like the half moon.

RULE II.—The teacher showing the letter A will say—*what is A like?* A is like an open pair of tongs. The teacher showing the letter B will say—*What is B*

like? B is like a pair of spectacles. The teacher showing the letter C will say—*What is C like?* C is like the half moon.

RULE III.—The teacher will then say—*what is that?* A. *What is that?* B. *What is that?* C. Be sure to connect in the mind, in the above manner, the sound and the figure of the letter with its tangible representative, till the pupil can tell the figure when he hears the sound, and the sound when he sees the figure.

RULE IV.—The teacher showing the letter A will say—*A is like an open pair of tongs.* A is like an open pair of tongs. *B is like a pair of spectacles.* B is like a pair of spectacles. *C is like the half moon.* C is like the half moon. *D is like a bow to shoot with.* D is like a bow to shoot with. *E is like a kitchen fender.* E is like a kitchen fender. *F is like a colour flying.* F is like a colour flying. *G is like a sickle.* G is like a sickle. *H is like two cart shafts with a chain across.* H is like two cart shafts with a chain across. *I is like a factory chimney.* I is like a factory chimney. *J, at the bottom, is like a walking stick handle.* J, at the bottom, is like a walking stick handle. *K is somewhat like a coffee-kettle spout.* K is somewhat like a coffee-kettle spout. *L is like a joiner's square.* L is like a joiner's square. *M is like the chain of a suspension bridge.* M is like the chain of a suspension bridge. *N is like a writing desk.* N is like a writing desk. *O is like a horse's collar.* O is like a horse's collar. *P is like a jug handle.* P is like a jug handle. *Q is like a dog's collar with a pendant lock.* Q is like a dog's collar with a pendant lock. *R is like B but the bottom part is like a cat's claw.* R is like B but the bottom part is like a cat's claw. *S is like a duck's neck.* S is like a duck's neck. *T is like a crutch.* T is like a crutch. *U is like a horse's shoe.* U is like a horse's shoe. *V is like a copper to warm ale in.* V is like a copper to warm ale in. *W is like a waggon shafts.* W is like a waggon shafts. *X is like boards crossed to dry.* X is like

boards crossed to dry. *Y is like a shuttlecock.* Y is like a shuttlecock. *Z is like the rudder of a boat.* Z is like the rudder of a boat.

The teacher, pointing to each letter as he repeats it to the scholars, will read the words in *italics*. The pupils will repeat after the teacher the words in roman. This repeating the letter with the description, will make pupils learn most rapidly. Repeating the names of two objects in the same instant, or in the same respiration, a few times, will fix the names of such objects in indissoluble connection in the brain. Divide the alphabet into nine experiments, three letters to eight experiments, and two to the last, and teach as described in *Rule I.* in each experiment. Teach as in *Rule II.* in each experiment. Teach as in *Rule III.* in each experiment.

We are writing for the understanding and instruction of those persons who, in the ordinary method of teaching, require the name of a letter to be repeated one hundred times before they know it again; and also require a word to be spelt hundreds of times before they can remember the letters that form it, and as many times more before they can remember in connection its sound, form, and meaning. This will explain our particularity.

What other systems have failed to do in years, this method, if properly applied, will accomplish in a few days, with respect to the alphabet. Our object is to produce immediately, a ready, distinct, and retentive memory of the alphabet. More depends upon this than can be easily imagined; for how can a child read words unless it is most familiar with the parts of which they are formed? How can it combine parts into words, unless it is familiar with the parts? We have improved our own memories to an extent surpassing our utmost expectations, by *appealing* to them and *making* them do their own work.

The following will be found a most useful and improving exercise, and it has the advantage of *variety*:—What is a pair of tongs like? What is a pair of spectacles like? What is the half moon like? What is a bow to shoot with like? What is a kitchen fender like? &c. &c. You need not always proceed in alphabetical order in this exercise. When your pupils appear to be getting tired, write on the black board, in capital letters, short words, as "arm," "bar," "cap," &c., and question them on each letter as just described, and you will find them brighten up in a moment: it places pupils of the alphabet on the same level as pupils more advanced: they like it, and watching you form the words is a suggestion of importance to them.

We shall, in a small volume, on some future occasion show

the immense advantage of having a distinct remembrance of the letters of the alphabet, and how this advantage improves our business memories and thus facilitates commercial transactions, and extends illimitably this important and most improvable faculty.

'Tis pleasing to learn the lessons we find
Remain without effort, with ease, on the mind;
The learning of lessons whose imprints remain,
Is labour rewarded, both profit and gain.

THE ALPHABET,

The venerable guide of mind, and when made familiar by description and comparison, as taught in this system, and afterwards used as a mnemonical influence, the practical physician of memory, or *patterns*, which, in various combinations, convey to man a knowledge of his duties, religious, moral, social, and political, equally the heirloom of the rich and the poor, the patrician and the plebian, and the adamantine basement of that mighty moving moral power, truthfully described as the fourth estate of the realm, made easily and speedily attainable in educational mnemonics, the invention and discovery of WILLIAM HILL, author of "The Educational Monitor." "Music Easily Taught," "Historical and Geographical Mnemonics" *(ne-mon'-nicks)*, "Poetry for Children," &c. &c., discovered in almost innumerable practical experiments in Great Britain and on the Continent of Europe, on the memories of pupils of all ages, between three and seventy years of age, during the space of a *quarter of a century*.

HILL'S MNEMONICAL PROCESS FOR TEACHING THE ALPHABET.

A is like an o-pen pair of tongs. A is like a pair of com-pas-ses. A spreads out at the bot-tom like the roof of a house. A is like the gov-er-nor balls of a steam en-gine. A and e for Ale.

B is like a pair of spec-ta-cles. B is like a railway Bridge with two arch-es. B has one thick down stroke and two holes to look through. Bad Brown Bread do not Bring me with Beans and Beef

C is like the half moon, it has a top like a fish-hook. C is the form of a Cres-cent. C is like a bro-ken pat-ten ring. Charles Caught a Cat near a Clock in Cork. C and a for Cap. C and e for Cheese.

D is like a bow to shoot with. D is like a boot heel. D is like a chop-per. D's Down stroke is like a bow string. D is like the hu-man ear. To-Day, near Dark, I saw a Drake.

E is like a kitch-en fen-der. E is like a long brush. E is like a cross-saw. E is like a hay rake. Ed-ward ate the Earl's Eels which was an Error. E and a for Earl. E and e for Eve.

F is like a col-our fly-ing. F is like a weath-er-cock or vane. F is like a crane to hoist packs with. Fox-es Feed on Fowls till they are Fat, and Fly From Floods. F and a For Face.

G is like a sick-le. G is like C with a beard. The Girls sent the Geese through the Garden Gate and the Groom shot them with a Gun for some Grapes and Gold. G and a for Gate.

H is like two cart shafts with a chain a-cross. H is like two gate posts with a bar a-cross. H is like a foot scra-per. Has He Hid His Hod and Hurt His Horse? H and a for Hat.

I is like a fac-to-ry chim-ney. I is like a pump with-out han-dle. I is like a stump. In-fants In-hale fresh air on this Is-land, I In-sist on It. I and a for In-fant. I and e for I-dle.

J at the bot-tom is like a walk-ing stick han-dle. J is like a milk meas-ure han-dle. J is like the neck and scroll of a vi-o-lin. James gave some Jam to John Jinks and Jacob Johnson.

K is some-what like a cof-fee Ket-tle spout. K is like the spout of a wa-ter-ing can. Two Knaves Kil-led a King and a Knight, and struck Kate and Knox with their Knuck-les on the head.

L is like a join-er's square. L is like a scythe, to mow the grass plot with. L is like a knife with the blade half o-pen. Love-ly Lit-tle Lu-cy Lives with Lady Lu-can. L is like a boot.

M is like the chain of a sus-pen-sion bridge. M is like a Milk-man car-ry-ing two Milk cans. A Man May Make Maps and Mind his Mare and Milk his cows on the Moor. M and a for Man.

N has two fine down strokes. N's thick down stroke leans like the top of a wri-ting desk. Nine Nice New Nails were Near my Niece at Noon, which you may Now take in your Nap-kin.

O is like a horse's col-lar. O is round like a wed-ding ring. O is round like a hoop. O is round like a cheese. Our Oats Of-ten grow near an Oak. I told you in the Of-fice. O and a for Oats.

P is like a jug han-dle. P is like a sword. Peas grow near the Pond in the Park for the Peer; the Page can Pluck them as he pas-ses; they have fine Pods and we can boil them in a Pan.

Q is like a dog's col-lar with a pen-dant lock. Q is like a Quoit with a rib-bon tied to it. Q is like an ap-ple with a crook-ed stalk. Q is like a watch. A Quart of beer will Quench our thirst.

R is like B, but the bot-tom part is like a cat's claw. R at the bot-tom stands out like the step of a coach. R is like a ware-house truck. This Road leads to the Rose on the Rock.

S is like a duck's neck. S is like a Swan's neck. S is like a Screw-key. The Stock of Salt we can Sell at the Shops, which we bring in Ships on the Sea to our Shores. S and a for Salt.

T is like a crutch. T is like a cork-screw. T is like a gim-let. T is like a pick-axe. Tarts we can Take on the Tray, to eat with our Teeth un-der a Tree. T and a for Task.

U is like a horse's shoe. U is like a but-cher's hook. U is like a church win-dow the wrong end up. My Uncle will Un-case the books, and Un-tie the Ug-ly par-cel for the Um-pire.

V is like a cop-per to warm ale in. V is like a flat i-ron for i-ron-ing lin-en. V is like a wedge. Vend-ers of Veal are Vex-ed in the Vale when they Vie to get Value and fail.

W is like a Wag-gon shafts, for two hor-ses a-breast. W is like the han-dles of a car-pet bag. W has four strokes like our fing-ers. Wolves in the Wood did a-larm Wil-li-am.

X is like boards cros-sed to dry in a join-er's yard, X is like a wind-mill. X is like the top of a turn-style. eX-alt mis-ter eX-man but do not eX-ile him. X and a for Xan-tho.

Y is like a shut-tle-cock. Y is like a wine glass. Y is like a ham. Y is like a jock-ey's spur. Yarn was left in the Yard for mas-ter Ya-laff, the Youth that came from York.

Z is like the rud-der of a boat. Z is like the han-dle of a cof-fee mill. Z is like a tea ket-tle spout. Z is like an in-fant knelt at pray-er. Zinc can be made a Zig-Zag form.

HOW TO TEACH RETAINING ASSOCIATIONS.

[See a lesson *on Retaining Associations*, written to enable the pupils to understand these lessons.]

RULE I.—The teacher, showing the letters to the pupils, will say—*a-r-m, arm, one.* The scholar will then say—a-r-m arm, one : a-r-m arm, two : a-r-m arm, three. The teacher will say—*b-a-r bar, one.* The scholar will then say—b-a-r bar, one : b-a-r bar, two : b-a-r bar, three. The teacher will say—*c-a-p cap, one.* The scholar will then say—c-a-p cap, one : c-a-p cap two : c-a-p cap, three.

RULE II.—The teacher, showing the words to the pupil, will say—*arm, bar, cap, one.* The scholar will

then say—arm, bar, cap, one : arm, bar, cap, two : arm, bar, cap, three.

RULE III.—The teacher, showing the letter the word ends with to the pupil, will say—*arm ends with m, one.* The scholar will then say—arm ends with m, one : arm ends with m, two : arm ends with m, three. The teacher will say—*bar ends with r, one.* The scholar will then say—bar ends with r, one : bar ends with r, two : bar ends with r, three. The teacher will say—*cap ends with p, one.* The scholar will then say—cap ends with p, one : cap ends with p, two ; cap ends with p, three. When words end with a double letter he must say—wall ends with double l.

RULE IV.—the teacher, showing the words to the pupil, will say—*arm, bar, cap, I want a map, one.* The scholar will then say—arm, bar, cap, I want a map, one : arm, bar, cap, I want a map, two : arm, bar, cap, I want a map, three.

RULE V.—The teacher will say—*a for arm, one.* The scholar will then say—a for arm, one : a for arm, two : a for arm, three. The teacher will say—*b for bar, one.* The scholar will then say—b for bar, one : b for bar, two : b for bar, three. The teacher will say—*c for cap, one.* The scholar will then say—c for cap, one : c for cap, two : c for cap, three. The teacher, if he find the child dull at telling his letters, may turn to the alphabet and say, during the teaching of *this* lesson, *what is a like?* A pair of fire tongs. *What is b like?* A pair of spectacles. *What is c like?* The half moon, &c., &c.

The teacher will teach Dale, Earl, Face, in the same manner as Rule I; in the same manner as Rule II; in the same manner as Rule III; in the same manner as Rule IV; in the same manner as Rule V. That is he will teach each line by five influences on memory. When he has taught the words Dale, Earl, Face, according to the five Rules, he must begin at arm, and say—A for Arm; B for Bar; C for Cap; D for Dale; E for Earl; F for Face. When he has taught Gate, Hat, Infant, by the five Rules, he must begin at arm, and say—A for Arm; B for Bar; C for Cap; D for Dale; E for Earl; F for Face; G

for Gate; H for Hat; I for Infant; and as he finishes every mercantile association, or link of three words, he must always begin at the top again, and go down to the last word he has taught. When he teaches the word Infant he must spell it in this manner, I-n In, f-a-n-t fant, Infant.

He must teach Xantho, and all words of two syllables, by dividing the syllables in the same manner as the following, X-a-n Xan, t-h-o tho, Xantho. A child cannot remember what it does not distinctly hear, and, as in this combination, each letter is a new idea to a child; six letters are too much for its memory; they confuse it. Pronouncing the letters separately in the first syllable, and afterwards the syllable, and then the letters separately in the second syllable, and afterwards the syllable, and then pronouncing them as a word aid the memories of learners, old and young; and let it be always borne in mind that it is only what learners remember that is of use to them. The teacher must be very deliberate in teaching these lessons, and distinct in his pronunciation. It will be seen in the teaching of these lessons that the teacher simply reads over once what the scholars repeat after him thrice.

Before the pupils are fatigued the teacher may turn to the black board and vary the exercise, by writing upon it the word *arm* in *capital letters*, and pointing to the letter A, he may say—*what is A like?* The pupils will answer, A is like a pair of fire tongs. The teacher pointing to the letter R may say—*what is R like?* The pupils will answer, R is like the step of a coach. The teacher pointing to the letter M may say—*what is M like?* The pupils will answer, M is like a suspension bridge. The teacher may then request the pupils to spell the word *arm* six times in this manner, a-r-m arm, one; a-r-m arm, two; a-r-m arm, three; a-r-m arm, four; a-r-m arm, five; a-r-m arm, six. The teacher may then rub out the word *arm*, and write *bar* in *capitals*, and request the pupils to spell the word *bar* six times in this manner, b-a-r bar, one; b-a-r bar, two; b-a-r bar, three; b-a-r bar, four; b-a-r bar, five; b-a-r bar, six. The teacher may then experiment upon the word *cap* in the same manner, and so on with as many words as his time may permit, or his inclination dictate. Request the pupils to enunciate the whole sentence in connection with each letter, as B is like a pair of spectacles; A is like a pair of fire tongs; R is like the step of a coach. Pupils disciplined under the influence of this exercise will have no time to gape, or to talk, or to lug each other, or to tread on each others toes, or to bite the corners of their books into pulp. Scholars committing these lessons to memory without the assistance of a teacher, will just go over them as if they were repeating them after a teacher. On the first page pupils will find in addition to the figure No. 1, two

letters a, a; these two letters, namely, a, a, in this system of mnemonics, mean number *one;* b, a, mean number *two;* c, a, mean number *three,* and so on up to one hundred; the letters in each case are the mnemonical representatives of the numeral value. See "The Memory of Numerals," in lesson "Adam is number one, and Adam I know." By using the foregoing influences in a class, pupils who *cannot tell their letters,* may be taught, and have been taught, TO SPELL AND READ so as to amuse themselves in ONE MONTH. But if time or convenience does not suit, please to show the pupils how to use Rule I, Rule II, Rule IV, and Rule V, and they *will get on rapidly.*

When the pupil commits to memory without the aid of a master, let him only say his own part and omit the master's part.

These Rules apply to every lesson described as "Retaining Associations;" or, in other words, every lesson marked "Retaining Associations" must be committed to memory by these Rules.

If your pupils be adults be sure to be kind to them and patient with them. Try every influence and every art to make permanent impressions upon the mind, and strive with all your ability to make the communication of elementary instruction attractive and pleasing, and the poor, and the ignorant, and the depraved, thus being improved mentally, morally, and physically, through your instrumentality, will bless your name as a philanthropist for thousands of pleasures communicated to them by an art with which you have assisted them to become acquainted. When you have heard their lessons in the books, and experimented on the black board, let the pupils sing the lessons you have been teaching; all the lessons of retaining associations can be sung in the same tune. Our pen is but a feeble instrument in its description of the powerful effect of tune upon memory: when tune and the various other influences we point out are employed it may be truly said that

> "The roots of trees that brave the blast,
> Have not a grasp of earth more fast,
> Than words that are by art entwined,
> And deeply rooted in the mind."

Educational Monitor, Part I.

A ready and retentive memory of the alphabet is of the first consequence, a pupil ought to know each letter and to name it as quickly as he can name a hat when he sees it. We return repeatedly to the following exercise, even after pupils can join letters to make words. Without a quick memory of the alphabet it is almost labour in vain to pupils and teachers to attempt anything else. When we wish to rest ourselves, we set the sharpest boy in the class to work as follows, and we look on

and make the chorus keep time. *Solo* :—A is like a pair of fire tongs. *Chorus* :—A is like a pair of fire tongs. *Solo* :—B is like a pair of spectacles. *Chorus* :—B is like a pair of spectacles. *Solo* :—C is like the half moon. *Chorus*:—C is like the half moon. *Solo*:—D is like a bow to shoot with. *Chorus* :—D is like a bow to shoot with ; and so on to the letter Z.

Those gentlemen who wish to improve the mental condition of their neighbourhoods have it in their power to do so now. There are teachers in Pendleton, to whom we have taught the system, who have no doubt that they can teach 140 adult pupils, out of 200 pupils who cannot tell their letters, to read so as to amuse themselves in one month. Let us see the reports of experiments for the last five years in the files of the Manchester papers, and then let us ask ourselves, is not the statement respecting a fact so important better worth enquiring into than twice as much time spent in reiterating statements concerning the wide-spread and accumulating ignorance, vagrancy, and crime of our race and age. Our Pendleton publisher will furnish the names of teachers. Applications by post, must enclose an envelope, stamped, with full address written upon it. His address is, Mr. Syers, Publisher of the "The Memory of Language," 24, New Richmond, opposite Leaf Square, Pendleton, Manchester.

An Extract from a "Special Report on the State of Juvenile Education and Delinquency in the Borough of Salford," by Mr. STEPHEN NEAL, the Chief Constable, dedicated by permission to Thomas Agnew, Esq., Mayor of that Borough.

"I have made it my duty, principally with the view of ascertaining the success attending the present modes of instruction in the schools in the borough, to make personal examinations of scholars educated at several of them, and at schools in the adjoining township of Pendleton ; and I take this opportunity of stating to your worship that, amongst the number of those scholars, many of them educated on a system devised and published by Mr. William Hill, of Pendleton, have shown a decided superiority in the acquisition and retention of elementary knowledge. It has been found that the system considerably lessens the difficulties attendant upon imparting and acquiring knowledge, difficulties which appear to be a prolific source of the ignorance which daily comes under our notice ; and from its having been successful in the schools in which I have seen it taught and tested, as well as in numerous other schools into which it has been introduced, I think it could be made useful in the education of those unfortunate juveniles who are referred to in this report."

RETAINING ASSOCIATIONS

Which hold words as in a balance in the mind, or Hill's method of securing to pupils the fruits of their mental industry.

LESSON I.—Retaining Associations.

Tune.—Vesper Hymn.

ARM, BAR, CAP,
I WANT A MAP.
DALE, EARL, FACE,
I WANT A PLACE.
GATE, HAT, IN-FANT,
I WANT A PLANT.
JAMES, KNAVE, LAMP,
I WANT A STAMP.
MAN, NAILS, OATS,
I WANT TWO COATS.
PAN, QUART, RAKE,
I WANT A CAKE.
SALT, TASK, UN-CASE,
I WANT A DACE.
VALE, AND, WALL,
I WANT A BALL.
XAN-THO, YARN,
I WANT A BARN.

LESSON II.—Retaining Associations.

Tune.—"Come hither all who wish to dine."

ALE, BEEF, CHEESE,
I SELL TWO BEES.
DEED, EVE, FEET,
I SELL A SEAT.
GEESE, HERB, I-DLE,
I SELL A BRI-DLE.
JET, KEY, LED,
I SELL A BED.
MEND, NECK, ONE,
I SELL A GUN.
PEAS, QUEEN, REEL,
I SELL A SEAL.
SEA, TEA, USE,
I SELL A GOOSE.
VEAL, AND, WELL,
I SELL A BELL.
XE-BECK, YEAR,
I SELL A SPEAR.

I GO HOME WITH JOY
TO PLAY WITH MY BOY,
HIS FACE BEAMS WITH SMILES
WHEN MINE MEETS HIS EYE.

LESSON III.—Retaining Associations.

Tune.—"Come hither all who wish to dine."

AIR, BIRCH, CHIN,
I GIVE A PIN.
DISH, EYES, FISH,
I GIVE A DISH.
GIRL, HILL, IN-FIRM,
I GIVE A WORM.
JINKS, KITE, LIME,
I GIVE SOME THYME.
MILK, NINE, OIL,
I GIVE SOME SOIL.
PIN, QUITE, RING,
I GIVE A WING.
SILK, TIDE, UM-PIRE,
I GIVE A FIRE.
VINE AND WINE,
I GIVE A SIGN.
XIPH-I-AS, YIELD,
I GIVE A FIELD.

AT SUP-PER WE HAD
SOME MILK IN A CUP,
IT WAS NOT A PINT
SO WE DRANK IT UP.

LESSON IV.—Retaining Associations.

Tune.—"The Banks and Braes."

AB-BOT, BONE, CORK,
I SOLD A FORK.
DOOR, EF-FORT, FOOT,
I SOLD A HUT.
GOWN, HOP, IM-POSE,
I SOLD A ROSE.
JOINTS, KNOCK, LOCK,
I SOLD A CLOCK.
MOON, NOON, OUT-WORK,
I SOLD SOME PORK.
POLE, QUOTE, ROAD,
I SOLD A LOAD.
SOCK, TOES, UN-BOLT,
I SOLD A COLT.
VOID AND WORM,
I SOLD A FORM.
eX-TOL, YOKE,
I SOLD A CLOAK.

I TOOK TEA AND TOAST, BREAD
AND BUT-TER AND COF-FEE,
MUF-FINS, SPICE BREAD AND BUNNS,
AND NICE SUG-AR TOF-FY.

LESSON V.—Retaining Associations.

Tune.—Canadian Boat Song.

AUNT, BUD, CUP,
I BUY A PUP.
DUKE, EN-SURE, FULL,
I BUY A GULL.
GUN, HUT, IS-SUE,
I BUY A SCREW.
JUG, KNUR, LUNGS,
I BUY TWO TONGUES.
MUGS, NUTS, OUNCE,
I BUY A FLOUNCE.
PUNCH, QUO-TA, RUG,
I BUY A PUG.
SUN, THUMB, UN-JUST,
I BUY A BUST.
VUL-GAR, WO-FUL,
I BUY SOME WOOL.
eX-OT-IC, YODE,
I BUY A ROAD,

I HAD BREAD AND BEEF, ON-IONS,
CAR-ROTS, AND PEAS,
PO-TA-TOES AND TUR-NIPS, AND FISH
FROM THE SEAS.

Repetition of words all minds seems to suit,
We thus plant the first, then the second takes root;
First dwells on the mind like a ship that is moor'd;
No second intrudes till the first is secured.

Some writers say figures of birds and of beasts,
And others say pictures of men at their feasts;
No pictures nor figures remain with our dears
Like sweet pretty words, for they know them for years.

HOW TO TEACH REGISTERING ASSOCIATIONS.

RULE I.—The teacher showing the letter or letters to the pupil will say—*I, one.* The scholars will then say—I, one; I, two; I, three. Solo: *b-e-n-d bend, one.* Chorus: b-e-n-d bend, one; b-e-n-d bend, two; b-e-n-d bend, three. Solo: *m-y my, one.* Chorus: m-y my, one; m-y my, two; m-y my, three. Solo: *a-r-m arm, one.* Chorus: a-r-m arm, one; a-r-m arm, two; a-r-m arm, three. Solo: *u-p, up, one.* Chorus: u-p up, one; u-p up, two; u-p up, three. Solo: *o-n on, one.* Chorus: o-n on, one; o-n on, two; o-n on, three. Solo: *upon, one.* Chorus: upon, one; upon, two; upon, three. Solo: *t-h-e the, one.* Chorus: t-h-e the, one; t-h-e the, two; t-h-e the, three. Solo: *f-a-r-m farm, one.* Chorus: f-a-r-m farm, one; f-a-r-m farm, two; f-a-r-m farm, three. Solo: *f-o-r for, one.* Chorus: f-o-r for, one; f-o-r for, two; f-o-r for, three. Solo: *p-l-o-u-g-h plough, one.* Chorus: p-l-o-u-g-h plough, one; p-l-o-u-g-h plough, two; p-l-o-u-g-h plough, three. Solo: *i-n-g ing, one.* Chorus: i-n-g ing, one; i-n-g ing, two; i-n-g ing, three. Solo: *ploughing, one.* Chorus: ploughing, one; ploughing, two; ploughing, three. Solo: *I, one.* Chorus: I, one; I, two; I, three. Solo: *l-i-k-e like, one.* Chorus: l-i-k-e like, one; l-i-k-e like, two; l-i-k-e like, three. Solo: *m-u-c-h much, one.* Chorus: m-u-c-h much, one; m-u-c-h much, two; m-u-c-h much, three. Solo: *t-h-a-t that, one.* Chorus: t-h-a-t

that, one; t-h-a-t that, two; t-h-a-t that, three. Solo: *b-a-r bar, one.* Chorus: b-a-r bar, one; b-a-r bar, two; b-a-r bar, three. Solo: *i-s is, one.* Chorus: i-s is, one; i-s is, two; i-s is, three. Solo: *l-o-n-g long, one.* Chorus: l-o-n-g long, one; l-o-n-g long, two; l-o-n-g long, three. Solo: *o-f of, one.* Chorus: o-f of, one; o-f of, two; o-f of, three. Solo: *i, one.* Chorus: i, one; i, two; i, three. Solo: *r-o-n ron, one.* Chorus: r-o-n ron, one; r-o-n ron, two; r-o-n ron, three. Solo: *s-t-r-o-n-g strong, one.* Chorus: s-t-r-o-n-g strong, one; s-t-r-o-n-g strong, two; s-t-r-o-n-g strong, three. Solo; *t-oo too, one.* Chorus: t-oo too, one; t-oo too, two: t-oo too, three. Solo: *h-o-t hot, one.* Chorus: h-o-t hot, one; h-o-t hot, two; h-o-t hot, three. Solo: *f-o-r for, one.* Chorus: f-o-r for, one; f-o-r for, two; f-o-r for, three. Solo: *m-e me, one.* Chorus: m-e me, one; m-e me, two; m-e me, three. Solo: *t-o to, one.* Chorus: t-o to, one; t-o to, two; t-o to, three. Solo: *t-o-u-c-h touch, one.* Chorus: t-o-u-c-h touch, one; t-o-u-c-h touch, two; t-o-u-c-h touch, three.

RULE II.—Solo: *I bend my arm, one.* Chorus: I bend my arm, one; I bend my arm, two; I bend my arm, three. Solo: *upon the farm, one.* Chorus: upon the farm, one; upon the farm, two; upon the farm, three. Solo: *I bend my arm upon the farm, one.* Chorus: I bend my arm upon the farm, one; I bend my arm upon the farm, two; I bend my arm upon the farm, three. Solo: *for ploughing I like much, one.* Chorus: for ploughing I like much, one; for ploughing I like much, two; for ploughing I like much, three. Solo: *I bend my arm upon the farm, for ploughing I like much, one.* Chorus: I bend my arm upon the farm, for ploughing I like much, one; I bend my arm upon the farm, for ploughing I like much, two; I bend my arm upon the farm, for ploughing I like much, three. Solo: *that bar is long, one.* Chorus: that bar is long, one; that bar is long, two; that bar is long, three. Solo: *of iron strong, one.* Chorus: of iron strong, one; of iron strong, two; of iron strong, three. Solo: *that bar is long, of*

iron strong, one. Chorus: that bar is long, of iron strong, one; that bar is long, of iron strong, two; that bar is long, of iron strong, three. Solo: *too hot for me to touch, one.* Chorus: too hot for me to touch, one; too hot for me to touch, two; too hot for me to touch, three. Solo: *that bar is long, of iron strong, too hot for me to touch, one.* Chorus: that bar is long, of iron strong, too hot for me to touch, one; that bar is long, of iron strong, too hot for me to touch, two; that bar is long, of iron strong, too hot for me to touch, three. Solo: *I bend my arm upon the farm, for ploughing I like much. That bar is long, of iron strong, too hot for me to touch, one.* Chorus: I bend my arm upon the farm, for ploughing I like much. That bar is long, of iron strong, too hot for me to touch, one. I bend my arm upon the farm, for ploughing I like much. That bar is long, of iron strong, too hot for me to touch, two. I bend my arm, upon the farm, for ploughing I like much. That bar is long, of iron strong, too hot for me to touch, three.

When we say *solo*, we mean the teacher, or the scholar that can read the best; for we occasionally employ the best scholar, and we look on to see the chorus keeps time. The pupils make much more rapid progress if they have a book to take home with them, for in that case they can learn at home well what they have been taught to spell and pronounce in the class. If there be twenty in a class, and each has to read five minutes, as in other methods of teaching, that would take one hundred minutes, or one hour and forty minutes; but according to this method, in which all pupils read at once, each pupil would read nearly one hundred minutes, or twenty times as much as in other methods.

Words and their meanings may be considered as the foundation of all acquired mental power. This method of repetition supplies the mind with words, and places them under its immediate control, with a facility of which no conception can be formed by any one that has not seen it in actual operation. Nothing is ridiculous that is useful. It is not more odd than committing the verbs to memory, "I love,—thou lovest,—he loves or loveth." Persons who repeat the alphabet in the ears of the same child every day for two or three years, sometimes refuse to comply with the simple repetition we counsel, and without which it is almost impossible to remember permanently.

REGISTERING ASSOCIATIONS,

Which supply the mind with sentences, "cut and dried," instead of isolated (1) *words, and thus save the time and mental labour during an extemporary address of forming words into sentences, thereby becoming less flat and prosaic, and consequently more pleasing and acceptable to an audience; or Hill's method of improving rapidly the mental farm, and of further extending the memory's tenure of words and ideas.*

LESSON. I.—Registering Associations.

Tune.—Alice Gray.

I BEND MY ARM UP-ON THE FARM,
FOR PLOUGH-ING I LIKE MUCH.
THAT BAR IS LONG, OF I-RON STRONG,
TOO HOT FOR ME TO TOUCH.

BUY ME A CAP TO CROSS THE GAP
TO HELP JOHN JONES MAKE HAY.
IN THAT FINE DALE I TOLD A TALE
OF A SWEET SUM-MER DAY.

AT HOME THE EARL GAVE ME A PEARL,—
A GEM AS DEAR AS GOLD.
YOUR FACE IS RED, THOUGH COLD AS LEAD;
YOUR HANDS AND FEET ARE COLD.

SHUT ME THAT GATE, I TELL YOU KATE,
AND DO NOT LET IT BANG.
A HAT BUY ME FOR JAMES TO SEE,
FOR THAT NEW SONG I SANG.

(1) Iz-o-la-ted.

THIS IN-FANT COLD I LET YOU HOLD,
DO WARM IT AT THE FIRE.
GO HOME, DEAR JAMES, AND BRING THE NAMES
OF A TRUE KNIGHT AND SQUIRE.

I SEE A KNAVE, NEAR TO THAT CAVE,
THAT STOLE MY SIS-TER'S BOOK.
THAT PRET-TY LAMP KEEP FREE FROM DAMP;
IT LIGHTS ME AND MY BOOK.

THAT FINE TALL MAN ONCE DROVE JANE ANN
WITH SPEED THROUGH WIND-SOR PARK.
THOSE USE-LESS NAILS IN GAR-DEN RAILS
TEAR DRES-SES IN THE DARK.

WITH GOOD OATS FEED MY HAND-SOME STEED;
MY HOR-SES GAL-LOP FAST.
THAT BRIGHT BRASS PAN I NEVER CAN
KEEP SO CLEAN AS THE LAST.

GIVE ME A QUART, BEFORE I START,
OF MILK FROM THE BROWN COW.
HAND ME THAT RAKE AND A BEEF STEAK
TO EAT WHEN AT THE PLOUGH.

THE BROTH DO SALT OR GEORGE WILL FAULT
YOUR FRENCH OR ENG-LISH COOK.
NOW SAY YOUR TASK, FOR THIS FINE MASK,
OUT OF YOUR SPEL-LING BOOK.

LET HIM UN-CASE THAT HAND-SOME LACE,
I WANT IT FOR MY FRIEND.
TREES GROW IN VALES, AND WOODS,
AND DALES,
WHICH WITH THE WIND CON-TEND.

O'ER THAT HIGH WALL, YOU MUST NOT,
PAUL,
AT-TEMPT TO FIND YOUR WAY.
XAN-THO, A NYMPH, IN CRYS-TAL LYMPH,
SOME MO-MENTS WHIL'D A-WAY.
THREE HANKS OF YARN ARE IN THE BARN
NEAR TO A TRUSS OF HAY.

LESSON II.—Registering Associations.

Tune.—"*The Rose of Allandale.*"

ALE CAN BE MADE, AND SOLD IN TRADE,
OF FI-NEST HOPS AND MALT.
BEEF IS STRONG FOOD, AND GOOD WHEN
STEW'D
WITH ON-IONS AND WITH SALT.

OF MILK MAKE CHEESE, AS GOOD AS
THESE,
WHICH YOU MAY SELL IN TOWN.
A GOOD DEED DO AND THEN SHALL YOU
FIND FRIENDS WHEN YOU ARE DOWN.

FIRST WO-MAN EVE MADE AD-AM GRIEVE
WHEN HE SO MUCH HAD LOST.
BIRDS HAVE TWO FEET, THEY WALK AND EAT.
IN SUM-MER AND IN FROST.

I SAW THREE GEESE AMONGST THE TREES
WITH FEATH-ERS, TAILS, AND WINGS.
HE DRINKS HERB TEA, TOO STRONG FOR ME,
AT NIGHT WHEN CUCK-OO SINGS.

THAT I-DLE BOY SHALL HAVE NO TOY
BOUGHT FOR HIM AT THE FAIR.
INK BLACK AS JET OUR CLERK MAY GET,
AND LET-TER FILES A PAIR.

This key will lock the door of clock
That strikes at twelve at noon.
A dog once led, for beef and bread,
A blind man into town.

Mend my black coat be-fore I vote
At church for par-ish clerk.
The swan's long neck, white with-out speck,
I saw in Dun-ham Park.

One book has he, which you may see
When on his way to school.
They like pease soup, when in the poop,
If it is nice and cool.

An Eng-lish Queen at York was seen,
With tas-sels, scep-tre, crown.
Fine yarn we reel on frames of steel,
And sell it when in town.

At sea we sail through snow and hail,
With pad-dles, fun-nel, steam.
Of tea in cup do let me sup,
And in it put some cream.

A spade I use, and don't re-fuse
The gar-den-er to aid.
Of that fine calf you shall have half,
When of it veal is made.

This well is deep, it drown'd a sweep;
I tell you to take care.
Xe-beck's fine deck pray do not break,
But on it place a chair.
Through this long year meat was so dear
We could not see the fair.

HOW TO TEACH SPELLING ASSOCIATIONS AND ALL KINDS OF RHYME.

RULE I.—The teacher's part is in Italics. The pupil's part is in Roman. The teacher, spelling and reading from his book, will say—*I, one.* The pupils, spelling and reading from their books, all beginning at once, and all ending at once, will say—I, one; I, two; I, three. *c-a-n can, one.* c-a-n can, one; c-a-n can, two; c-a-n can, three. *s-p-e-ll spell, one.* s-p-e-ll spell,

one; s-p-e-ll spell, two; s-p-e-ll spell, three. *a-r-m arm, one.* a-r-m arm, one; a-r-m arm, two; a-r-m arm, three. *t-h-a-t that, one.* t-h-a-t that, one; t-h-a-t that, two; t-h-a-t that, three. *I, one.* I one; I, two; I, three. *i-n in, one.* i-n in, one; i-n in, two; i-n in, three. *w-i-n win, one.* w-i-n win, one; w-i-n win, two; w-i-n win, three. *t-e-r ter, one.* t-e-r ter, one; t-e-r ter, two; t-e-r ter, three. *win-ter, one.* win-ter, one; win-ter, two; win-ter, three. *k-ee-p keep, one.* k-ee-p keep, one; k-ee-p keep, two; k-ee-p keep, three. *s-o so, one.* s-o so, one; s-o so, two; s-o so, three. *w-a-r-m warm, one.* w-a-r-m warm, one; w-a-r-m warm, two; w-a-r-m warm, three.

RULE II.—*I can spell a-r-m arm, one.* I can spell a-r-m arm, one; I can spell a-r-m arm, two; I can spell a-r-m arm, three. *That I in win-ter keep so warm, one.* That I in win-ter keep so warm, one; that I in win-ter keep so warm, two; that I in winter keep so warm, three. *I can spell a-r-m arm, that I in win-ter keep so warm, one.* I can spell a-r-m arm, that I in win-ter keep so warm, one; I can spell a-r-m arm, that I in win-ter keep so warm, two; I can spell a-r-m arm, that I in win-ter keep so warm, three.

RULE III.—Calling the attention to the letters with which the words end is a most beneficial exercise. We owe much of our success in teaching to this simple method of imprinting deeply, speedily, and permanently, the alphabet on the mind. When we teach pupils ourselves, we always insist upon this rule; we leave other teachers to please themselves. If we taught pupils at a certain price per head, without reference to time, we should certainly never omit to teach by this rule. It fixes steadily on the lesson the attention of the most imaginative child we ever met with. Imaginative children are bad to teach, but are often the brightest in after life: their little eyes see everything, and their little ears hear everything:—*I ends with I.* I ends with I. *can ends with n.* can ends with n. *spell ends with*

double l. spell ends with double l. *a-r-m ends with m.* a-r-m ends with m. *that ends with t.* that ends with t. *I ends with I.* I ends with I. *in ends with n.* in ends with n. *win-ter ends with r.* win-ter ends with r. *keep ends with p.* keep ends with p. *so ends with o.* so ends with o. *warm ends with m.* warm ends with m. This exercise teaches pupils to read quickly; it causes them to look particularly at letters: looking at things, or examination makes things familiar; it continues the act of attention on each letter with which words end, while the sentence is repeated which is connected with each word. Enduring attention improves the memory much: the pupil has the advantage of two sounds to help the memory of the ear, two sights to aid the memory of the eye, and two acts of attention, in *immediate succession*:—attention is one of the principles of our nature on which memory depends: repetition in *immediate succession*, in the same instant of time, or in the same respiration, is almost as powerful in its action upon the memory as habit. This exercise *excites* attention, and *exciting* attention ought to be a principal *feature* in the art of teaching: it is a pleasing illusion, for it makes pupils perform the necessary acts of repetition without their appearing to do so: it makes repetition agreeable: it enables teachers to accomplish what they are unable to do without it, with the best will in the world: it improves the memory of the termination of words, and consequently assists the pupil to spell: it forms a permanent association of the terminating letter and the word; and the association of ideas is another principle of our nature on which memory depends: it enables pupils to exhibit a power of memory which defies description when it is employed in the lessons of "The Memory of Words and their Meanings." He that has a bad system is better than he that has no system; but he that has a good system of doing every thing he has to do, is sure to pass persons his equals in natural ability when he calls his system to his aid. System and habit are strong and swift; they can carry

much, and carry it quickly. This remark applies to both physical and mental power. The repetitions, or allowing time for the words to take root in the mind, are worth twenty readings. If you desire pupils to remember what you teach them, please to be so considerate as to teach them as if you intended them to remember.

SPELLING ASSOCIATIONS,

Being the application of the powerful influence of rhyme; the association of ideas, the mnemonical influence of repetition to take advantage of the memory of the tongue; the word printed in two patterns, the s-p-e-l-l-i-n-g pattern or syllabical pattern, and the reading pattern, to take advantage of the memory of the eye; and the mnemonical influence of tune to take advantage of the memory of the ear; or Hill's effective panacea for the disease of bad spelling.

For weak sight use spectacles.
For indigestion use tonics.
For beauty's garb, crystal lymph.
For bad memories, mnemonics.

LESSON I.—Spelling Associations.

Tune.—Vesper Hymn.

I CAN SPELL A—R—M ARM,
THAT I IN WIN-TER KEEP SO WARM.
I CAN SPELL B—A—R BAR,
THAT ONCE FELL DOWN AND BROKE A JAR.

I CAN SPELL C—A—P CAP,
THAT I HUNG UP BE-SIDE THE MAP.
I CAN SPELL D—A—L—E DALE,
WHERE TREES WERE BLOWN DOWN BY THE GALE.

I CAN SPELL E—A—R—L EARL,
THAT SENT TO SCHOOL A BOY AND GIRL.
I CAN SPELL F—A—C—E FACE,
HID FROM MY SIGHT WITH FINE WHITE LACE.

I can spell g-a-t-e gate,
Too old for me to tell the date.
I can spell h-a-t hat,
Put on a form where I once sat.

In-fant, a word that ends with T,
The babe shall sit up-on my knee.
James is a word that ends with S,
He is a boy of good ad-dress.

Knave is a word that ends with E,
Some knaves are bad as they can be.
I can spell l-a-m-p lamp,
How well it lights the men in camp.

I can spell m-a-n man,
That put our chest in lug-gage (1) van.
Nails is a word that ends with S,
Jane with a nail tore her silk dress.

I can spell o-a-t-s oats,
That I can buy with good bank notes.
I can spell p-a-n pan,
That Mark brought home in car-a-van. (2)

Quart is a word that ends with T,
It meas-ures (3) milk for him and me.
I can spell r-a-k-e rake,
With a long han-dle like a stake.

I can spell s-a-l-t salt,
Which we can use with hops and malt.
I can spell t-a-s-k task,
Where is your book, pray let me ask.

(1) lug-gidge. (2) kar-a-van. (3) mezh-ures.

Un-case (4) a word that ends with E,
My case I lock up with a key.
I can spell v-a-l-e vale,
Where grand-pa told a pret-ty (5) tale.

I can spell w-a-ll wall,
Where some boys play at catch-a-ball.
Xan-tho (6) a word that ends with O,
A care-less boy trod on her toe.
I can spell y-a-r-n yarn,
That Ma-ry spun in a big barn.

(4) Un-kase. (5) prit-te. (6) Zan-tho.

LESSON II.—Spelling Associations.

Tune.—"Come hither all who wish to dine."

HE CAN SPELL A—L—E ALE,
PUT IN A SHIP THAT SOON WILL SAIL.
HE CAN SPELL B—EE—F BEEF,
TO MAKE A DIN-NER FOR A CHIEF.

CHEESE IS A WORD THAT ENDS WITH E,
IT DOES WITH FARM-ING MEN A-GREE.
HE CAN SPELL D—EE—D DEED,
PAUL WITH CORN FEEDS HIS PRET-TY STEED.

HE CAN SPELL E—V—E EVE,
A GIRL THAT MEND-ED GRACE HER SLEEVE.
HE CAN SPELL F—EE—T FEET.
THAT WALK'D IN SHOES BOTH CLEAN AND NEAT.

Geese is a word that ends with E,
Them in the mar-ket we can see.
He can spell h-e-r-b herb,
It is a noun and not a verb.

I-dle, a word that ends with E;
Good boys must nev-er i-dle be.
He can spell j-e-t jet,
That Thom-as got for a bad debt.

He can spell k-e-y key,
That lock'd the door where we took tea.
He can spell l-e-d led
The hor-ses in-to barn or shed.

He can spell m-e-n-d mend
The boots and shoes that Mark will send.
He can spell n-e-c-k neck
Of an old goose upon the deck.

He can spell o-n-e one,
Church clock that struck when he was gone.
He can spell p-e-a-s peas,
That sai-lors eat up-on the seas.

Queen is a word that ends with N,
One queen as good as ours in ten.
He can spell r-ee-l reel,
Made of good i-ron, wood, and steel.

He can spell s-e-a sea;
Its air will not a-gree with me.
He can spell t-e-a tea,
A shrub that la-dies love to see.

He can spell u-s-e use,
Which makes me quick at roast-ing goose.
He can spell v-e-a-l veal,
That he can give you for some meal.

He can spell w-e-ll well,
That is much deep-er than a cell.
Xe-beck (1), a word that ends with K,
That makes its way through foam and spray.
He can spell y-e-a-r year,
Now Chris-tmas (2) day will soon be here.

(1) Ze-bek. (2) Kris-mas.

LESSON III.—Spelling Associations.

Tune.—"Oh! tell me when, and tell me where."

WE CAN SPELL A—I—R AIR,
THAT MAKES CHEEKS RO-SY, FAT, AND FAIR.
BIRCH IS A WORD THAT ENDS WITH H:
BAD BOYS HAVE BIRCH, GOOD BOYS HAVE PEACH.

WE CAN SPELL C—H—I—N CHIN,
THAT TOUCH'D THE WIN-DOW AT THE INN.
WE CAN SPELL D—I—S—H DISH,
THAT HELD AT DIN-NER A FINE FISH.

WE CAN SPELL E—Y—E—S EYES,
THAT SOON CAN SEE SOME TARTS AND PIES.
WE CAN SPELL F—I—S—H FISH;
FOR FI-NER FISH WE WOULD NOT WISH.

We can spell g-i-r-l girl,
The hand-some daugh-ter (1) of an earl.
We can spell h-i-ll hill,
Where you may go to see the mill.

In-firm, a word that ends with M;
Men in-firm do not con-temn.
Jinks is a word that ends with S;
A man Jinks is that sold a press.

We can spell k-i-t-e kite,
That James took home when it was night.
We can spell l-i-m-e lime,
That look'd so white for a long time.

We can spell m-i-l-k milk,
That wet a dress made of good silk.
We can spell n-i-n-e nine,
New or-ange-s, rich, sweet, and fine.

(1) Daw-tur.

We can spell o-i-l oil,
Which spilt on dres-ses will them spoil.
We can spell p-i-n pin,
That hurt my sis-ter Ma-ry's chin.

Quite is a word that ends with E,
It has five let-ters you may see.
We can spell r-i-n-g ring,
When made of gold, a pret-ty thing.

We can spell s-i-l-k silk,
That cost us more than but-ter milk.
We can spell t-i-d-e tide,
On whose great wa-ters ves-sels glide.

Um-pire, a word that ends with E;
Some-times he can make men a-gree.
We can spell v-i-n-e vine,
Load-ed with grapes both rich and fine.

We can spell w-i-n-e wine,
That Thom-as drinks of yours and mine.
Xiph-i-as (2), a word that ends with S,
We try, but can-not make it less.
Yield is a word that ends with D:
Trees can yield fruit for you and me

(2) Zif-e-as.

FOOD.

Some love to feed on plums and cakes,
On figs, and tarts, and pies;
Whilst some on ducks, and geese, and hares,
Would ev-er feast their eyes.

Give me fresh but-ter, milk, and eggs,
Good bread, and beef, and cheese,
Pure wa-ter from the shi-ning well,
With health, and joy, and peace.

THOMAS LEE.

LESSON VI.—Retaining Associations.

Tune.—"O tell me when and tell me where."

ASH, BACK, CAT,
HE HAS A MAT.
DAY, EARTH, FAT,
HE HAS A HAT.
GRAPES, HANDS, IN-MATE,
HE HAS A SKATE.
JAWS, KAYLE, LARK,
HE HAS A PARK.
MARE, NAG, OAR,
HE HAS A DOOR.
PALE, QUALM, RAY,
HE HAS A TRAY.
SWAN, TAPE, UP-WARD,
HE HAS A CARD.
VAIN AND WAX,
HE HAS AN AXE.
eX-ALT, YACHT,
HE HAS A KNOT.

WE HAVE PO-KERS AND TONGS,
POL-ISH'D TA-BLES AND CHAIRS,
AND SO-FAS AND CAR-PETS,
AND A NEW PAIR OF STAIRS.

LESSON VII.—Retaining Associations.

Tune.—"Before the closing of the day."

AXE, BREAD, CREAM,
HE SEES A BEAM.
DREAM, EELS, FLED,
HE SEES A HEAD.
GREEN, HEAD, IN-DEX,
HE SEES SOME NECKS.
JEER, KNEEL, LED,
HE SEES A THREAD.
MET, NEW, ORE,
HE SEES A SHORE.
PEER, QUEER, READ,
HE SEES A SEED.
SHEEP, TEETH, UN-CLE,
HE SEES A MAN-GLE.
VEIN AND WEEK,
HE SEES A SNEAK.
eX-PERT, YEW,
HE SEES A DEW.

WE HAVE KET-TLES AND PANS,
AND A TRAY FOR THE TEA,
CHI-NA SAU-CERS (1) AND CUPS,
AND A GOL-DEN WATCH KEY.

(1) SAW-SUR.

LESSON VIII.—Retaining Associations.

Tune.—"*Adieu, my native land, adieu!*"

AN-VIL, BRICKS, CHILD,
HE FINDS IT WILD.
DRINK, EIGHT, FIGS,
HE FINDS TWO PIGS.
GILL, HINGE, IN-LIST,
HE FINDS SOME TWIST.
JIB, KNIFE, LIFE,
HE FINDS A KNIFE.
MILE, NICE, OF-FICE,
HE FINDS SOME COF-FEES.
PRIEST, QUILT, RISE,
HE FINDS A PRIZE.
SHIN, THIEF, UN-FIT,
HE FINDS A WIT.
VIE AND WIFE,
HE FINDS A FIFE.
eX-CISE, ZIG-ZAG,
HE FINDS A BAG.

WE HAVE MET-AL TEA POTS,
AND NICE SUG-AR NIP-PERS;
TWELVE RUSH SEA-TED CHAIRS,
AND FINE CAR-PET SLIP-PERS.

LESSON IX.—Retaining Associations.

Tune.—Vesper Hymn.

A-CORN, BOY, COAT,
HE TOOK A GOAT.
DOVE, EL-BOW, FLOOR,
HE TOOK A MOOR.
GLOVES, HOOD, I-DOL,
HE TOOK A DOLL.
JOY, KNOLL, LOG,
HE TOOK A DOG.
MOUTH, NORTH, OP-POSE,
HE TOOK A DOSE.
PORK, QUO-RUM, ROLL,
HE TOOK A POLE.
SHOP, TONGUE, UP-SHOT.
HE TOOK A COT.
VOTE AND WOLF,
HE TOOK SOME PELF.
eX-PORT, YOUTH,
HE TOOK A BOOTH.

WE HAVE SUN BLIND AND ROL-LER,
WASH-ING UP TUB AND COOL-ER,
AND A THIR-TY HOURS' CLOCK
WITH A DOOR AND A LOCK.

LESSON X.—Retaining Associations.

Tune.—Canadian Boat Song.

A-GUE, BUNN, CRUMBS,
HE FOUND TWO DRUMS.
DUCKS, EN-VOY, FUND,
HE FOUND JOHN LUND.
GUM, HULL, IN-SULT,
HE FOUND A COLT.
JUMP, KNUCK-LE, LUKE,
HE FOUND A DUKE.
MUD, NUN, OUT-LINE,
HE FOUND A VINE.
PLUMS, QUODE, RUST,
HE FOUND A CRUST.
SKULL, TRUNK, UN-TRUE,
HE FOUND A YEW,
VUNE, WOR-SHIP,
HE FOUND A WHIP.
eX-PLORE, YOUTH-FUL,
HE FOUND A SKULL.

SEND THE MU-SI-CAL BOX,
AND HAND-SOME (1) FIRE BRAS-SES;
A VEL-VET PILE HEARTH RUG,
AND THIR-TEEN NICE GLAS-SES.

(1) HAN-SUM.

LESSON III.—Registering Associations.

Tune.—"She wore a wreath of Roses."

THE AIR IS PURE, IT SOON WILL CURE
THE SICK MAN OF HIS PAIN.
BROOMS MADE OF BIRCH, USE NEAR THE
CHURCH,
SOON AF-TER FLOODS AND RAIN.

I HURT MY CHIN AT THE CROWN INN,
IT WILL NOT SOON BE WELL.
THE DISH DON'T BREAK, IT HOLDS A
STEAK
AT DIN-NER VERY WELL.

YOUR EYES ARE BLUE, YOUR HAT IS
NEW,—
I SEE YOUR NOSE AND EARS.
FISH IN THE LAKE STILL YOU CAN TAKE,
A DIN-NER FOR TWO PEERS.

That good girl Jane was nev-er vain,
But mod-est, meek, and mild.
Up-on the hill I see her still,
Her fa-ther's love-ly child.

That in-firm man bought sacks of bran,
And pitch-fork, rake, and scythe.
Jinks, the strong man, that drove a van,
Was mer-ry, gay, and blithe.

Who tore my kite, of pa-per white,
And took my bow a-way?
With sand mix lime for mor-tar prime,
For wa-ges ma-sters pay.

New milk we skim, and give to him,
The cream we from it take.
Nine hon-est men, one less than ten,
Sent me a duck and drake.

John, oil the cart, and then de-part,
With tur-nips, car-rots, peas.
Her new frock pin, it fits like skin,
Though she feels quite at ease.

The night was dark, when in the park,
The moon peep'd through the trees.
The bells shall ring, and men shall sing,
And fruits our tastes shall please.

That new silk dress you must not press,
Nor these fine feath-ers spoil.
Tide will not wait for small or great,
So make the ket-tle boil.

The um-pire says you must not press
To set-tle things too soon.
Grapes from the vine, both sweet and fine,
Were brought to me at noon.

I drink no wine, so don't con-sign,
This tem-pter (1) to my care.
Xiph-i-as, a fish, it is my wish,
This night to catch a pair.
Trees do yield fruit, let me re-cruit
Your pock-ets at the fair.

(1) Tem-tur.

LESSON IV.—Registering Associations.

Tune.—"My heart and lute."

JOHN AB-BOT GO AND HELP TO MOW
THE FIELD WHERE WE BLEACH YARN.
THESE BONES ARE MEAT FOR DOGS TO EAT,
DO PUT THEM IN THE BARN.

CORK THE BOT-TLE NEAR THE POT-TLE,
YOU SEE IT HOLDS ONE QUART.
PLEASE SHUT THE DOOR, I WANT NO MORE
SWEET CAKES BE-FORE I START.

AN EF-FORT MAKE TO BREW AND BAKE
TO-DAY WHILE IT IS LIGHT.
MY FOOT CAN WALK, MY TONGUE CAN TALK
AS FAST AS YOU CAN WRITE.

This nice new gown I got in town,
Its col-ours are quite fast.
Hops put in ale, you brew for sale,
Or use at a re-past.

Do not im-pose on friends or foes,
I do dis-like a cheat.
A joint we roast, we do not boast
That we have much to eat.

Knock at the door, and get an oar,
To row us to the ship.
Do lock the gate, when it is late,
Or thieves our house may strip.

The moon to-night is clear and bright;
It shines to light our way.
At noon we rest, we know it best,
As mid-dle of the day.

We can out-work a clerk or Turk;
We nev-er come be-hind.
This pole we crown with wil-lows brown,
And on it rib-bons bind.

Quote from my book, and in it look
For words that please the ear.
On the new road is my a-bode,—
Our air is ver-y clear.

Bring the child's socks, and its new frocks,
We want to see it nice.
Paul's toes are cold, as I fore-told,
With play-ing on the ice.

Un-bolt the door, I say once more,
Tell Jane to do it soon.
If void of care, you may pre-pare
Your thanks for that great boon.

Silk from the worm makes man-y a form
Most pleas-ing to the eye.
eX-tol or praise the cows that graze,
But keep them from the rye.
Yoke me that horse, fresh from the course,
'Tis one that will not shy.

Be pa-tient and just, be hon-est and wise;
Pa-tience and jus-tice are vir-tues we prize.

LESSON V.—Registering Associations.

Tune.—"*Yes, I will leave my father's halls.*"

MY AUNT WILL COME NEXT WEEK, WITH DRUM,
AND WHIS-TLE, KITE AND HOOP.
TREES BUD IN SPRING, AND CUCK-OOS SING—
DON'T LET YOUR SPIR-ITS DROOP.

THAT CUP OF TEA, PLEASE HAND TO ME,
MY NAME IS GEORGE, YOU KNOW.
YORK'S DUKE RE-GALES THE PRINCE OF WALES
WHEN AT THE FLOW-ER SHOW.

A COAT EN-SURE TO RICH AND POOR,
WITH WAIST-COAT, HAT, AND SHOES.
HANDS FULL OF CRUMBS FOR BIRDS, AND PLUMS
TO BOYS DO NOT RE-FUSE.

What a large gun, I have not one;
Nor ban-ner, wreath, nor fringe!
That hut is small, but please to call
And buy me a door hinge.

Bank is-sues notes, and time de-votes
To look-ing af-ter cash.
John broke the jug and wet the rug,
For which he got a lash.

Knurs in the wood, that James calls good,
Of-ten pre-vent a sale.
Our lungs are strong, then come along,
And some fresh air in-hale.

Put milk in mugs, when with-out jugs,
The dai-ry maid will say.
A pint of nuts our Ma-ry puts
In ba-sins on the tray.

An ounce I want, for Sarah's aunt,
Of Chi-na's fi-nest tea.
Come, punch me holes, in the shoe soles
I wore when on the sea.

My quo-ta pay for corn and hay,
The neigh-ing horse to feed.
On the hearth rug I left a pug,
When start-ing with my steed.

The sun was set be-fore we met
That man with a broad sword.
Sam thumbs his book, just come and look,—
'Tis grea-sy as a board.

'Tis un-just to steal a crust,
A loaf, or a new gown.
'Tis vul-gar, James, to call nick-names,
In cit-y (1) or in town.

How wo-ful those that have no clothes
To shroud them from the storm.
eX-ot-ics will grow near a rill,
A man did me in-form.
I gave to Yode of laws a code,
To keep them from the storm.

(1) Sit-te.

HAB-IT

Sends us to church on Sun-day,
To busi-ness on a Mon-day;
And last Fri-day in the month,
Cash seek-ing—'tis a *dun day*.

LESSON VI.—Registering Associations.

Tune.—Farmer's Boy!

THE FOR-EST ASH DON'T CUT AND SLASH,
NOR SPOIL ITS PRET-TY LEAVES.
GO BACK A-GAIN TO SEE THE MEN
THAT CAUGHT TWO NAUGH-TY THIEVES.

OUR CAT CAUGHT MICE, THAT WE DID TICE
WITH CHEESE THEIR HOLES TO QUIT.
ON THIS FINE DAY, THE FIRST OF MAY,
DAN SERV'D ME WITH A WRIT.

THE EARTH YIELDS FRUIT FOR MAN AND BRUTE,
FOR PEA-COCK, EA-GLE, CROW.
BUY THAT FAT GOOSE, IS IT OF USE
TO BID A PRICE SO LOW?

From grapes make wine, and write a sign,
To say you keep it good.
Your hands keep clean as those of dean,
When in the church he stood.

An in-mate, I, of house quite dry,
With chim-neys, roof, and door.
The jaws of whale will make me pale,
If e'er I see them more.

The game of kayle we shall not fail
To play in sum-mer time.
The lark flies high, o'er wheat and rye,
And bar-ley, corn, and thyme (1.)

(1) Time.

Our mare will trot till she is hot,
And with your nag keep pace.
Now ply your oar, this boat once more,
Is sure to win the race.

That boy is pale, I fear the gale
Has giv-en him a cold.
I had a qualm, but soon got calm,
As Mary had fore-told.

That large fish ray I bought to-day,
And found it very nice.
The swan swims well, that I shall sell,
To fetch the high-est price.

One yard of tape to tie a crape,
Tell Ann to send me home.
With up-ward look, fare-well he took,—
To bat-tle with the foam.

Do not be vain, for it is plain
That van-i-ty of-fends.
A doll of wax, with fall-ing, cracks,
So tell this to your friends.

Who does ex-alt a boy in fault,
Or his of-fence com-mends.
One splen-did yacht (1), Prince Al-bert got,
So here my les-son ends.

(1) Yot.

A CON-TRAST.

We first see a black-smith at work, ma-king shoes
For hors-es and colts of Chris-tians and Jews;
With ham-mer and an-vil, and bel-lows and fire,
He works like a Brit-on, and gold is his hire.

We next see an au-thor with spec-ta-cles bright,
That writes all the day and thinks in the night;
Who gets much a-buse when his la-bours are o'er,
And may die in want at the age of three score.

LESSON VII.—Registering Associations.

Tune.—"Oh, no! we never mention her."

WITH AXE CUT DOWN, FOR THIS NEW CROWN,
THE TREE THAT STOPS MY LIGHT.
OF FLOUR MAKE BREAD, THE WOOD-MAN SAID,
AND THEN YOUR FRIENDS IN-VITE.

CREAM FOR MY TEA, IS HERE, YOU SEE,
WITH A HOT ROLL AND BUNN.
MARK OF-TEN DREAMS OF CARTS AND TEAMS
DROVE IN A BLAZ-ING SUN.

EELS PUT IN PIES, LIKE THOSE ANNE BUYS,
LET THEM BE NICE-LY DONE.
THEY HAVE NOT FLED, BUT, COOL AS LEAD,
HAVE STOOD BE-SIDE THEIR GUN.

We like green fields, that ripe corn yield,
And feed our pret-ty sheep.
My head a-gain gives me much pain,
I find I can-not sleep.

An in-dex give of pa-ges five,
And then the book's com-plete.
We should not jeer, laugh, or be queer,
When poor men ask for meat.

James wet his knees in the sea breeze,
And fell down in the mud.
A spout of lead place on the shed
That shel-ters my fine stud.

We met them, late, near the field gate,
With mor-tar, trow-el, spade.
This nice new book, and shep-herd's crook,
We found in yon-der glade.

Ore from the earth, will give us mirth,
When in-to or-gans made.
A no-ble peer,—a lord is here,
His lau-rels shall not fade.

He does queer tricks with walk-ing sticks,
With pen-knife, egg, and ball.
Strive to read well, and try to spell,
And in your book don't scrawl.

Wool from the sheep is now so cheap,
That we shall stock-ings buy.
Keep your teeth clean, that boy, I mean,
That now is eat-ing pie.

My un-cle went, first day in lent,
To see my fa-ther's pew.
Veins in your hands he un-der-stands—
He will your pain sub-due.

Our school, next week, will pas-time seek,
Our schol-ars will go home;
So ex-pert be when you are free,
And in the fields you roam.
That fine yew tree in church yard see,
When near the cas-cade's foam.

Be kind to your neigh-bour, and true to your friend,
And guard well your tongue that it may not of-fend.

LESSON VIII.—Registering Associations.

Tune.—"My heart and lute."

ON AN-VIL WORKS THE SMITH FOR PORK,
FOR BUT-TER, BEEF, AND VEAL.
A BRICK FELL ON MY TOE, SAID JOHN,
ITS STUN-NING BLOW I FEEL.

A GOOD CHILD WILL IN SCHOOL SIT STILL,
AND STRIVE TO LEARN ITS BOOK.
DO LET US DRINK, THIS SPRING, I THINK,
IS CLEAR AS CRYS-TAL BROOK.

TWICE FOUR ARE EIGHT, STOOD BY THE GATE,
OF GEN-TLE-MEN AND BOYS.
BRING ME RIPE FIGS, AND WIL-LOW TWIGS,
AND SHUT-TLE-COCKS, AND TOYS.

Gill, the eighth part of a full quart
Of milk, or beer, or wine.
Give James his book, his slate he took
Be-fore the clock struck nine.

Charles did in-list, in a thick mist,
And sol-dier's clothes put on.
Jib, a ship sail, stood snow and hail.
And sum-mer's burn-ing sun.

Lend me your knife to mend my fife,
And pare my fin-ger nails.
The new pan lid, my sis-ter hid,
In Flint-shire, in North Wales.

A mile from home I sold a comb,—
Play-things, whip-top, and rope.
My nice fine bird is dead, you heard;
It died up-on the slope.

To of-fice walk, and take the chalk
To mark up-on the floor.
A Per-sian priest sat at the feast,
Where he had sat be-fore.

A quilt, quite new, I bought for you,
And cur-tains, tas-sels, sash.
Come, ear-ly rise to see the skies,
And watch the far-mers thrash.

I hurt my shin, and broke the skin,
Last win-ter, on a slide.
A thief, in fog, stole our big dog;
It was my fa-ther's pride.

I am un-fit to stand or sit,
The doc-tor I must see.
He vies, you see, with him and me,
So let us all a-gree.

My wife buys tea, and brings to me
A most de-li-cious cup.
eX-cise, a tax, on goods in packs;
On cof-fee, sug-ar, soap.
Zig-zag, wind-ing, are you mind-ing
That hand-some tel-es-cope?

FOR LIT-TLE CHIL-DREN.

In this lit-tle book are set
Rich-es you must try to find;
Pleas-ures on-ly to be met
In the gar-dens of the mind.

Though too small a gate for some
Yet it leads a no-ble way;
To the fruits of years to come,
To the joys be-yond to-day!

C. SWAIN.

ARITHMETICAL ASSOCIATIONS,

Being Addition made easy; or Hill's method of making figures and words cohere, so as to improve the pupil's memory of both figures and words, and which are intended to excite the attention of pupils to an examination of surrounding objects.

LESSON I.—Addition made easy.

One and one are two large tops and new whips.
One and two are three French sai-lors and ships.
One and three are four ripe ap-ples and pears.
One and four are five round ta-bles and chairs.
One and five are six long sticks and strong canes.
One and six are sev-en gold seals and gold chains.
One and sev-en are eight cross bows and fish hooks.
One and eight are nine fat coach-men and cooks.
One and nine are ten fine toys and long strings.
One and ten are e-lev-en rich no-bles and kings.

LESSON II.—Addition made easy.

Two and one are three hot pies and nice cakes.
Two and two are four long pitch forks and rakes.
Two and three are five hot rolls and new buns.
Two and four are six new pis-tols and guns.
Two and five are sev-en new loaves and chee-ses.
Two and six are eight brisk winds and strong bree-zes.
Two and sev-en are nine new books and good pens.
Two and eight are ten plump chick-ens and hens.
Two and nine are e-lev-en di-a-monds and pearls.
Two and ten are twelve fine chil-dren and girls.

LESSON III.—Addition made easy.

Three and one are four nice figs and ripe nuts.
Three and two are five good hogs-heads and butts.
Three and three are six rich quin-ces and plums.
Three and four are sev-en clean fing-ers and thumbs.
Three and five are eight young pigs and old sows.
Three and six are nine great dogs and red cows.
Three and sev-en are ten old apes and old rats.
Three and eight are e-lev-en black kit-tens and cats.
Three and nine are twelve fine hor-ses and colts.
Three and ten are thir-teen house doors and bolts.

LESSON IV.—Addition made easy.

Four and one are five fat hogs and wild bulls.
Four and two are six sea fowls and sea gulls.
Four and three are sev-en wise youths and good men.
Four and four are eight long quills and one pen.
Four and five are nine new birch rods and whips.
Four and six are ten bold sai-lors and ships.
Four and sev-en are e-lev-en new tasks and sweet tales.
Four and eight are twelve large sharks and large whales.
Four and nine are thir-teen sweet grapes and rich fruit.
Four and ten are four-teen new shoes and one boot.

LESSON V.—Addition made easy.

Five and one are six mad ox-en and beasts.
Five and two are sev-en good din-ners and feasts.
Five and three are eight new gowns and pink sash-es.
Five and four are nine sud-den bla-zes and flash-es.

Five and five are ten neat frocks and fine muffs.
Five and six are e-lev-en flan-nels and stuffs
Five and sev-en are twelve straw bon-nets and caps.
Five and eight are thir-teen spring guns and steel traps.
Five and nine are four-teen new dres-ses and cloaks.
Five and ten are fif-teen tall ash trees and oaks.

LESSON VI.—Addition made easy.

Six and one are sev-en new hats and old coats.
Six and two are eight steam pack-ets and boats.
Six and three are nine fur caps and hat box-es.
Six and four are ten fox hounds and fox-es.
Six and five are e-lev-en new wigs and new hats.
Six and six are twelve fine car-pets and mats.
Six and sev-en are thir-teen wom-en and men.
Six and eight are four-teen pen-knives and one pen.
Six and nine are fif-teen peer-es-ses and one peer.
Six and ten are six-teen large ves-sels to steer.

LESSON VII.—Addition made easy.

Sev-en and one are eight prin-ces-ses and one prince.
Sev-en and two are nine ap-ples and one quince.
Sev-en and three are ten duch-es-ses and dukes.
Sev-en and four are e-lev-en short words in new books
Sev-en and five are twelve fine youths and good boys.
Sev-en and six are thir-teen sweet pleas-ures (1) and joys.

(1) plezh-ures.

Sev-en and sev-en are four-teen men with great minds.

Sev-en and eight are fif-teen sacks of corn the mill grinds.

Sev-en and nine are six-teen kind unc-les (1) and friends.

Sev-en and ten are sev-en-teen strong bows that John bends.

LESSON VIII.—Addition made easy.

Eight and one are nine brass locks and bright grates.

Eight and two are ten Chi-na (2) dish-es and plates.

Eight and three are e-lev-en new brush-es and brooms.

Eight and four are twelve fine pear trees for grooms.

Eight and five are thir-teen soft pil-lows and beds.

Eight and six are four-teen rib-bons for hor-ses' heads.

Eight and sev-en are fif-teen green blinds in long rooms.

Eight and eight are six-teen coach-es, hear-ses and tombs.

Eight and nine are sev-en-teen large win-dows and panes.

Eight and ten are eight-een chis-sels (3), mal-lets and planes.

LESSON IX.—Addition made easy.

Nine and one are ten au-thors, po-ets, and wits.

Nine and two are e-lev-en sher-iffs and writs.

Nine and three are twelve high spires in large towns.

Nine and four are thir-teen scep-tres (4), jew-els, and crowns.

(1) ung-kl. (2) tshi-na. (3) tshiz-zil. (4) sep-tur.

Nine and five are four-teen gold brace-lets and rings.
Nine and six are fif-teen deep wells and fine springs.
Nine and sev-en are six-teen high winds and hail storms
Nine and eight are sev-en-teen desks, schol-ars, and forms.
Nine and nine are eight-een hard frosts and deep snows.
Nine and ten are nine-teen harts, rab-bits and roes.

WORDS FOR THE WISE WORTH A GLANCE.

No. 1.

From the "Man-ches-ter Guar-di-an," No-vem-ber 13th, 1847.

"Ed-u-ca-tion-al Mne-mon-ics.—A prac-ti-cal lec-ture was de-liv-er-ed in the school room, at Ir-lam's-o'th-Height, be-long-ing to the Wes-ley-an As-so-ci-a-tion, on the e-ven-ing of Mon-day, by Mr. Wil-liam Hill, of Pen-dle-ton, the in-vent-or of a sys-tem of ed-u-ca-tion-al mne-mon-ics, ap-pli-ca-ble to chil-dren of the ten-der-est age. The chair was ta-ken by Mr. Har-ri-son, of the Sal-ford Town Coun-cil. There were pres-ent, sev-er-al teach-ers from the Swin-ton Schools, the Wes-ley-an Meth-o-dist Schools, La-dy Pot-ter's In-dus-tri-al School, Sir Ben-ja-min Hey-wood's School, and oth-ers, be-sides a con-sid-er-a-ble bod-y of res-i-dents in the neigh-bour-hood. In his lec-ture, Mr. Hill laid down the prin-ci-ple, that mem-or-y (1) was in-flu-en-ced by at-ten-tion, as-so-ci-a-tion of i-de-as, hab-it, sound, or-der, or clas-si-fi-ca-tion, and me-chan-i-cal se-quence, con-for-

(1) Mem-mur-e.

ma-bly to this, he con-tend-ed that words and their mean-ings might read-i-ly be lear-ned by chil-dren, the sound be-ing ac-qui-red by rep-e-ti-tion, and the mea-ning by as-so-ci-a-tion. * * As to num-bers, the pow-er of rec-ol-lect-ing them was pro-posed to be com-men-ced by means of words, but not, as in most pre-ced-ing sys-tems, by words com-posed of let-ters ar-bi-tra-ri-ly or ac-ci-den-tal-ly com-bined ac-cor-ding to the pro-gres-sion of the fig-ures, but by well known Eng-lish nouns. The same pow-er was ap-pli-ca-ble to nouns in the French and Ger-man lang-ua-ges. The sys-tem to this ex-tent is there-fore nov-el and may be use-ful. A class of girls from four to nine years of age, who had been under the tu-i-tion of Mrs. Smith, of New Rich-mond, Pen-dle-ton, for a short time, ac-cor-ding to Mr. Hill's meth-od, were ex-am-in-ed af-ter the lec-ture, and their prog-ress ap-pear-ed to be em-i-nent-ly sa-tis-fac-to-ry (1). They ap-pear-ed to be per-fect in or-thog-raph-y, and their range of ge-og-ra-phy and his-tor-y ex-tend-ed to all the facts men-tion-ed in Mr. Hill's pub-li-ca-tion, prob-a-bly a-moun-ting to near-ly two thou-sand. Af-ter this sev-er-al lads came for-ward out of the meet-ing, and af-ter a few min-utes in-struc-tion by Mr. Hill, they were a-ble to re-mem-ber a con-sid-er-a-ble se-ri-es of words and numbers.

(2) Sat-tis-fak-tur-e.

Words end-ing in y, as or-thog-raph-y, mem-or-y, bod-y, &c., the y must be sound-ed e; as, bod-de.

WORDS FOR THE WISE WORTH A GLANCE.

No. 2.

This tes-ti-mo-ni-al must be read when pu-pils are much fur-ther ad-van-ced than they are sup-po-sed to be when here. It is in-sert-ed for the no-tice of work-ing men. Mr. Jones has kind-ly con-sent-ed to be re-fer-red to *per-son-al-ly* when he will ful-ly ex-plain the ex-tra-or-di-na-ry ad-van-tage of this sys-tem, and the pow-er-ful in-flu-ence he has found it to have on the hu-man mind.

The Tes-ti-mo-nial of Mr. Thom-as Jones a Di-rec-tor of the Pen-dle-ton Me-chan-ics' In-sti-tu-tion and a Teach-er of one of the Clas-ses by this Sys-tem.

"I have taught for a con-sid-er-a-ble time Mr. Hill's sys-tem of el-e-men-tar-y tu-i-tion in the clas-ses of the Pen-dle-ton Me-chan-ics' In-sti-tu-tion, and have much pleas-ure in sta-ting that un-der its ben-e-fi-cial men-tal dis-cip-line, pu-pils make rap-id prog-ress. It is ea-sy and a-mu-sing to both teach-ers and schol-ars to teach and to learn the arts of spel-ing and read-ing by it. I am sure Mr. Hill's sys-tem would en-a-ble me to teach pu-pils who could not tell their let-ters, to read in one third of the u-su-al time. I rec-om-mend it strong-ly for its great u-til-i-ty and ad-van-tage to all per-sons who can-not spell cor-rect-ly and read well. It has an in-cred-i-ble ef-fect in im-prov-ing the mem-o-ries of teach-ers and schol-ars, as man-y gen-tle-men who have vis-it-ed my class can cor-rob-o-rate."

THOM-AS JONES.

Broad-street, Pen-dle-ton,
De-cem-ber 6th, 1851.

ART *VERSUS* NATURE, OR, JOHN TONG AND HIS GRAND-PA-PA.

THE SUGGESTER.

John Tong was a good boy, and read his book, and when school was o-ver on Fri-day, he went to see his grand-pa-pa; and his grand-pa-pa was blind, and want-ed to hear the news, but John had not a good mem-or-y, and could not tell him any news, so he was very sor-ry, and said he would try to have some news for his grand-pa-pa on next Fri-day. On the next Fri-day he went to see his grand-pa-pa a-gain (1), and told him some news; he told him that Sir Rob-ert Peel had fal-len from his horse, and was hurt; and that the Queen and Prince Al-bert had gone to Scot-land; and that his school-ma-ster had bought two cows and a nice lit-tle farm.

His grand-pa-pa said you are a good boy, and I will give you some cher-ries when they are ripe, and some sweet plums, and some ripe pears, and some sweet grapes, for tel-ling me so much news; but how do you re-mem-ber all this news so well? John said his ma-ma had told him to tie a knot on the cor-ner of his hand-ker-chief and he would think of Sir Rob-ert Peel; and to tie a cot-ton thread round his fin-ger (2), and he would think a-bout the Queen and Prince Al-bert, and as he *al-ways* put his pen-knife (3) in his right pock-et, he must now put it into his left, and when he got to his grand-pa-pa's, and he felt it in his left pock-et, it would sug-gest (4) to him the news about the school-ma-ster.

(1) a-gen. (2) fing-gur. (3) pen-nife. (4) sug-jest.

MAKING MORE MENTAL ACQUAINTANCES, No. 1.

Arms Are paid for in gold, And Are used to shoot birds with. Adam made me take them to the fold when I rode with Abel, he said I might keep them in my Abode till April, And then bring them to him Again, And that I must not use them in Anger; my Aunt told me the same long Ago, And before my Aunt Anne sent me Away, she showed me An Ash tree in the wood, And gave me An Axe And An Awl, And was very kind And good to me, And said it was her pride to see me; she told me to come Again; she said I hear the Anvil is At work, you must now go, you cannot Abide with me Any longer, And she took me Aside And gave me some Apples out of her Apron.

MAKING MORE MENTAL ACQUAINTANCES, No. 2.

Barm is put into flour and water to make Bread of, and when the Bell rings we eat Bread and Beef, and when the Bird sings we rise from Bed to see the Bees gather honey and to play at Ball with the Boys, and then we go Back to the house to put our Books in our Bag, we give a Bone to the Brown dog as we pass, and we think of the page when we pass the Brook, and where those trees are in Bud, we use our Bow and eat our Bunn, and wish to see the gold Bar that the Black man found in the diggings.

Hav-ing be-come ac-quain-ted with the po-e-tic tal-ent of the Au-thor of "The Lil-y (1) of the Val-ley," we were wish-ful to pub-lish one of his pro-duc-tions in our lit-tle work. With this view we ap-pli-ed to him, and he po-lite-ly as-sent-ed to our re-quest. But af-ter sev-e-ral at-tempts he found that his pow-er to o-blige us was not e-qual to his de-sire, and that the Mu-ses felt no sym-pa-thy with him in this di-lem-ma. At length hav-ing re-tired to rest, with his prom-ise oc-cu-py-ing a con-spic-u-ous po-si-tion in his men-tal cham-ber, Som-nus, more gen-er-ous than the Mu-ses, pre-sen-ted for his ac-cep-tance the words of the "Lil-y of the Val-ley" in a pleas-ant dream, which on a-wak-ing he a-rose to write down with all the ra-pid-i-ty of which his in-stru-ment was ca-pa-ble, and thus pre-ser-ved the four ver-ses first in or-der of that beau-ti-ful pro-duc-tion.

THE LIL-Y (1) OF THE VAL-LEY.

"Con-sid-er the lil-ies how they grow: they toil not, they spin not, and yet I say un-to you, that Sol-o-mon in all his glo-ry was not ar-ray-ed like one of these."

St. Luke, chap. xii, v. 27.

Be-hold yon lit-tle mod-est flow-er,
With bright green leaves and sil-ver bells;
'Tis the Lil-y of the Val-ley—
List the sol-emn truth it tells!

(1) Lil-le.

See, it toil-eth not nor spin-neth,
Yet 'tis clad in beau-ty rare :—
Ju-dah's king, in all his glo-ry,
Could not with the flow-er com-pare.

In mar-ble halls, whose state-ly gran-de-ur
All prince-ly struc-tures far out-shone,
Israel's mon-arch sway-ed his scep-tre,
High seat-ed on his i-vo-ry throne.

His robes, of roy-al dye of Tyre,
O'er spot-less lin-en white and fine ;—
His crown, of gems and pearls of Thar-shish,
Set in gold of O-phir's mine.

Round him are gath-er'd priests and no-bles,
And mail-ed chiefs in ar-mour bright,
Whose snow-white plumes, in sil-ver hel-mets,
Are wa-ving in the mor-ning light.

There, long lines of tur-ban'd war-riors,
With shields of gold, and glit-ter-ing lance—
Here, are groups of youth-ful mai-dens,
Some who sing, and some who dance.

The air is fra-grant with rich per-fume,
From gol-den cen-sors cease-less swung,
Whilst bard's and min-strel's ever throne-ward
Waft the in-cense of the tongue.

Far as the eye through leng-then-ed vis-ta
Of hu-man forms can pierce its way,
It views a migh-ty host as-sem-bled,
Glad hom-age to that king who pay.

The vault-ed ce-dar roof re-sound-eth
With mar-tial mu-sic's loud af-fray ;
And rich-hu-ed ban-ners, gold-be-sprink-led,
Their silk-en glo-ries wide dis-play.

What a scene of re-gal splen-dour!—
Yet great Sol-o-mon must yield,
E-ven 'midst this pomp and glo-ry,
To the lil-ies of the field.

Who were they who built his pa-lace—
Who wrought his trap-pings? what are they
Though gift-ed with rare skill and ge-ni-us?
They yet are crea-tures but of clay!

But He who form-ed yon lit-tle flow-er,
That blooms above the ver-dant sod,
Is King of Kings, and Lord of Na-ture—
The great Su-preme—the E-ter-nal GOD.

G. F. Mand-ley

Man-ches-ter, A-pril 2, 1849.

A COND-I-MENT FOR THE MEM-OR-Y.

If you wish mem-or-y to o-bey your call you must store it and school it in-to o-be-dience, or you will find it slip-pe-ry as the wheels of a steam en-gine on a rain-y morn-ing, when the break will not act; and your ef-forts to ex-plain your i-de-as sat-is-fac-tor-i-ly will be as un-suc-cess-ful as the at-tempt to wash a black man white, to fly like a bird, or to sink oil in wa-ter. A want of sys-te-mat-ic ex-er-cise of the mem-or-y dries up its pow-er, as con-tin-u-al sun-shine hard-ens the earth.

If your mem-or-y won't re-tain
I-de-as, you have lit-tle gain:
Your sys-tem's bad; do seek an-oth-er
That will glue them fast to-geth-er.

Aa Ba Ca Da Ea Fa Ga Ha Ia Ja

A bad book is a thief of the worst kind.
Bac-chus has drown-ed more than Nep-tune.
Can-dour and o-pen deal-ing are hon-our-a-ble.
Draw not the bow be-fore the ar-row is fix-ed.
Ease and hon-our are sel-dom com-pan-ions (1).
Flat-ter-ers are most dan-ge-rous com-pan-ions.
Gath-er-ing rich-es is but a plea-sant tor-ment.
Hap-py is he who lim-its his wants to his ne-ces-si-ties
In-grat-i-tude is un-par-don-a-ble.
Jac-o-bite, a par-ti-san of King James the Sec-ond.
Kna-ver-y may serve a turn, but hon-es-ty is best in the end.
La-bour brings pleas-ure; i-dle-ness, pain.
Man-y (2) men are wits in jest who are fools in ear-nest.
Na-pi-er Lord John, was an a-ble math-e-ma-ti-cian
Of all stud-ies, stud-y (3) your pre-sent con-di-tion.
Pas-sion is e-ver the en-e-my of truth.
Quar-rels are ea-si-ly be-gun, but with dif-fi-cul-ty end-ed.
Rash judg-ment ma-keth haste to re-pen-tance.
Sharp re-proof is bet-ter than smooth de-ceit.
That which op-po-ses right must be wrong.
Un-law-ful love gen-er-al-ly ends in bit-ter-ness.
Van-i-ty ren-ders beau-ty con-temp-ti-ble (4).
Want of punc-tu-al-i-ty is a spe-cies (5) of false-hood.

(1) kom-pan-yuns. (2) men-ne.
(3) stud-e. (4) kon-tem-te-bl. (5) spe-shes.

Ae Be Ce De Ee Fe Ge He Ie Je

Af-fec-ted sim-plic-i-ty is re-fined im-pos-ture.
Be just, but trust not ev-er-y one.
Cheer-ful-ness is per-fect-ly con-sis-tent with pi-e-ty.
De-pend not on for-tune, but con-duct.
Ex-pe-ri-ence is the mo-ther of sci-ence (1).
Fear of God is the be-gin-ning of wis-dom.
Great qual-i-ties make great men.
Hear no e-vil of a friend, and think none of an en-e-my.
I-dlè-ness is the rust of the mind.
Jests, like sweet-meats, have of-ten sour sauce.
Keep good com-pa-ny, and be one of them.
Learn to live as you would wish to die.
Med-dle not with what does not con-cern you.
Nev-er sport with pain or pov-er-ty (2).
O-pen re-buke is bet-ter than se-cret ang-er (3).
Per-fec-tion is the point at which all should aim.
Quench all im-mod-e-rate de-sires.
Reck-less youth makes rue-ful age.
Self ex-ul-ta-tion is the fool's par-a-dise.
Temp-ta-tions can-not en-ter where the heart is well guard-ed.
Un-der-take no more than you can per-form,
Ven-e-rate the good, and fol-low their ex-am-ple.
Where av-a-rice rules, hu-man-i-ty is ab-sent.
Ze-no, of all vir-tues, made his choice of si-lence.

(1) Si-ence. (2) Pov-vur-te.
(3) Ang-gur.

Ai Bi Ci Di Ei Fi Gi Hi Ii Ji

Am-bi-tion (1) is tor-ment e-nough (2) for an en-e-my.

Birds of a feath-er flock to-geth-er.

Chil-dren may have too much of their moth-er's bles-sing.

Di-vulge no se-cret; be-tray no trust.

E-vil com-mu-ni-ca-tions cor-rupt good man-ners.

Friends are nev-er known un-til need-ed.

Gifts long wait-ed for are sold, not giv-en.

Hyp-o-crit-ic-al pi-e-ty is doub-le in-i-qui-ty (3).

Im-i-tate a good man, but nev-er coun-ter-feit him.

Jing-le, a cor-res-pon-dent sound; a rat-tle; a bell.

Kind-ness is lost up-on an un-grate-ful man.

Lit-tle faults com-mon-ly lead to great ones.

Mis-for-tune (4) is the touch-stone of friend-ship.

Niche (5), a hol-low in which a stat-ue may be pla-ced.

O-mit no op-por-tu-ni-ty of do-ing good.

Pry not in-to the af-fairs of oth-ers.

Quick re-sent-ments are of-ten (6) fa-tal.

Rich-es can-not pur-chase wor-thy en-dow-ments.

Sin-cer-i-ty is the pa-rent of truth.

Time is life's best coun-sel-lor.

U-til-i-ty is pref-er-a-ble to gran-deur.

Vir-tue is a gar-ment of hon-our, but vice a robe of shame.

With-out fru-gal-i-ty none can be rich.

Yield-ing tem-pers pac-i-fy re-sent-ments.

(1) am-bish-un. (2) e-nuf. (3) in-ik-kwe-te.
(4) mis-for-tshune. (5) nitsh. (6) of-fn.

Ao Bo Co Do Eo Fo Go Ho Io Jo

A-void that which you con-demn in o-thers.

Boun-ty is more com-mend-ed than im-i-ta-ted.

Con-tent is the true phi-los-o-pher's stone.

Do-ing noth-ing is do-ing ill.

Em-ploy-ment is the great in-stru-ment of in-tel-lec-tu-al do-min-ion.

For-give oth-ers man-y things; your-self noth-ing.

Good ser-vants make good ma-sters.

Hon-est men are ea-si-ly bound, but you can-not bind a knave.

In-do-lence is a vice that al-most de-fies ref-or-ma-tion.

Judge not men at first sight.

Knowl-edge (1) of our du-ties is the most use-ful part of phi-los-o-phy.

Loose con-ver-sa-tion is a proof of a weak mind.

Mod-es-ty is both the pres-age (2) and or-na-ment of ri-sing mer-it.

No tree takes so deep a root as pre-ju-dice.

Op-pose cour-age a-gainst for-tune.

Poor free-dom is bet-ter than rich sla-ver-y.

Quo-rum, a bench of jus-tice-s.

Rol-ling stones gath-er no moss.

Sol-i-tude is at times the best so-ci-e-ty.

Truth is the ba-sis of all ex-cel-lence.

U-su-ry is the daugh-ter of av-a-rice.

Vo-lup-tu-ous pleas-ures bring tor-ment-ing pains.

Woe to those preach-ers who lis-ten (3) not to them-selves.

eX-po-si-tion, ex-pla-na-tion, in-ter-pre-ta-tion.

Youth is the sea-son for im-prove-ment.

(1) nol-ledje. (2) pres-sadje. (3) lis-sn.

ILLUMINATED MILESTONES ON THE PATHWAY OF HISTORY;

Or, the names of Britain's brightest sons and venerable fathers made familiar as household words to the tongues of her tender infants and aspiring children, by a new arrangement and combination of words, and a philosophical method of teaching, so natural and universal in its effects as to be dignified by persons of experience in the communication of instruction as "the practical application of common sense;" or, the application of those principles in the communication of instruction, without which no merchant can ever be successful at business.

The name of a performer, the figure of a performer, the locality of the performance, or the time of the performance, will bring a fact to mind and keep it in it. In these lessons we teach the *names of the greatest performers* in the world's history.

We have known dyspepsy to have been brought on by a too severe application of the mind to the remembrance of historical facts, which has resulted in compulsory absence from business for weeks. The application of simple mnemonics would have prevented these misfortunes. What folly it is to expect to remember, if we do not take the means to do so. Who reaps the fruits of the harvest but the cultivator? Who reaps a good harvest from land, the cultivation of which is left to chance? And yet the laws of mind are as fixed as the laws of agriculture. It will take a

century to *talk* mankind into an opinion, which a few practical experiments would most certainly not fail to establish in a *few days*. Parents, if you wish your children to lead, instead of being left behind, see to this. If you neglect it, and others attend to it, the success of their children, and the want of it in yours, may gall you. Intellectual giants in past ages have found that, when cultivated on "natural, immutable, eternal, and universal principles," the

> "Memory opened out her treasures,
> Which had lain unheeded long;
> Trials, triumphs, pains and pleasures,
> A mingled and familiar throng."
>
> PRINCE.

If you want to feel like men, to know like men, and to do like men, cultivate this almost illimitable and most extraordinary power. It has an enduring friendship, and may serve your turn. It is the crystal spring of millions of the sweetest pleasures. Do not, if you love your child, keep it going to school for years, to learn what you may teach it yourself in a month. Such trifling is a national loss, and a wanton destruction of mental power. Ask yourself the question, is every other art to progress, and the art of teaching to remain stationary. Apply the words of the Right Rev. the Bishop of Manchester, quoted in another place, to the art of teaching, and you will quickly and most agreeably find abundant encouragement to persevere.

> The beautiful moon with its silvery light,
> The great starry arch so sparkling and bright,
> The glorious sun, the bright king of the day,
> The power of God and His goodness display.

But nothing on earth that has e'er met our eyes,
The verdure of fields, or the clouds, or the skies,
The fish in the ocean, the waves, or the wind,
Can shew us the wisdom of God more than mind.

W. HILL.

LESSON I.—Illuminated Milestones.

Tune.—"Before the closing of the day."

AWL, BALL, CAKE,
PAUL SAID A STEAK.
DRAKE, EN-TAIL, FLAIL,
MARK SAID A NAIL.
GALE, HAIL, IM-AGE,
JOHN SAID A CAGE.
JAIL, KA-LI, LAKE,
JAMES SAID A DRAKE.
MAKE, NAVE, OR-ANGE,
BEDE SAID A FRINGE.
PAIL, QUAIL, RATE,
HUGH SAID A GATE.
SLATE, TRAIN, UN-MAN,
HUSS SAID A PAN.
VALVE AND WAVE,
BRUCE SAID A CAVE.
eX-TRACT, YAWL,
TELL SAID AN AWL.

LESSON II.—Illuminated Milestones,

Tune.—"*Adieu, my native land, adieu!*"

ANNE, BEAN, CLEAN,
MORE MET A DEAN.
DEAN, EL-LEN, FERN,
JOAN MET A CHURN.
GREW, HEW, IN-LET,
BLAKE MET A NET.
JERK, KNEW, LEEK,
BOYLE MET A SNEAK
MEEK, NERVES, ONCE,
COKE MET A FLOUNCE
PEAL, QUELL, REST,
DRAKE MET A GUEST.
SHELL, TEXT, UN-BEND,
JONES MET A FRIEND.
VEX-ED AND WEST,
KNOX MET A CHEST.
eX-EMPT, YET,
LAUD MET A JET.

Let us strive to learn how to make oth-ers think
How wis-dom to treas-ure, how knowl-edge to drink,
For much of man's dig-ni-ty is in his thought,
In pre-serv-ing for use the truth he was taught.
By thought we may rise, by im-prov-ing our pow'rs,
And thus scent the mind with the per-fume of flow'rs.

LESSON III.—Illuminated Milestones,

Tune.—"O tell me when and tell me where."

A-SIDE, BRIDE, CHIVE,
STOW BRINGS A HIVE.
DIVE, EN-TIRE, FIRE.
GUY BRINGS A WIRE.
GRIST, HIS, IN-SIST,
HALE BRINGS SOME TWIST.
JIG-OT, KID, LID,
LOCKE BRINGS A KID.
MILL, NIECE, OL-IVE,
GAY HOPES TO LIVE.
PILL, QUILL, RIDE,
HOLT BRINGS A BRIDE.
SLIDE, TILE, UN-BIND,
GRAY BRINGS A BLIND.
VILE AND WIND,
POPE BRINGS A RIND.
eX-ILE, YIELD-ING,
QUIN BRINGS A RING.

A Coun-try Girl look-ing through the shop win-dow of "Fash-ion, El-e-gance, and Co.," said—

"With that In-di-an shawl how hand-some I should look;
I should be as nice as the la-dy's maid or cook:"
Min-er-va kind-ly said, who, look-ing on be-hind,
"Beau-ty for the bod-y won't dec-or-ate the mind."

LESSON IV.—Illuminated Milestones.

Tune.—Canadian Boat Song.

AC-TOR, BOARD, CORD,
RAY CHOSE A LORD.
DOE, EC-HO, FOE,
ROWE CHOSE A CROW.
GROOM, HOME, I-RON,
SWIFT CHOSE A CHURN.
JOIST, KNOW, LOSS,
WATTS CHOSE SOME MOSS.
MOSS, NOSE, OB-LONG,
YOUNG CHOSE A SONG.
POND, QUOIT, ROCK,
HYDE CHOSE A CLOCK.
SMOKE, THROAT, UT-MOST,
MEAD CHOSE A POST.
VOICE AND WOOD,
STEELE CHOSE A HOOD.
eX-PLODE, YOU,
SLOAN CHOSE A SCREW.

A GOOD REA-SON FOR DIV-I-DING WORDS.

Once ask-ing the news from a peas-ant in Frome-wick,
He said "nought was new in *fore-ign* or *dome-stic*"
I said, "hon-est man, in-form me if you choose,
Is your mean-ing *do-mes-tic* and *for-eign* news."

LESSON V.—Illuminated Milestones.

Tune.—Vesper Hymn.

A-GO, BOW, CROW,
WREN LOST A ROE.
DOCKS, ER-ROR, FOX,
BURNS LOST A BOX.
GROVE, HOOF, IN-COME,
BURKE LOST A DRUM.
JOB, KNOB, LOW,
BLAIR LOST A BOW.
MOW, NO, O-DOUR,
KEILL LOST A FUR.
PROOF, QUOIF, ROD,
CLARKE LOST A POD.
SOD, TOSS, UN-FOLD,
FOX LOST SOME GOLD.
VOUCH AND WORSE,
LOCKE LOST A HORSE.
eX-POSE, YOUNG,
COOKE LOST A TONGUE.

Oh! dark rol-ling Dan-ube, thy wa-ter's bright stream
In Sua-bia ri-ses, thy beau-ty's my theme,
Near Swit-zer-land no-ble thy clear wa-ters pass
In as-ton-ish-ing grand-eur, they glis-ten like glass;
Ulm and Rat-is-bon pas-sing, near Vi-en-na's wall,
Through Turk-ey and Hun-ga-ry, in the Black Sea they fall.

LESSON VI.—Illuminated Milestones.

AD-AM, BLACK, CART, DAMP, EARS, FARM,
AL-LAN AND BLACK-STONE HAD A CHARM.
GLASS, HARP, IS-LAND, JAR, KAW, LAMB,
CAM-DEN AND DRAKE HAD A NICE HAM.

MARCH, NAP, OAK, PASS, QUACK, RAM,
ED-WARD AND FLAM-BARD HAD A DAM.
STARS, TART, UN-BAR, VAST, WASP, eX-ACT, YARD
GAR-RICK AND HALE HAD A LARGE CARD.

ANG-ER, BED, CHEST, DESK, EV-ER FLESH,
ING-HAM AND JACK THEM-SELVES RE-FRESH.
GEM, HELM, ICE, JEW, KELP, LENT,
KA-THER-INE AND LAUD PAID ME THEIR RENT.

MEN, NEST, ODE, PEN, QUENCH, RED,
MA-SON AND NA-PI-ER BOUGHT BROWN BREAD.
SMELL, TEST, UM-BER, VEST, WEST, eX-CEL, YES,
OLD-CAS-TLE AND PRATT DID NOT TRANS-GRESS

LESSON VII.—Illuminated Milestones.

APRIL, BILL, CRY, DIM, E-GYPT, FIR,
QUA-DRO AND RA-LEIGH SENT ME A SPUR.
GIN, HIGH, I-RISH, JILL, KING, LIPS,
SHAK-SPEARE AND TAL-BOT SAIL-ED IN SHIPS.

MIND, NIGHT, OD-DI, PINK, QUICK, RIND,
UL-LA-THORNE AND VAN-BURGH FELT THE WIND.
SKIN, TIN, UG-LY, VIS, WILL, eX-IST, ZINC,
WAL-LACE, eX-HAM, AND YATES SAW A PINK.

A-PRON, BROWN, COW, DOG, EM-BOSS, FROG,
AL-FRED, BEDE, AND CE-CIL SAW A HOG.
GOLD, HOD, IM-PORT, JOHN, KNOT, LORDS,
DE-FOE AND EV-E-LYN SOLD US CORDS.

MONTH, NOD, OX-FORD, POST, QUOTH, ROW,
FER-GU-SON, GEORGE, AND HEN-RY, WENT TO MOW.
STOCK, TOLL, UN-DO, VOW, WORLD, eX-PORT, YORK,
IN-GLE-SON AND JEF-FE-RY KIL-LED A STORK.

A METHOD OF TEACHING PUPILS TO DISTINGUISH IN ONE HOUR, EACH LETTER OF THE LOWER CASE ALPHABET.

RULE I.—The teacher showing the small a to the pupils will say—*that is small a. What is small a like?* The pupils will say—small a is like an o with a hook. The teacher showing the small b will say—*That is small b. What is small b like?* The pupils will say—small b is like the right half of a pair of scissors. The teacher showing the small c will say—*that is small c. What is small c like?* The pupils will say—small c is like the mouth of sugar nippers.

RULE II.—The teacher showing the small a will say—*what is small a like?* The pupils will say—small a is like an o with a hook. The teacher showing the small b will say—*what is small b like?* The pupils will say—small b is like the right half of a pair of scissors. The teacher showing the small c will say—*what is small c like?* The pupils will say—small c is like the mouth of sugar nippers.

RULE III.—The teacher pointing to the small a will say—*what is that?* The pupils will answer—small a,

What is that? Small b. *What is that?* Small c. And so on with every three letters to the letter z.

☞ Be sure to ask the questions always in the same words, or you will confuse the pupils. Much ability may be well employed in drawing out the faculties of pupils by questions, and much harm may soon be done if questions be not judiciously and cleverly put.

RULE IV.—The teacher showing the small a to the pupils will say—*small a is like an o with a hook, one.* The pupils will then say—small a is like an o with a hook, one; small a is like an o with a hook, two; small a is like an o with a hook, three. All the pupils beginning together, and all ending together. Every letter in the alphabet must be taught by this process.

In this exercise speak distinctly, do not confuse each other: do not be silly and speak too fast: do not be lazy and annoying, and speak too slow: do not object to do as you are told, or you may as well stay at home: do not waste the time of the class by laughing instead of reading: do not show your ignorance by condemning, without experiment, what you do not understand: do not say that you can see nothing in it without even looking at it, but go to work as if you deserved success, and pleasure will result from your labours. If you speak altogether the effect will be most pleasing, and the effect most extraordinary; sound has a most powerful effect upon memory.

When riding on horseback, or walking on ground,
We feel the enchantment of beautiful sound;
The sweet village bells we can hear far away;
The voice of the bird is delightful in May.

Now friend, are you troubled with memory weak,
Pray learn to remember what other men speak;
On this firm foundation 'tis easy to raise
A gigantic structure deserving of praise.

W. Hill.

RULE V.—The teacher showing the small a to the pupils will say—*small a is like an o with a hook.* The pupils will then say—small a is like an o with a hook. It will be seen that the teacher's part is in Italics, and the pupil's part is in Roman. *Small b is like the right*

half of a pair of scissors. Small b is like the right half of a pair of scissors. *Small c is like the mouth of sugar nippers.* Small c is like the mouth of sugar nippers. *Small d is something like a key wrong end up.* Small d is something like a key wrong end up. *Small e is like c with a nail through it.* Small e is like c with a nail through it. *Small f is like a tobacco pipe.* Small f is like a tobacco pipe. *Small g is like a purse with a ring in the middle.* Small g is like a purse with a ring in the middle. *Small h is like a sitting room chair.* Small h is like a sitting room chair. *Small i is like a stick of Spanish juice.* Small i is like a stick of Spanish juice. *Small j curls at the bottom like the toe of a skate.* Small j curls at the bottom like the toe of a skate. *Small k has a long stroke like l.* Small k has a long stroke like l. *Small l is like a barber's pole.* Small l is like a barber's pole. *Small m is like a river bridge with two arches.* Small m is like a river bridge with two arches. *Small n is like a dog kennel.* Small n is like a dog kennel. *Small o is like a cart wheel.* Small o is like a cart wheel. *Small p is like a butter boat handle.* Small p is like a butter boat handle. *Small q is like the left half of a pair of snuffers, point towards us.* Small q is like the left half of a pair of snuffers, point towards us. *Small r is like the bolt of a window shutter.* Small r is like the bolt of a window shutter. *Small s is like a goose's neck.* Small s is like a goose's neck. *Small t is like a boot hook.* Small t is like a boot hook. *Small u is like the knocker on a door.* Small u is like the knocker on a door. *Small v is like a sugar loaf.* Small v is like a sugar loaf. *Small w has four strokes like our fingers.* Small w has four strokes like our fingers. *Small x is like little children, when playing with hands across.* Small x is like little children, when playing with hands across. *Small y is like a table bell.* Small y is like a table bell. *Small z is like a grindstone handle.* Small z is like a grindstone handle.

RULE VI.—The teacher showing the letters will say—*large A, small a, one.* The pupils will then say—large A, small a, one; large A, small a, two; large A, small a, three; and in the same manner with every other letter. These are also valuable reading lessons for more advanced pupils; and as such, improve the memory much, and store the mind with ideas.

☞ Much time is wasted in teaching the alphabet, which might be profitably employed in teaching pupils their duties to their Maker and their fellow-beings. They *must go* to work when old enough, whether *ill or well taught;* abject poverty and stern necessity demand the sacrifice; so parents often think, or at least speak; and thus arises that fearful state of ignorance, destructive as an avalanche to the morals of myriads of our denizens, which all right-minded men so much deplore, and to banish which so much philanthropic activity and pecuniary sacrifices are everywhere being witnessed.

☞ The pleasures of teaching will be considerably increased, if pupils are taught all the lessons of capitals before they are taught any of the lessons in lower case.

I shall compare your face with some one I know,
And scan every feature and then let you go;
It will please me much when I meet you again,
If I can distinguish you from other men.

I compare my letters, as you have heard tell,
With snuffers, or scissors, or a table bell,
And this simple method soon helps me to know
The fifty-two letters wherever I go.

Aa Aa Aa small a is like an o with a hook to hang it up by. small a is like o with a pot hook in front of it. small a is like the left hand-cuff. for small a we make a round o first, and then a dot, and then a down stroke. small a is like an on-ion tied up by the top.

Bb Bb Bb small b is like the right half of a pair of scis-sors. small b is like an egg spoon to poach an egg with. small b has a down stroke like an l, and an o on the right at the bot-tom. small b is like a sword with the han-dle to-wards us. d b scis-sors.

Cc Cc Cc small c is like the mouth of sug-ar nip-pers. small c is like a bro-ken cur-tain ring. small c is more than half round, like a steel pen. small c is like an o with a piece cut out of it on the right, and a dot on the top of the bro-ken part.

Dd Dd Dd small d is something like a key wrong end up. small d is like the left-hand part of a pair of scis-sors. small d is like l with o on the left at the bot-tom. small d has a down stroke like b, and an o on the left at the bot-tom. db scis-sors.

Ee Ee Ee small e is like c with a nail through it. small e is like the fif-ty six-es used at weigh-ing ma-chines, with a bar to hold by. small e is like small c with a sword run through it. e and a for earl. e and e for eve. e and y for eyes.

Ff Ff Ff small f is like a to-bac-co pipe with a nail through it. small f is curl-ed at the top like a let-ter file. small f is curl-ed at the top to the right, with a dot at the end of the curl, and is cros-sed in the mid-dle like a t is cros-sed at the top.

Gg Gg Gg small g is like a purse with a ring in the mid-dle. small g is like an hour glass. small g is like an egg glass. small g is like an eye glass turn-ed out of its case. small g is like a bal-loon. small g, at the top, is like a di-a-mond ring.

h Hh Hh Hh small h is like a sit-ting room chair. small h is some-thing like a flow-er stand. small h is some-what like a gar-den seat. small h has a long stroke like an l, and at the bot-tom, at the right, it has a part like n. h and a for hat.

i Ii Ii Ii small i is like a stick of Span-ish juice. small i is like a ru-ler with a black wa-fer o-ver it. small i stands by it-self, like our thumb. small i is like a thread bob-bin. small i is like a black-lead pen-cil. small i is like a can-dle-stick.

j Jj Jj Jj small j curls at the bot-tom like the toe of a skate. small j curls at the bot-tom like a shoe horn. small j curls at the bot-tom like the arm of a so-fa. small j curls at the bot-tom like the spring to keep a door shut. j and a for james.

k Kk Kk Kk small k has a long stroke like l, with the point of v driv-en in-to it. In the parts of small k that stand out, the top part is fine, the bot-tom thick. small k is like a hea-ter driv-en in-to a stump. small k has a long stroke like an l.

l Ll Ll Ll small l is like a bar-ber's pole. small l is like a long brush han-dle. small l is like the mast of a ship. small l is like a may-pole. small l is like a pil-lar be-tween the floors of a ware-house. small l is one long down stroke.

m Mm Mm Mm small m is like a riv-er bridge with two arch-es. small m is like a toast-ing fork's prongs. small m is like a grid-i-ron. small m has three parts, like a dou-ble (1) tooth. small m stands on three legs, like a lame horse.

Nn Nn Nn small n is like a dog ken-nel. small n is like a gin-ger grater (2). small n is like a brook bridge with one arch. small n is like u wrong way up. small n is like the sad-dle of a cart horse. small n is like a fork with two prongs.

Oo Oo Oo small o is like a cart wheel. small o is round like a shil-ling. small o is like a trun-dle. small o is round like a clock face. small o is like a round table. small o is round like a bis-cuit (3). small o is like a sau-cer. o and a for oats.

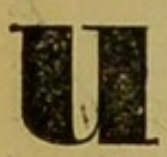
Pp Pp Pp small p is like a but-ter boat han-dle. small p is like one-half of a pair of snuf-fers. small p, with q put to-geth-er, are like the han-dles of a pair of snuf-fers with the points to-wards us. small p is like a tea-cup han-dle. qp snuf-fers.

Qq Qq Qq small q is like the left half of a pair of snuf-fers point to-wards us. small q is like a pew-ter quart. small q is some-thing like an ov-en door han-dle. q and p look like a pair of snuf-fers the point down-wards. q and a for quart. qp snuf-fers

Rr Rr Rr small r is like the bolt of a win-dow shut-ter. Part of small r stands out like a jug spout. The top of small r stands out like the lad-der rail of a lamp post. Part of small r stands out like a man's nose. r and a for rake.

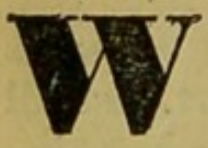
Ss Ss Ss small s is like a goose's neck. small s is like the hook for a coat and hat. small s curls to the left at the bot-tom like j, and at the top like f. s and a for salt. s and e for sea. s and i for silk. s and o for socks. s and u for sun.

Tt Tt Tt small t is like a boot hook. small t has a part through it like the han-dle of a peg-gy. small t is like a sword. small t at the top is like a steel pen. small t is like the han-dle of a child's cart. small t at the top is like an It-al-i-an i-ron.



Uu Uu Uu small u is like the knock-er on a door. small u is like the brass han-dles of a pair of draw-ers. small u is like a coal box han-dle. small u is like the half of a hang lock. small u is like n wrong way up. u and a for un-case.

Vv Vv Vv small v is like a sug-ar loaf. small v is like the prow of a boat. small v is like a wrong way up. small v is like a trow-el (4) point down-wards. small v is like the head of a fox. v and a for vale. v and e for veal.



Ww Ww Ww small w has four strokes, like our fing-ers. small w is like a di-a-mond cut in two, with both points down-wards. small w has two thick down strokes, and two fine down strokes, which spread out at the top. w and a for wall.

Xx Xx Xx small x is like lit-tle chil-dren when play-ing with hands a-cross. small x is like a cross that a man makes that can-not write his name. x and a for xan-tho. x and e for xe-beck. x and i for xiph-i-as. x and o for ex-tol.

Yy Yy Yy small y is like a ta-ble bell. small y is like a watch seal. small y is like a hair brush. small y has one thick down stroke to the left, and one fine down stroke to the right, and curls and has a dot at the bot-tom like j, and o-pens out at the top like v.

Zz Zz Zz small z is like a grind-stone han-dle. small z is like a key to o-pen a lock with. small z has a part like a wedge on the left at the top, and a thick down stroke that leans from right to left,and a part at the bot-tom, to the right, like a wedge.

(1) dub-bl. (2) grate-ur. (3) bis-kit. (4) trou-il.

THE IN-DI-AN WOM-AN'S (1) SONG.

A POOR WHITE MAN IS YON-DER LAID,
BE-NEATH THE BRANCH-ES OF OUR TREE;
HE FROM HIS FRIENDS AND HOME HAS STRAY'D,
NO WIFE TO GRIND HIS CORN HAS HE.
BUT WE WILL TAKE THIS POOR WHITE MAN
WITH-IN OUR HUT, UN-TIL THE MORN,
HIS LIMBS ARE COLD, HIS CHEEK IS WAN,
WE'LL CHEER HIS HEART, AND GRIND HIS CORN.

NO MOTH-ER HAS HE HERE TO TEND,
WITH COOL-ING MILK, HIS PARCH-ING BREAST;
FAR, FAR FROM EV-ER-Y (2) EARTH-LY FRIEND,
THE SPREAD-ING SHADE AF-FORDS HIM REST
BUT YON-DER CO-COA (3) TREE SHALL SHARE
WITH THIS WHITE MAN ITS AM-PLE STORE;
HIS FOOD WE'LL DRESS, HIS COUCH PRE-PARE,
AND HE SHALL SEE HIS HOME ONCE MORE.

H. A. Ward.

(1) wum-un. (2) ev-ur-e. (3) ko-ko.

THE FIRST IM-PRES-SIONS.

The first im-pres-sions are the strong-est,
Most viv-id, and they last the long-est;
We, know-ing this, all men be-seech
That they to youth no er-rors teach.

THE ROB-IN.

By JOHN CRITCH-LEY PRINCE,

Au-thor of "Hours with the Mu-ses," and "Dreams and Re-al-i-ties."

Pre-sent-ed to Mr. W. Hill, by its Au-thor.

The Rob-in is an Eng-lish bird,
Fond of his na-tive sky,
What-e'er the sea-son, fierce or calm,
He nev-er deigns to fly;
He, like a pa-tri-ot tried and true,
Braves every va-ry-ing time,
And seems to cling the faith-ful-est,
When storms are in his clime.

The Rob-in is a bon-ny bird,
As mer-ry child-hood knows,
Al-though he wears no gau-dy crown,
And dons no dain-ty clothes;
Al-though no sun-hues paint his wing,
Nor play a-bout his crest,
One rud-dy flush of beau-ty burns
Up-on his buoy-ant breast.

The Rob-in is a sa-cred bird,
By na-ture's name-less charm:
Ro-mance and song have hal-low-ed him,
And shield-ed him from harm.
The school-boy as he roves a-bout,
On mis-chief bent, or play,
Peeps in up-on his cal-low brood,
But takes them not a-way.

The Rob-in is a gen-tle bird,
For so old le-gends tell;
The babes that died in the for-est wide,
He guard-ed long and well;
He made for them a wind-ing sheet
Of fra-grant leaves and flow-ers,
And sung a dai-ly dirge for them,
In the dim ca-the-dral bow-ers.

The Rob-in is a tune-ful bird,—
How oft at shut of day
With his fa-mil-iar mu-sic he
Dis-turbs the dew-y spray!
With song so quaint and quer-u-lous,
And yet so sweet and wild,
That age leans on his trem-bling staff
And lis-tens (1) like a child.

The Rob-in is a so-ci-al bird,
That loves the kind-ly poor,—
He scorns the pal-ace porch, but comes
To haunt the cot-tage door;
For bit or crumb he is not dumb,
Nor in-so-lent, nor shy,
He sets his thanks to mel-o-dy,
And bids his friends good bye.

The Rob-in is a pa-tient (2) bird,
For in the stern-est hour
His grate-ful an-them gush-es forth
With most con-so-ling pow-er,
And though a touch of sad-ness seems
To min-gle with the strain,
'Tis such as suits the pen-sive ear,
And gives the heart no pain.

The Rob-in is the Po-et's bird,
Po-et-ic is his name,
And hu-man min-strels not a few
Have link-ed him with their fame;
Poor Rob-in Bloom-field spake his praise,
As eke did Rob-in Burns,
And Red-breast sings a re-qui-em
A-bove their hon-our-ed urns.

The Rob-in is a wel-come bird,
When frost is creep-ing round;
When snow-wreaths wrap the ghast-ly trees,
And clothe the stil-ly ground;

But woe to them who have no heart
To love his sim-ple lay,
For birds, like flow-ers, are plea-sant (3) things
That nev-er lead a-stray.

Then from the Rob-in let me learn
Some les-sons good and wise,
Firm faith-ful-ness, sweet cheer-ful-ness,
Be-neath the stern-est skies;
A hymn (4) of praise, an up-ward gaze
To Him who guides and gives,
Who moulds and moves, sus-tains and loves,
The hum-blest thing that lives!

Ash-ton-un-der-Lyne,
7th August, 1848.

(1) lis-sn. (2) pa-shent. (3) plez-zant. (4) him.

TESTIMONIALS, REMARKS, &c., ARE GOOD SPELLING LESSONS.

These testimonials present to the eye a great variety of words, and they are written in language in use every day; and if a pupil can read them easily, he will soon read the newspapers and periodical literature. Many of them are the productions of the first class of mind, and if they are well "hammered" into the memory by spelling and reading repetitions, they will give pupils a descriptive and speaking power which arbitrary spelling lessons never can do, and never have done, as far as our experience enables us to judge. The power of description is most valuable; and its usefulness will be understood from the remark that, for one that can describe ideas correctly, ten can understand them when properly described.

"IS SEEING BELIEVING?" OR, THE PRACTICAL OBSERVATIONS AND EXPERIENCE OF A CLEVER WORKING MAN.

I have much pleas-ure in sta-ting my o-pin-ions of Mr. Wil-liam Hill's sys-tem of el-e-men-tar-y tu-i-tion, as set forth and ful-ly ex-plain-ed in the "Mem-or-y of Lang-uage" (1), for the ad-van-tage of wor-king men who, be-ing ad-van-ced in life, may wish to ob-tain a knowl-edge of the arts of spel-ling and read-ing. It is the best meth-od of el-e-men-tar-y in-struc-tion (2) I have met with af-ter much en-qui-ry from the first-rate book-sel-lers. It is ea-sy to learn and to teach. It is use-ful, prac-ti-cal, and a-mu-sing. A few min-utes' (3) ex-pla-na-tion are suf-fi-cient to un-der-stand it and to use it ben-e-fi-cial-ly (4). My lit-tle boy, with its aid, com-mit-ted to mem-or-y twen-ty-five ar-bi-tra-ry (5) words and their mean-ings in two min-utes and a half, and made no mis-take on a strict cross ex-am-in-a-tion. I my-self com-mit-ted to mem-or-y in twelve min-utes (3) fif-ty ar-bi-tra-ry (5) words. It ac-cu-mu-lates words in the mind, and im-proves much more than can be ea-si-ly con-cei-ved the fac-ul-ties (6) of speech and mem-or-y; it ex-cites at-ten-tion and aids the rea-son-ing pow-ers. I have tri-ed it in a large school; I have test-ed it for a con-sid-er-a-ble time in the clas-ses of the Pen-dle-ton Me-chan-ics' In-sti-tu-tion (7); I have seen its nov-el and as-ton-ish-ing ef-fects in an in-fant school, and have heard the hear-ty com-men-da-tions of its teach-ers.

It nev-er fails: its ef-fects are u-ni-ver-sal. I like it not on-ly for the ad-van-tage it has con-fer-red on me, but much more for the in-crease of men-tal pow-er, both im-me-di-ate and pro-gres-sive, which I have re-peat-ed-ly wit-nes-sed in oth-ers. In short, it teach-es pu-pils to re-mem-ber ea-si-ly and per-ma-nent-ly what they learn, they know and feel they are ma-king prog-ress (8), and on that ac-count, in my humble judg-ment, it leaves the best school books in gen-er-al use far be-hind it.

Wor-king men or phil-an-thro-pists (9) who wish to com-mence clas-ses on this prin-ci-ple, will, if they call up-on me, at the In-sti-tu-tion, find me a-ble and wil-ling per-so-nal-ly to sub-stan-ti-ate all that is here sta-ted.

JAMES HAMP-SON.

Pen-dle-ton Me-chan-ics' In-sti-tu-tion,
10th Jan-u-ar-y (10), 1852.

(1) lang-gwidje.
(2) in-struk-shun.
(3) min-nits.
(4) ben-e-fish-al-ly.
(5) ar-be-tra-re.
(6) fak-ul-tes.
(7) in-ste-tu-shun.
(8) prog-gress.
(9) fil-an-thro-pist.
(10) jan-nu-ar-e.

REMARKS RESPECTING RETAINING ASSOCIATIONS.

Thou-sands of men have dis-cov-er-ed when they have past through the help-less-ness of in-fan-cy, the buoy-an-cy of youth, the strength of man-hood, to the de-crep-i-tude of age, that they have neg-lect-ed

a pow-er that would have sweet-en-ed the pas-sage of life, and have en-a-bled them to con-trib-ute large-ly to the pleas-ures of their fel-low be-ings, and that that pow-er was the pow-er of mem-or-y. Now my young friends the ob-ject of the wri-ter of these pa-ges is to en-a-ble you to start life with this im-port-ant pow-er ful-ly de-vel-op-ed.

So much has been writ-ten, said, and sung, on the val-ue of mem-or-y that we shall not waste time in de-scri-bing its ad-van-tage, its pow-er, its use-ful-ness, the rich-ness of its treas-ures (1), and its beau-ty, but shall simp-ly show how to pro-duce that which has been so much laud-ed.

Young men of Eng-land, if you want to raise your-selves by your own tal-ents and in-nate force of char-ac-ter, please to hear, se-ri-ous-ly con-sid-er, strive to re-mem-ber, and prac-ti-cal-ly at-tend to our ob-ser-va-tions. We have not stud-i-ed so much the taste of the rich and re-fi-ned as the men-tal ne-ces-si-ties of the poor and the ig-no-rant. Our prin-ci-pal ob-ject is to throw out a life buoy to per-sons drow-ning in ig-no-rance, to save them from in-famy. We are anx-ious (2) that every hu-man be-ing should be a-ble to take ad-van-tage of the "tide in the af-fairs of man which, ta-ken at the flood, leads on to for-tune," and as a first sug-ges-tion we say im-prove your ad-dres-ses, strength-en your mem-or-ies. Pro-gres-sion, and not de-cline, is Na-ture's or-di-nance re-spect-ing mem-or-y; ha-bit and a knowl-edge (3)

of words and their mean-ings im-prove the fac-ul-ty of speech. You may per-fect by cul-ture what you in-her-it by na-ture. With-in your own reach, as we have prac-ti-cal-ly shown, hang the most ex-alt-ed bles-sings of speech and mem-or-y. Sys-tem will store the mem-or-y with glo-ri-ous truths, and mne-mon-i-cal in-flu-en-ces will hold firm-ly with-in the grasp of mind the rich-est mines of thought.

Young wom-en of Eng-land, much de-pends up-on you. Let ment-al and mor-al qual-i-ties add to the at-trac-tion of your phys-i-cal beau-ty. We would say to the ag-gre-gate, what has been so beau-ti-ful-ly said to a u-nit, "so shall the charms of thy mind add lus-tre to thy form, and like the rose it re-sem-bleth, it shall main-tain its sweet-ness when its bloom is with-er-ed."

Mem-or-y may be com-pared to a pat-tern—out-line, flat shade, and del-i-cate fin-ish. Na-ture has giv-en the out-line; the do-ings of ev-er-y day life the flat shade; but art must give it the fin-ish-ing touch—con-trast—life—beau-ty.

Now this art is the do-ing of things sim-ple in them-selves, but all tend-ing to pro-duce an ef-fect, the ef-fect of im-prov-ing im-me-di-ate-ly and per-ma-nent-ly the fac-ul-ty of mem-or-y.

The first thing we must do is to find out what the mem-or-y re-tains, or in oth-er words, what sits ea-si-ly on the mind for a ver-y long time. The first kind

of i-de-as that strikes us is what we eat, drink, or wear; bread, milk, shoes, hor-ses, cows, &c. The sec-ond kind is the be-fore-nam-ed ob-jects hav-ing some-thing done to them, or do-ing some-thing, as the cows give milk, &c.; or some oth-er cir-cum-stance re-la-ted or con-nect-ed in some way or other. Fa-mil-iar i-de-as are those which pre-sent them-selves most to the im-a-gin-a-tion; or, in oth-er words, give us the least troub-le to re-mem-ber them.

Our ob-ject, there-fore, must be to make these fa-mil-iar (4) i-de-as sug-gest (5) oth-ers that are not so fa-mil-iar by con-nect-ing the two kinds to-geth-er in the brain, and thus e-stab-lish an end-less va-ri-e-ty of a-mus-ing sug-ges-ters which will be the com-pass and pole star of mem-or-y through life.

It is a com-mon ex-pres-sion that he who has not strength e-nough to do his work, "has not tim-ber e-nough." Words are the tim-ber of the mind, and he who lacks their strength-en-ing in-flu-ence, may, on some oc-ca-sion, to his re-gret, find out that his men-tal pow-er is not e-qual to the prop-er dis-charge of the du-ties of his sta-tion, nor to ful-fil cred-it-a-bly the ob-li-ga-tions of his po-si-tion (6).

Friends may find us good berths, but ster-ling a-bil-i-ty is the ma-te-ri-al re-qui-red to keep us in them; it gives the best, su-rest (7), and long-est te-nure. Be-ing up to the mark in every re-spect, and post-ed up to the la-test date, are the on-ly means by which

we can keep them. Words can be sup-plied with ease if we go prop-er-ly to work.

The in-flu-ence of this sys-tem is so quick and pow-er-ful in its ef-fects up-on the mind that a per-son of or-di-na-ry a-bil-i-ty, know-ing how to teach it, may en-a-ble al-most all the chil-dren of a vil-lage to re-mem-ber, as we have fre-quent-ly done, the whole of the first les-son in this book; that is, "arm, bar, cap, I want a map" les-son, in half an hour. We in-vite par-tic-u-lar at-ten-tion to this state-ment, for the val-ue of any dis-cov-er-y or in-ven-tion can only be prop-er-ly es-ti-ma-ted by its ef-fects; and we are most anx-ious that pa-rents should see the ef-fects of this sys-tem of train-ing up-on the minds of chil-dren, and com-pare them with those of oth-er sys-tems be-fore they pass judg-ment.

It is on-ly that which we re-mem-ber that will be of use to us, there-fore, all our ef-forts are con-cen-tra-ted to act upon the mem-or-y.

Our men-tal pow'rs im-prov'd can be,
And drawn out most a-ma-zing-ly;
Our minds like ships on Thames (8) or Clyde
Sail sweet-ly with a ver-bal tide.

W. Hill.

Words that are not un-der-stood, nei-ther ex-cite the at-ten-tion, im-prove the mem-or-y, nor in-ter-est the mind; and in-stead of teach-ing such, we might with as much prof-it re-peat in the ears of chil-dren—

E-na, me-na, mi-na, mo,
Fox-a-la-ra, bi-na bo.

Con-se-quent-ly we find as man-y house-hold words as we can, and op-er-ate up-on the mind with them. The les-son is writ-ten in al-pha-bet-i-cal (9) or-der, for all per-sons re-mem-ber the al-pha-bet. We have writ-ten this les-son with a vow-el ar-range-ment, which, in man-y ca-ses, sup-plies the mem-or-y with two-thirds of the word: as in bar, the ar-range-ment sug-gests b a; as in hat, the ar-range-ment sug-gests h a; as in man, the ar-range-ment sug-gests m a, &c.

These les-sons are most ex-cel-lent cor-rec-tors of bad spel-ling, for pu-pils are nev-er in doubt as to wheth-er a word be-gins with Me or Mi; if they can re-mem-ber in what col-umn it is as-so-ci-a-ted, and from what we have seen and ex-pe-ri-en-ced, it ap-pears an ea-sy mat-ter to do so.

We have three words in a line in al-pha-bet-i-cal or-der, for we find three words spo-ken im-me-di-ate-ly, one af-ter an-oth-er, will join them in-dis-so-lu-bly to-geth-er in the mind, as the names of mer-can-tile firms are join-ed, such as Fletch-er, Burd, and Wood; Wright and Lee; Leese, Ker-shaw, and Cal-len-der; Jones, Ban-ner-man, Thom-as, and Graf-ton; or Lain-sons, White, and Lup-ton.

We have writ-ten "I want a" all the way down the the first les-son, for these words soon be-come fa-mil-iar by rep-e-ti-tion, are ex-cel-lent re-tain-ers, and lead the pu-pil in-to the be-lief that he is get-ting on fast, which plea-ses him ver-y much. The les-son

is all cap-i-tal let-ters, so that a child may read with-out hav-ing to learn two al-pha-bets; or, in oth-er words, the cap-i-tals and the low-er case. We have made ver-ses of the lines in some of the les-sons, for di-vis-ions (10) aid the mem-or-y. We teach by the in-flu-ence of rhyme (11), for the last word of the three as-so-ci-a-ted words is rhym-ed (11) by the last word in the sen-tence. We teach by ex-ci-ting the at-ten-tion of chil-dren with num-ber or count-ing, and that sim-ple plan is of much im-por-tance in the com-mu-ni-ca-tion of in-struc-tion, for the mo-ment the at-ten-tion of the pu-pils flag, the teach-er knows it, for they re-peat a wrong num-ber. Num-bers keep pu-pils sys-te-mat-ic, num-bers keep them in time, num-bers keep them in or-der, and they know when to be-gin and when to fin-ish. Count-ing is a con-sid-er-a-ble aid to mem-or-y. We ex-cite at-ten-tion by ma-king pu-pils par-tic-u-lar-ly no-tice the last let-ter in the word. Read-ing is not spel-ling; we of-ten know a word from its first and last let-ter; be-sides this, no-ti-cing the last let-ter makes the al-pha-bet more fa-mil-iar to learn-ers.

We teach pu-pils to sing the les-son, FOR TUNE aids the mem-or-y. Many per-sons can-not re-mem-ber ver-ses un-less they sing them; com-mon tunes such as ev-er-y boy can whis-tle are the best for our pur-pose. "Come hith-er all who wish to dine" is a good one. The Ves-per Hymn, &c., &c.

Tune fix-es i-de-as deep-ly in the mind. If moth-ers

would sing these les-sons as a lul-la-by, they would soon teach their oth-er chil-dren to re-mem-ber hundreds of words. We do not men-tion vow-els or conso-nants till the pu-pils are suf-fi-cient-ly (12) ad-vanced to un-der-stand and re-mem-ber our ob-ser-va-tions.

(1) trezh-ures. (5) sug-jest. (9) al-fa-bet-te-kal.
(2) angk-shus. (6) po-zish-un. (10) de-vizh-uns.
(3) nol-ledje. (7) shure. (11) rime.
(4) fa-mil-yar. (8) Temz. (12) suf-fish-ent-le.

THE LETTER OF A PRESIDENT OF A MECHANICS' INSTITUTION.

The fol-low-ing let-ter of Jo-seph Ash-worth, Esquire (1), the pres-i-dent (2) of the Pen-dle-ton Me-chan-ics' In-sti-tu-tion, will be read with much in-ter-est by the friends of all in-sti-tu-tions de-sign-ed to im-prove the re-lig-ious (3), mor-al, so-cial, phys-i-cal (4), and in-tel-lec-tu-al con-di-tion of the peo-ple. To them as stren-u-ous sup-port-ers of Me-chan-ics' In-sti-tu-tions and oth-er ed-u-ca-tion-al e-stab-lish-ments for man-y years, and for the fa-cil-i-ties (5) he and his part-ners have giv-en in their works for their hands and the op-er-a-tive clas-ses of Pen-dle-ton to meet for so-cial and in-tel-lec-tu-al en-joy-ment, their neigh-bours (6) feel tru-ly grate-ful.

(1) e-skwire. (2) prez-ze-dent. (3) re-lid-jus. (4) fiz-ze-kal.
(5) fa-sil-e-te. (6) na-burs.

"Sir,—I con-sid-er James Hamp-son as be-ing well qual-i-fi-ed to give an o-pin-ion (1) on any sys-tem

of el-e-men-tar-y in-struc-tion de-sign-ed for the work-ing clas-ses, of whose ed-u-ca-tion-al (2) ne-ces-si-ties he ap-pears to pos-sess much in-for-ma-tion.

"He has long ta-ken an in-ter-est in the men-tal and mor-al im-prove-ment of the op-er-a-tive (3) clas-ses, and has been con-nect-ed with the Pen-dle-ton Me-chan-ics' (4) In-sti-tu-tion since its com-mence-ment, where he has ta-ken part in teach-ing the clas-ses on your sys-tem. From his in-teg-ri-ty and gen-er-al in-tel-li-gence, I should think that great re-li-ance may be plac-ed on what-ev-er he may state in be-half of your sys-tem.

"I am, yours ver-y res-pect-ful-ly,

"JO-SEPH ASH-WORTH.

"Mr. Wil-liam (5) Hill,

"Pen-dle-ton, Jan-u-ar-y 19th, 1852."

(1) o-pin-yun. (2) ed-ju-ka-shun-al. (3) op-per-ra-tiv. (4) me-kan-iks. (5) Wil-yam.

STRENGTHENING THE MEMORY

Is like sanding the hands; or, two dogs fighting and an "exquisite;" or, a sweep and sand.

We were playing with our companions, when very young, on the banks of the river Irwell, soon after it had overflowed and had submerged the adjacent meadows, near to that beautiful and picturesque village of Prestwich, when one of our young friends picked up an eel, and a fine one it was, but it was all over mud, so he thought he would take it home clean, and he took

it to the river to wash it, but it slipped through his fingers; strength could not retain it; so he lost that fine fish simply for want of knowledge; he lost his fish for want of sand.

Some years ago a person fond of gymnastic exercises, fixed a hat on the top of a high pole, and a good one it was, and proffered it to any boy in the village whose strength and activity should enable him to ascend the pole and bring it down. Several boys both active and strong tried, but their attempts were failures; the pole was soaped at a certain altitude, and maugre their best efforts they slipped down as if by magic, or like skates upon the ice. A little sweep wished to compete for it, and was permitted to do so, he commenced well and soon arrived at the slippery part, when he put his hand into his pocket and took out a little sand, applying it to the pole, and in a minute the hat was safe in his keeping. The art of memory is like the sand in both these instances. Art can and will do for memory what will make the wisest men wonder. Attempting to remember figures without the aid of art is somewhat akin to climbing soaped poles without sand.

Some time ago two dogs were fighting in Mosley Street, Manchester, when one seized the other so ferociously that neither pain nor punishment, nor the application of a strong bar of iron could compel it to open its mouth; its owner was afraid of its being damaged by the means taken to separate the dogs, for his was a valuable and favourite dog. Repeated efforts had failed,

when an "exquisite" opened his snuff box, gave it a gentle tap, applied the contents to the dog's nose, a sneeze opened the dog's teeth, and its suffering antagonist escaped from its tormentor. The "exquisite" remarked, that "knowledge is power," as he left the gaping crowd still amazed, and yet wondering at the immediate and powerful effect of so simple a remedy. Simple mnemonical contrivances will do for memory a thousand times as much as the snuff did in this instance, and confer on mankind innumerable and endless blessings.

THE MAGIC OF WORDS, OR AN AUSPICIOUS UNION OF ONE HUNDRED WORDS WITH ONE HUNDRED FIGURES.

Aa	Ba	Ca	Da	Ea	Fa	Ga	Ha	Ia	Ja	Ka
1	2	3	4	5	6	7	8	9	10	11

a a. Adam is number one, and Adam I know.
b a. Black is number two, and I saw a black crow.
c a. Cart is number three, I saw three carts to-day.
d a. Damp is number four; damp weather spoils hay.

e a. Ears are number five, and I saw a pig's ear.
f a. Farm is number six, and a farm-house is near.
g a. Glass is number seven; glass bottles will break.
h a. Harp is number eight, that we play at the lake.

i a. Island is number nine, 'tis easy to think.
j a. Jar is number ten, and that jar's full of ink.
k a. Kaw is eleven, and I hear the crows kaw.
l a. Lamb is number twelve, and lambs sleep on straw.

m a. March is thirteen ; it is windy in March.
n a. Nap is fourteen, place it under the arch.
o a. Oak is fifteen, and I love a fine oak.
p a. Pass is sixteen, and Ruth pass'd in a cloak.

q a. Quack is seventeen ; let us hear the ducks quack.
r a. Ram is eighteen, and we call its name Jack.
s a. Stars are nineteen ; see their beautiful light.
t a. Tart is number twenty ; come, eat, I invite.

u a. Unbar is twenty-one ; the barn door unbar.
v a. Vast is twenty-two ; what vast ships of war !
w a. Wasp is twenty-three ; I was stung by two wasps.
x a. eXact is twenty-four, just that number of rasps.
y a. Yard is twenty-five, of cloggers' steel clasps.

Ae	Be	Ce	De	Ee	Fe	Ge	He	Ie	Je
26	27	28	29	30	31	32	33	34	35

a e. Anger is twenty-six, and anger is rage.
b e. Bed is twenty-seven ; a nice bed for a page.
c e. Chest is twenty-eight, and a chest's a large box.
d e. Desk is twenty-nine ; here's a desk for John Fox.

e e. Ever is thirty, and we are ever in time.
f e. Flesh is thirty-one, and this flesh is prime.
g e. Gem is thirty-two, and gems ladies wear.
h e. Helm is thirty-three, and this helm we can spare.

i e. Ice is thirty-four, and we skate on the ice.
j e. Jew is thirty-five, and Jews-harps are nice.
k e. Kelp is thirty-six, and kelp is from sea weed.
l e. Lent is thirty-seven ; I lent you my steed.

m e. Men are thirty-eight, and I like honest men.
n e. Nest is thirty-nine ; I wrote nest with my pen.
o e. Ode is just forty, and odes we can sing.
p e. Pen is forty-one ; this pen writes for a ring.

q e. Quench is forty-two ; let us quench our thirst.
r e. Red is forty-three, and our red cow is worst.
s e. Smell is forty-four, and sweet roses we smell.
t e. Test is forty-five, and let us test this bell.

u e. Umber is forty-six ; with umber we paint.
v e. Vest is forty-seven ; your vest looks so quaint.
w e. West is forty-eight, and the sun sets in west.
x e. eXcel is forty-nine, and excel the best.
y e. Yes is just fifty, and I said yes in jest.

Ai	Bi	Ci	Di	Ei	Fi	Gi	Hi	Ii
51	52	53	54	55	56	57	58	59

a i. April is fifty-one ; in April it rains.
b i. Bill is fifty-two, and my bill cut two canes.
c y. Cry is fifty-three, and that infant will cry.
d i. Dim is fifty-four, and Luke has a dim eye.

e y. Egypt is fifty-five ; in Egypt buy curs.
f i. Fir is fifty-six, and I can buy furs.
g i. Gin is fifty-seven, and gin is so clear.
h i. High is fifty-eight, and birds fly high this year.

i i. Irish are fifty-nine, that from Ireland came.
j i. Jill is just sixty, and it is a man's name.
k i. King is sixty-one, and we love a good king.
l i. Lips are sixty-two, and my lips can sing.

m i. Mind is sixty-three, and I mind John Clarke.
n i. Night is sixty-four, and to-night it is dark.
o i. Oddi is sixty-five ; he paid us some cash.
p i. Pink is sixty-six, and I like a pink sash.

q i. Quick is sixty-seven ; this book quickly bind.
r i. Rind is sixty-eight, and I smell orange rind.
s i. Skin is sixty-nine, and I see a sheep skin.
t i. Tin is seventy, and this pan's made of tin.

u y. Ugly is seventy-one; who would ugly be?
v i. Vis is seventy-two; vis means force, you see.
w i. Will is seventy-three, and will you take tea?
x i. eXist is seventy-four; exist is to be.
z i. Zinc is seventy-five, a metal for me.

Ao	Bo	Co	Do	Eo	Fo	Go	Ho	Io
76	77	78	79	80	81	82	83	84

a o. Apron is seventy-six; my apron is white.
b o. Brown is seventy-seven; brown horses can bite.
c o. Cow is seventy-eight, and we milk the cow.
d o. Dog is seventy-nine, and the dog's barking now.

e o. Emboss is eighty; we have silks to emboss.
f o. Frogs are eighty-one, and frogs jump on the moss.
g o. Gold is eighty-two, and we pay gold for madders.
h o. Hod is eighty-three, and we take hods up ladders.

i o. Import is eighty-four, and teas we import.
j o. John is eighty-five, and Sir John went to court.
k o. Knot is eighty-six, and fast knots we can tie.
l o. Lords are eighty-seven; lords grow wheat and rye.

m o. Month is eighty-eight, and this month is so fine.
n o. Nod is eighty-nine, but don't nod after wine.
o o. Oxford is ninety; go to Oxford for learning.
p o. Post is ninety-one; the post comes in the morning.

q o. Quoth is ninety-two, and quoth means says or said.
r o. Row is ninety-three; from the row the men fled.
s o. Stock is ninety-four, and we have stock in trade.
t o. Toll is ninety-five, and the toll must be paid.

u o. Undo is ninety-six, and this knot undo.
v o. Vow is ninety-seven, and my vow is true.
w o. World is ninety-eight, and I live in the world.
x o. eXport is ninety-nine, and export hair curl'd.
y o. York is one hundred, with colours unfurl'd.

THE MEMORY OF THE KINGS AND QUEENS OF ENGLAND,

Or, a method of imprinting upon the memory in permanent colours easily and very quickly, in arithmetical progression, the names of the Kings and Queens of England, and the dates at which each commenced reigning; thus enabling a child of six or seven years of age, that can only read imperfectly, to state names in order, and dates correctly, from memory, in such a manner that not one educated person of mature age in one thousand, that may attempt, or has attempted, has or can successfully accomplish. Names are powerful suggesters and retainers of historical knowledge. Dates are also valuable on the same account, for they divide and subdivide history into periods. If you cannot retain historical names and dates we would give little for your chance of retaining historical knowledge. Who ranks amongst educated persons who is not well informed of the history of his country? Next to a knowledge of religion the history of our country deserves, and wise men give it, their most serious and best attention.

Experiments in Pendleton, Thomas Harrison, Esq., of the Salford Town Council, in the chair.

"A class of girls from four to nine years of age (who had been under the tuition of Mrs. Smith, of Broad-street, Pendleton, for a short time, according to Mr. Hill's method), were examined after the lecture, and their progress appeared to be be eminently satisfactory. They appeared to be perfect in orthography, and their range of geography and history extended to all the facts mentioned in Mr. Hill's publication; probably amounting to nearly two thousand."—REPORT OF A PUBLIC EXPERIMENT, *Manchester Guardian*, Nov. 13th, 1847.

Experiments in the Lecture Room of the "Chorlton Mutual Improvement Society;" James Eager, Esq., M.D., in the chair.

The experiments which Mr. Hill made last evening were fully as successful as those on previous occasions. A class of little girls was introduced who repeated several hundreds of

words of every description with the greatest ease and fluency, and also sang several songs composed for Mr. Hill's work, one of the children accompanying them on the piano. Five boys were then selected from the audience, and in a very few minutes, under the lecturer's direction, committed a column of words to memory by means of the associating suggester. It is only necessary to add our opinion, that the men who are most nobly philanthropic and truly christian—who deserve well of their country and the world—are those who devote time, money, industry, and talent, to elevate morally and intellectually the mass of their fellow creatures, and in this work Mr. Hill holds a prominent position."—*Manchester Examiner and Times*, Nov. 14th, 1848.

"Mr. Hill's system, though artificial, is unquestionably founded on natural, immutable, eternal, and universal principles; and that it has practically succeeded in many indisputable cases is the highest testimony in its favour." *Cambridge Advertiser*, Nov. 8th, 1848.

Some au-thors print pat-terns of scep-tres and crowns,
And oth-ers print pic-tures of cit-ies and towns,
But just as the snow which in spring-time we find
De-parts from our vis-ion (1), so these leave the mind.

But fig-ures com-ming-led with words are re-tain'd,
Like a ship to an an-chor (2) with ca-ble is chain'd;
They are true to each oth-er like clans in feud,
And to the mind fas-ten as if they were glu'd.

W. HILL.

(1) vizh-un. (2) angk-ur.

THE KINGS BEFORE THE CONQUEST.

827.

1 Adam was hurt in the reign of Egbert.
Egbert was hurt on the top of his head,
They tuned his harp and put him to bed.
Harp 8, bed 27, King Egbert had an oven.

838.

2 Black ships in the gulf sailed for Ethelwolf.
Ethelwolf in the gulf sailed the "Denizen,"
To fetch home his harp and one of his men.
Harp 8, men 38, King Ethelwolf flew a kite.

857.

3 Cart-horse in the fold of King Ethelbald.
Ethelbald from the fold rode to the Crown Inn,
They broke his fine harp near a puncheon of gin.
Harp 8, gin 57, King Ethelbald tore a ribbon.

860.

4 Damp was the shirt of King Ethelbert.
Ethelbert bought a shirt from a shop newly built,
His harp he played sweetly but would not say jilt.
Harp 8, jilt 60, King Ethelbert lost John Dick's key.

866.

5 Ears once might have bled of King Ethelred.
Ethelred kindly said that for a gold link
He would play on his harp and show me a pink.
Harp 8, pink 66, Ethelred Arm had candlesticks.

872.

6 Farmers made bread for good King Alfred.
King Alfred gives bread, a good man he is,
He sings to the harp while his servant spells vis.
Harp 8, vis 72, King Alfred had a pleasant view.

901.

7 Glass for the gilder of Edward the Elder.
Edward first gave a watch-guard unto his madam,
That she on the island might give it to Adam.
Island 900, Adam 1, Edward Ale stay'd longer than John.

925.

8 Harp for the man of King Athelstan.
King Athelstan's man made a fire for the guard,
When he came from the island to the farm yard.
Island, 9, yard, 25, Athelstan in the sea did dive.

940.

9 Island paid a fund to our first King Edmund.
First King Edmund's fund was spent on the road,
On a fine island where we sang an ode.
Island 9, ode 40, Edmund's laugh was loud and hearty.

946.

10 Jar came from Madrid as a present for Edred.
Edred to Madrid sent a page in summer,
With fruit from an island and a little umber.
Island 9, umber 46, Edred had two walking sticks.

955.

11 Kawing crows in the hay with the rooks of Edwy.
Edwy in the hay saw the cart horses whipt
With a whip that came from an island near Egypt.
Island 9, Egypt 55, King Edwy had a bee hive.

959.

12 Lamb brought in a car, as dinner for Edgar.
Edgar in a car brought a dinner of fish,
Caught near an island known to the Irish.
Island 9, Irish 59, King Edgar took a glass of wine.

975.

13 March a life guard to the second Edward.
Second Edward's life guard never could think
That all islands yielded both copper and zinc.
Island 9, zinc 75, King Edward Beef to learn did strive.

978.

14 Nap for hats on the head of second Ethelred.
Second Ethelred's head, lips, face, and brow,
Bloom'd on this island, with milk from the cow.
Island 9, cow 78, Ethelred Bar made a wide street.

1,016.

15 Oak, England's pride, for Edmund Ironside.
Edmund Ironside's pride was in china and glass,
And jars richly gilt, like the gold that we pass.
Jars 10, pass 16, Edmund Ironside saw a queen.

DANISH LINE.

1,018.

16 Pass to me that flute for our first King Canute.
King Canute's flute sweetly played as we swam,
Let me hear it again for my jar and my ram.
Jar 10, ram 18, Canute Air saw a tall dean.

1,036.

17 Quacking ducks often quarrel'd near to King Harold.
Harold the first said that his quarrelling whelp
Would certainly break the jar near the kelp.
Jar 10, kelp 36, Harold Abbot snuff'd candlewicks.

1,039.

18 Ram ate a fine root of the second Canute.
Second Canute's root was in his bequest,
As well as a jar and a China bird's nest.
Jar 10, nest 39, Canute Birch with kings did dine.

SAXON LINE RESTORED.

1,041.

19 Stars light may bless her and Edward the Confessor.
The Confessor did bless her again and again,
And gave her a jar and a beautiful pen.
Jar 10, pen 41, Edward the Confessor is gone.

1,065.

20 Tarts and wine mull'd for the second Harold.
Harold's mull'd wine his cook must not spoil,
Its value is more than a jar full of oil.
Jar 10, oil 65, Harold Bone will soon arrive.

THE KINGS AND QUEENS SINCE THE CONQUEST.

1,066.

21 Unbar the door for William the Conqueror.
The Conqueror's door make of wood that won't shrink,
To screen from my sight the jar painted pink.
Jar 10, pink 66, William the Conqueror had two sticks

1,087.

22 Vast window pass to see William Rufus.
William Rufus may pass to see those long cords
That tie jars together for barons and lords.
Jars 10, lords 87, William Rufus is before Stephen.

1,100.

23 Wasp stung a canary of the first Henry.
First Henry's canary was bought him in Cork,
I would not exchange it for jars made in York.
Kaw 1,100, Henry Ash had some kindred.

1,135.

24 Exact and even were the friends of Stephen.
Stephen was even in temper we knew,
He liked to hear the crows kaw of a Jew.
Kaw 11, Jew 35, Stephen we may say did strive.

THE LINE OF PLANTAGENET OR ANJOU.

1,154.

25 Yards for the almonry of the second Henry.
Henry second in almonry gives soup and fish,
And shoots crows that kaw to send home on a dish.
Kaw 11, dish 54, Henry Back gave an alms to the poor.

1,189.

26 Anger creates thirst in Richard the first.
Richard first in his thirst went o'er turf and sod,
And heard the rooks kaw before he took his nod.
Kaw 11, nod 89, Richard Axe was drest very fine.

1,199.

27 Bed of roses is gone from the house of King John.
King John is gone from the sea shore to court,
Where he can get cages kawing crows to export.
Kaw 11, export 99, King John early did dine.

1,216.

28 Chests are full, take my word, of Henry the third.
Henry third took my word and trusted me grass,
And pleasantly said he would let my lambs pass.
Lambs 12, pass 16, Henry Cat had a coat of green.

1,272.

29 Desks were sold in the frost by Edward the first.
Edward first, in the frost, said the feeding was his.
To give to my lambs if I could spell vis.
Lambs 12, vis 72, Edward Anvil saw a fine crew.

1,307.

30 Ever take your reward from the second Edward.
Edward second's reward he gave in a class.
He wish'd us to march to see windows of glass.
March 1,300, glass 7, Edward Bricks has a penny given.

1,327.

31 Flesh in the butcher's yard for the third Edward.
Edward the third, in a butcher's yard, said
That he would march quickly at night to his bed.
March 13, bed 27, Edward Child has a black raven.

1,377.

32 Gems for soldiers on guard of the second Richard.
Richard second couldn't guard the rights of his crown
When he had to march in clothes of dark brown.
March 13, brown 77, Richard Bread found a florin.

THE LINE OF LANCASTER.

1,399.

33 Helm damaged the finery of the fourth Henry.
Henry fourth in finery left the court,
And prepared, in March, himself to export.
March 13, export 99, Henry Day had boots that did shine.

1,413.

34 Ice on the balcony of the fifth Henry.
Henry fifth from the balcony saw a bridge arch
Before he took a nap, in the middle of March.
Nap 14, March 13, Henry Earth kept his face so clean.

1,422.

35 Jews-harps in January give the sixth Henry.
Henry sixth in January could not walk fast;
His sleeps were but naps, for his troubles were vast.
Naps 14, vast 22, Henry Fat grew thyme and rue.

THE LINE OF YORK.

1,461.

36 Kelp or salt for the steward of the fourth Edward.
Edward fourth gave his steward a precious gold ring.
His naps would not last long had Shore been a king.
Naps 14, king 61, Edward Drink had a little son.

1,483.

37 Lent Hastings' watch-guard to the fifth Edward.
Edward fifth knew Lord Hastings on the British sod.
His naps were disturb'd by the axe or the nod.
Nap 14, hod 83, Edward Ellis sail'd ships on the sea.

1,483.

38 Men condemn the card played by the third Richard.
Richard the third's card was most wicked and odd;
His eyes had less naps than the man's with the hod.
Nap 14, hod 83, Richard Cream must despised be.

THE FAMILIES UNITED.

1,485.

39 Nest at the deanery for the seventh Henry.
Henry the seventh to the deanery is gone;
A short nap he oft took when driven by John.
Nap 14, John 85, Henry Grapes's coffers did thrive.

1,509.

40 Ode to a canary by the eighth Henry.
Henry the eighth's canary came not to my land,
But perch'd on an oak on Queen Cath'rine's island.
Oak 1,500, island 9, Henry Hands was no friend of mine.

1,547.

41 Pen and ink for the bard of the sixth Edward.
Edward the sixth's bard went to a church in Lent,
That stood near the nine oaks where prayers found a vent.
Oak 15, vent 47, Edward Figs went into the kitchen.

1,553.

42 Quench the fire that gives pain to the first Lady Jane.
Lady Jane's pain a queen's courage would try,
And make hearts of oak lament, wail, and cry.
Oak 15, cry 53, Lady Jane is in trouble we see.

1,553.

43 Red cow's milk in dairy for the first Mary.
Mary in dairy could see thrushes fly
To the oaks in the forest, and hear ravens cry.
Oak 15, cry 53, Mary Awl's ships sail'd on the Dee.

1,554.

44 Smell at a cherry for Philip and Mary.
Philip and Mary gave cherries to him,
And plums and oak apples, for his sight was dim.
Oak 15, dim 54, Philip and Mary used an oar.

1,558.

45 Test the Strength of Seth for Queen Elizabeth.
Elizabeth and Seth walked through fields of rye,
And saw oak trees growing with leaves green and high
Oak 15, high 58, Elizabeth did dress in white.

THE UNION OF THE TWO KINGDOMS.

1,603.

46 Umber he claims when he meets the first James.
James first learnt the names of the horses to start,
And saw them pass quickly the mail coach and cart.
Pass 1,600, cart 3, James Acorn in London we see.

1,625.

47 Vests for two noble earls, the friends of first Charles.
Charles first knew two earls, a bishop, and bard,
That he pass'd on the road near the palace yard.
Pass 16, yard 25, Charles Ague old laws did revive.

1,649.

48 Westward sail for pearls for the second Charles.
Charles second bought pearls, and a musical bell
With a tone passing sweet, none it can excel.
Pass 16, excel 49, Charles Bunn was of the Stewart line

1,685.

49 eXcellent and noble names knew the second James.
James the second had names that he counted upon,
But he pass'd by many, but thought well of John.
Pass 16, John 85, James Boy in a coach had a drive.

1,688.

50 Yes, I shall be chary with the second Mary.
Mary second was chary when wanting warmth;
For her days pass'd slowly every cold month.
Pass 16, month 88, Mary Ball saw a gallant knight.

1,688.

51 April day to eat ham on with the third William.
Third William eat ham, but would not eat corinth
As he pass'd the tower one rainy month.
Pass 16, month 88, William and Mary saw a nice gate.

1,702.

52 Bill give to the man that attends to Queen Ann.
Queen Ann gave her man a fine horse and a hack,
And two fat quacking ducks with feathers quite black.
Quack 1700, black 2, Queen Ann once said, "How do you do?"

1,714.

53 Cry not in the forge, it will vex the first George.
First George in the forge gave a blacksmith a cap,
And a quacking duck, and a hat with fine nap.
Quack 17, nap 14, George the First saw an evergreen.

1,727.

54 Dim eyes in the barge could not see second George
George the Second in a barge saw a sailor eat bread
And of a quacking duck's feathers made himself a bed.
Quack 17, bed 27, George Bean kept a hen and a chicken.

1,760.

55 Egypt did corn charge to Britain's third George.
George the Third did charge the corn on the hill,
And the quacking ducks, to his neighbour, Paul Jill.
Quack 17, Jill 60, George Clean in a berth did fix thee.

1,820.

56 Firs grew high and large, for our fourth King George.
George the Fourth saw large trees removed in a cart;
And drank wine of the rasp when eating a tart.
Rasp 18, tart 20, George Dean rode through the country.

1,830.

57 Gin, brandy and rum were for the fourth William.
William Fourth thought rum made sailors clever.
The wine of the rasp, he would give them ever.
Rasp 18, ever 30, William Duke gave a fine party.

1,837.

58 High sound la, la, la, for gracious Victoria,
Our most gracious queen, or the duchess of Kent,
Sent us wine of the rasp early in Lent.
Rasp 18, lent 37, may gracious Victoria meet us in heaven.

☞ In teaching repeat the first line in each verse twice for the other lines once.

To learn how to make words into numbers, see page 106 in this book.

THE QUEEN AND HER PEOPLE IN PEEL PARK, SALFORD, AND IN THE EXCHANGE, MANCHESTER, OCTOBER 10th, 1851.

The following song, almost an impromptu composition, is from the pen of our talented townsman, author, and artist, Mr. George Richardson: it commemorates a most spirit-stirring scene,—a gay holiday,—a hearty demonstration of affectionate loyalty, and enthusiastically represents a true Briton's feelings and sentiments.

Mr. Richardson is one of those "men of the north" whose thoughts and words have done much to ameliorate the condition of mankind. It affords us much pleasure to place his Poem side by side with others, the productions of our talented fellow-townsmen. An impression of this song was forwarded to Windsor Castle, in gold, upon royal blue satin, and was most graciously acknowledged by the command of Her Majesty the Queen. Sir Benjamin Heywood, Bart., and Sir John Potter, Knight, have also "acknowledged themselves sensible of the polite attention of its author, and begged him to accept their best thanks." He also sent copies to the Duke of Wellington and the Earl of Ellesmere, of the same material.

Mr. Richardson is the author of "Patriotism" and "Miscellaneous Poems," "The Satirist Satirised," and the author and artist of "Tim Bobbin's Ghost." The following are his concluding remarks in the letter in which he presents Mr. Hill the copyright:—

"Hoping that your unceasing labours, devoted to so noble an object as the promulgating and exhibiting of a most valuable element of education, may be approved, and your indefatigable zeal rewarded, I remain, dear sir, yours most truly,

"GEORGE RICHARDSON."

COPY OF A SONG PRESENTED TO HER MAJESTY THE QUEEN BY GEORGE RICHARDSON, AUTHOR OF "PATRIOTISM," &c. &c.

Unfurl the Proud Banners, come forth to the scene,
Greet the Lady of Kingdoms—England's fair Queen;
With loyal devotion, in unity's band,
Salute her with Welcome! the Queen of the Land!
With Patriot fervour like Britons proclaim,
Your National love in Victoria's name;
May the warmth of true Liberty kindle the breast,
And Hail her of Albion's Rulers the best!
May the Queen and the Laws to the Nation incline,
That the Laurel and Olive of Peace may entwine;
May the sunlight of Justice on Freedom descend,
To honour the Crown and the People befriend.

With a love for the country she comes from the Throne,
Her People with gracious affection to own ;
Come forth to receive her, with homage and voice,
The Lady of Empire—the Queen of your choice !
Glad voices resound to her praise in the air,
For the sweet tones of Infants are blended in prayer—
May the Anthem be echo'd through Albion's strand,
And Britons respond—Bless the Queen of the Land !
Then, Unfurl the Proud Banners, come forth to the scene,
Greet the Lady of Kingdoms—England's fair Queen.
With Loyal devotion in unity's band,
Salute her with Welcome ! the Queen of the Land !

HOW TO TEACH THE MEMORY OF WORDS AND THEIR MEANINGS, AND TO STORE THE MIND WITH USEFUL IDEAS.

"The workman now finds that something more is necessary than to tread in the old beaten paths. The mechanic finds that there are higher sources of nature and art which may be opened to his eyes and his imagination."—*The speech of the Right Rev. James Prince Lee, D.D., Lord Bishop of Manchester.*

"I shall be happy to introduce you to the Secretary of the Committee of Council on Education, to enable you to bring your discovery under the consideration of the government.

"I am, sir, your obedient servant,

"Mr. W. Hill." "J. BROTHERTON.

"Town Hall, Manchester,

"January 22nd, 1849.

"I have known Mr. Hill, of 24, New Richmond, Pendleton, for some years.....Mr. Hill has for a long time taken a warm interest in the question of education, and has been actively useful in the neighbourhood where he has resided.

"JOHN POTTER, Mayor."

Experiments in the Salford Town Hall, *on the pupils of a grammar class taught gratuitously by Mr. Hill, to test the efficiency of his system in improving the memory, and in storing the mind with general knowledge, before the Aldermen and Common Councillors of that Borough, and the Gentry of Salford and Pendleton, R. P. Livingston, Esq., the Mayor of Salford, in the chair.*

At the conclusion of the experiments his Worship the Mayor spoke to the following effect:—"The successful attempt that we have just witnessed to improve the mental condition of our people, has been most gratifying to me, as it must have been to you. Those young men, the pupils of Mr. Hill, will, no doubt, feel truly grateful to him for their knowledge of his system, which has enabled them to exhibit such remarkable powers of memory."

"Town Hall, Salford,

"May 18th, 1849.

"Dear Sir,—From the opportunity I have had of observing the effect of your new mode of teaching, as laid down in your 'Educational Monitor,' and illustrated by various experiments (one of which took place some time ago in the Mayor's Parlour of this Town Hall), I have no hesitation in declaring that I consider it the *best and easiest* method I know or have witnessed, rendering, as it does, the process of imparting knowledge and fixing it on the mind equally pleasing and interesting to the teacher and learner.

"I heartily wish you success with your work, and its application to the interesting department of music.

"I am, dear sir, yours very truly,

"DAVID CHADWICK,

"To Mr. Wm. Hill, Pendleton." "Borough Treasurer.

We can commit to memory and retain easily and permanently in the mind, with this simple process, twenty times as many words in the same time as we can by any other method we have ever seen or heard of. It has enabled a person to remember twenty-five ideas for a long time, that could not, without its influence, remember a couple of ideas an hour. It is to mental power what the lever, the wedge, the screw, and the hydraulic press are to physical strength. It did for us in a few months what years had failed to accomplish. It enables us to address a meeting on any subject with which we are acquainted with five minutes' preparation. As soon as we found out its power in communicating a knowledge of words to the mind, we thought, and still believe, it will be easy to make all mankind speak one language. It prints the brain with

words and their meanings, as to time and quantity, like a printing machine prints calico.

The words with letters opened out, viz., having hyphens between the letters, are to be spelled. From three hundred to five hundred pupils can be taught at one time, if order and precision are strictly observed.

RULE I.—The teacher showing the letters to the pupils, or desiring them to look at their books, will say—*a-r-m arm, one.* The scholars, all beginning at once and all ending at once, will then say—a-r-m arm, one; a-r-m arm, two; a-r-m arm, three. The teacher will say—*b-a-r bar, one.* The scholars will then say—b-a-r bar, one; b-a-r bar, two; b-a-r bar, three. The teacher will say—*c-a-p cap, one.* The scholars will then say—c-a-p cap, one; c-a-p cap, two; c-a-p cap, three.

RULE II.—The teacher, showing the words to the pupils, or, if a large class, desiring them to look at their books, having previously distributed the superior pupils amongst the inferior ones, will say—*arm, bar, cap, one.* The scholars will then say—arm, bar, cap, one; arm, bar, cap, two; arm, bar, cap, three.

RULE III.—The teacher, showing the letters to the pupils, will say—*a for arm, one.* The scholars will then say—a for arm, one; a for arm, two; a for arm, three. The teacher, showing the letters to the pupils, will say—*b and a for bar, one.* The scholars will then say—b and a for bar, one; b and a for bar, two; b and a for bar, three. The teacher, showing the letters to the pupils, will say—*c and a for cap, one.* The scholars will then say—c and a for cap, one; c and a for cap, two; c and a for cap, three.

RULE IV.—The teacher will say—*a for arm, b and a for bar, c and a for cap, one.* The scholars will then say—a for arm, b and a for bar, c and a for cap, one; a for arm, b and a for bar, c and a for cap, two; a for arm, b and a for bar; c and a for cap, three.

☞ Repeating a before arm, a e before ale, &c., is a powerful aid to the memory. This exercise familiarises the pupils with the vowel arrangement. This exercise helps the short-hand writer to read his notes. It connects letters and words together in the mind, as Wm. suggests William; V. R., the Queen; E., W., N., S., East, West, North, South. It is the first influence upon memory that we noticed. We know that scarcely any idea will remain permanently in the mind, unless it is connected with some other idea.

RULE V. is the same as Rule III. in Retaining Associations, page 17, to be used or not, at the option of the teacher. We always use it. It makes a very powerful impression on memory.

RULE VI.—The teacher will experiment upon all the words difficult to remember in the column, as follows:—*i one, n two, f three, a four, n five, t six.* Infant has six letters in it. Let the scholars repeat thrice as in all the other rules.

RULE VII.—The words in open letters are to be spelled; the same word, with the letters of the usual distance, to be pronounced:—A-r-m arm, p-a-r-t part o-f of t-h-e the b-o-d-y body, r-o-w-s rows s-a-i-l-o-r-s sailors t-o to s-h-o-r-e shore. B-a-r bar i-s is a a b-o-l-t bolt w-h-i-c-h which w-i-ll will f-a-s-t-e-n fasten o-u-r our d-oo-r door. Then let the pupils read the two lines: Arm,—part—of—the—body,—rows—sailors—to—shore. Bar—is—a—bolt—which will—fasten—our—door. Proceed with the words in "threes" in going down the column, as above, and in committing the meanings to memory, in "twos," and you will thus exercise and draw out the faculty of memory in your pupils to an extent which no one can believe without seeing it—which no one can understand and appreciate without feeling it: it is as useful as it is novel, as original as it is astonishing: when you have taught them grammar they will become orators, poets,

and good business men: you will teach them the power of description, a power fifty times greater than the power of understanding things when described: you will enable them to remember more *arbitrary* words in one month than any man in the empire with the methods of teaching in general use, or with any that has come under our notice (though we have been through England, Ireland, Scotland, and on the continent of Europe bent on discovery), can enable them to remember in one year, unless he teach on the same principle: you will enable them to spell, to read, and to remember words and their meanings, while other teachers are still teaching pupils the alphabet, of the same ability and time of schooling: you will enable them to explain words more quickly, with such meanings as you have affixed to them, than men who write for their livings. You may, if you wish to amuse yourself by the experiment, make ploughmen, carters, and ostlers speakers, and mechanics authors; and if your pupils be your children, you may develope in them with ease the powers of memory and understanding and the faculty of speech, and multiply their intelligence so as to make them most interesting companions; and with powers and faculties so developed, and with a clear stage and no favour, you will find them in that position to which, in this country, superior talents almost invariably elevate perseverance, industry, and pure morality. You will enable them to produce more ideas from memory, without questions, than others not so taught can produce, supposing the *three-fourths of the ideas* which are often contained in the questions, were added to the one-fourth which is contained in the answer. Remember, words not only communicate knowledge, but retain it in the mind, of which the files of the Manchester papers especially, and occasionally the Leeds, Liverpool, London, York, Hull, Sheffield, and Birmingham papers will give the sincere enquirer after truth, as it relates to this system, ample and entire satisfaction.

MEMORY-IMPROVING OPERATION,

Which will in a short time supply pupils with a ready and retentive memory of words, and ideas of men and things, and improve immediately that most valuable power which cannot be too highly appreciated—the power of description.

What a powerful act of attention is required to bring an idea to memory when only a part of it is named! Attention is one of the *principles* of our nature on which memory *depends*. This operation also associates part of the word, which has been systematically classified, with the word itself, and thus we take advantage of another principle of our nature—*the association of ideas*:—One a for arm, b and a for bar, c and a for cap; d and a for dale, e and a for earl, f and a for face; g and a for gate, h and a for hat, i and a for in-fant; j and a for James, k and a for knave, l and a for lamp; m and a for man, n and a for nails, o and a for oats; p and a for pan, q and a for quart, r and a for rake; s and a for salt, t and a for task, u and a for un-case; v and a for vale, w and a for wall; x and a for Xan-tho, y and a for yarn.

THE MEMORY OF WORDS AND THEIR MEANINGS; OR, A METHOD OF COMMITTING ALL THE WORDS IN THE DICTIONARY TO MEMORY.

"Its author is evidently a person of talents and accomplishment, well read in metaphysics, and who has *reflected* much on these *mysterious* processes on which memory *depends*."—*Manchester Examiner*, Feb. 13th, 1847.

"This is a remarkable work, and bids fair to rank its author with the names of those illustrious men who have conferred so many advantages on the present age. We speak from *personal* experience of the utility of Mr. Hill's system."—*Manchester Times*, Jan. 29th, 1847.

Experiments in the Manchester Town Hall, *before the Clergy and elite of Manchester; Rev. T. R. Bentley, M.A., Incumbent of St. Matthew's, Manchester, in the chair.*

"Five little girls, apparently from five to ten or eleven years of age, who had been taught Mr. Hill's system, then repeated and spelt about one thousand words of the English language, and afterwards several columns of geographical names."—REPORT OF A PUBLIC EXPERIMENT, IN MANCHESTER TOWN HALL; *Manchester Guardian*, Feb. 5th, 1848.

☞ Please see pages 95, 103, and 20 in this book.

"The lecturer has employed the principles which influence memory in his work to advantage."—The speech of the Rev. T. R. Bentley, M.A., Incumbent of St. Matthew's, Manchester, the Chairman of the meeting, at the conclusion of Mr. Hill's lectures and experiments, which lasted three hours and a half, before the Clergy, Gentry, Merchants, and several members of the Manchester Literary and Philosophical Institute, a Clergyman appointed by the Government, and the Teachers of almost every religious denomination, in the Manchester Town Hall, which had been kindly lent for the occasion, by Sir E. Armitage, the Mayor, and the Authorities of Manchester. — See the *Manchester Courier*, Feb. 9th, 1848.

"Several clergymen came to the table and stated that the knowledge which they had committed to memory, as recommended and illustrated by the lecturer, was still fresh in their memories, even as much so as the transactions of the previous day, though many years had transpired since the mental exertions referred to were performed."

LESSON I.—The Memory of Words, &c.

a,a. Arm, part of the body (1), rows sai-lors to shore.
b,a. Bar is a bolt which will fas-ten (2) our door.
c,a. Cap, to wear on the head, with rib-bons I tie.
d,a. Dale, a vale or val-ley, be-tween hills so high.

e,a. Earl, a no-ble-man, is a friend of the Queen.
f,a. Face, the front part of the head, is veil-ed with green.
g,a. Gate, an out-er door, I can see from this porch.
h,a. Hat, to put on the head, when I go to church.

i,a. In-fant, a young child, in the cra-dle will sleep.
j,a. James, a man's name, with the far-mer did reap.
k,a. Knave, a bad man, could not be em-ploy'd.
l,a. Lamp, to give light in the coach when we ride.

m,a. Man, a hu-man be-ing, with a splen-did mind.
n,a. Nails, i-ron (3) spikes, in horse shoes we find.
o,a. Oats, a kind of corn, the mill grinds for hire.
p,a. Pan is a ves-sel to put on the fire.

q,a. Quart, two pints, of good milk for a char-mer.
r,a. Rake, to draw to-geth-er, hay for a far-mer.
s,a. Salt, a well known sea-son-ing, put in-to bread.
t,a. Task, work or les-son, must be done or said.

u,a. Un-case, to take things out of a case.
v,a. Vale is a val-ley, where we ran a race.
w,a. Wall, a par-ti-tion of bricks, for the dean.
x,a. Xan-tho, you know, is a nymph of Cy-rene.
y,a. Yarn, an-y (4) thing spun into thread for the Queen.

(1) bod-de. (2) fas-n. (3) i-urn. (4) en-ne.

LESSON II.—The Memory of Words, &c.

a,e. Ale is malt liq-uor (1), or drink made from malt.
b,e. Beef is cow's flesh, if you wish you can salt.
c,e. Cheese, food made from milk we eat when we dine.
d,e. Deed, a thing done; on this deed draw a line.

e,e. Eve, the first wom-an, to Ad-am gave pain.
f,e. Feet, to walk with in the street or the lane.
g,e. Geese, plu-ral of goose, are ver-y (2) good meat.
h,e. Herb is a plant that our hors-es will eat.

i,e. I-dle is la-zy; i-dle men are not wise.
j,e. Jet, a black fos-sil, I got as a prize.
k,e. Key, to o-pen a lock with; here is a bunch.
l,e. Led, did lead, all the hay-ma-kers to lunch.

m,e. Mend, to im-prove, the street for house-hol-ders.
n,e. Neck is be-tween the head and the shoul-ders.
o,e. One is a u-nit, and John caught one pike.
p,e. Peas, plu-ral of pea, and pease soup I like.

q,e. Queen, a fe-male mon-arch; a queen wears a crown
r,e. Reel, a frame to wind yarn on, was made in town,
s,e. Sea is the o-cean, its wa-ters are wide.
t,e. Tea, a Chi-nese shrub, we im-port the next tide.

u,e. Use is a cus-tom, and hab-it is use.
v,e. Veal is calf's flesh, and men eat veal and goose.
w,e. Well is a spring, near to which the birds nes-tle (3).
x,e. Xe-beck (4) will sail, 'tis a three mast-ed ves-sel.
y,e. Year is twelve months; and I bought a tas-sel.

(1) lik-kur. (2) ver-e. (3) nes-sl. (4) ze-bek.

LESSON III.—The Memory of Words, &c.

a,i. Air, that we breathe, in the coun-try is pure.
b,i. Birch, a kind of tim-ber, blown down I am sure.
c,i. Chin, the low-er part of the face, a bar-ber can shave
d,i. Dish, a ves-sel to serve meat on, for the brave.

e,y. Eyes, to see with, are a most pre-cious (1) gift.
f,i. Fish, that swims, with rod and line I can lift.
g,i. Girl, a fe-male child, could spell pret-ty words.
h,i. Hill, a high land, may grow trees to make boards.

i,i. In-firm is weak of limb, of sight, or of mind.
j,i. Jinks, a man's name, had a horse that was blind.
k,i. Kite, a bird of prey, I saw in the shade.
l,i. Lime is the mat-ter of which mor-tar is made.

m,i. Milk is got from the cow, to put in our tea.
n,i. Nine, I can tell you, is just three times three.
o,i. Oil, the juice of ol-ives (2), I eat when I will.
p,i. Pin, a short point-ed wire, was made at the mill.

q,i. Quite is per-fect-ly, it can-not be bet-ter.
r,i. Ring, for the fing-er, I sent in a let-ter.
s,i. Silk, thread spun by a worm, that I like to see.
t,i. Tide is the ebb and the flow of the sea.

u,i. Um-pire is one that de-cides a dis-pute.
v,i. Vine, the tree that bears grapes, has a root.
w,i. Wine, the juice of the grapes, we drink when we dine
x,i. Xiph-i-as, the sword-fish, I can-not call mine.
y,i. Yield, to give up all those things that are thine.

(1) presh-us. (2) ol-livs.

LESSON IV.—The Memory of Words, &c.

a,o. Ab-bot, chief of a mon-a-stery (1), once was a monk
b,o. Bone, the sol-id part of the bod-y, in a boat was sunk.
c,o. Cork, the bark of a tree, in bot-tles we use.
d,o. Door, the gate of a house, you must not a-buse.

e,o. Ef-fort is ex-er-tion, as ev-er-y (2) one knows.
f,o. Foot, the sing-u-lar of feet, can move its five toes.
g,o. Gown, a gar-ment, may be torn if we bick-er.
h,o. Hop is a plant that we put in malt liq-uor (3).

i,o. Im-pose, to de-ceive, and there-by grieve the heart.
j,o. Joints, the join-ings of things, as two parts of a cart.
k,o. Knock, to strike with a ham-mer on shoes.
l,o. Lock, to fas-ten doors with, we al-ways can use.

m,o. Moon, that shines by night, I praise in my rhyme.
n,o. Noon, the mid-dle of the day, is the din-ner time.
o,o. Out-work, for-ti-fi-ca-tion, to keep foes a-way.
p,o. Polè, a large staff, dress with rib-bons in May.

q,o. Quote is to cite what our friends say or write.
r,o. Road is to trav-el on mor-ning and night.
s,o. Socks are small stock-ings, which this in-fant wears
t,o. Toes, of the feet, and man-kind have five pairs.

u,o. Un-bolt, to un-fas-ten; come quickly, come.
v,o. Void is as em-pty (4) as a ket-tle-drum.
w,o. Worm is an in-sect that crawls on the ground.
x,o. eX-tol is to praise, good boys when they're found.
y,o. Yoke is to join, be-fore the gin-horse goes round.

(1) mon-na-stre. (2) ev-ur-e. (3) lik-kur. (4) em-te.

LESSON V.—The Memory of Words, &c.

a,u. Aunt, an un-cles's wife, to her neph-ew (1) was kind
b,u. Bud, first shoot of a plant, in the spring we shall find.
c,u. Cup, a drink-ing ves-sel, out of which we drink tea
d,u. Duke, a no-ble-man, found his duch-ess her key.

e,u. En-sure, to as-cer-tain, to make a thing sure.
f,u. Full is not em-pty, of phys-ic (2) to cure.
g,u. Gun, to shoot with, we must use to shoot game.
h,u. Hut, a small house, was kept clean by a dame.

i,u. Is-sue, to send forth, for the hedg-er and ditch-er.
j,u. Jug is a ves-sel that we call a pitch-er.
k,u. Knur is a knot in some kinds of tim-ber.
l,u. Lungs, the parts for breath-ing, sure-ly are lim-ber.

m,u. Mugs, to wash in, our laun-dry (3) maids need.
n,u. Nuts, a kind of fruit, that monk-eys (4) will feed.
o,u. Ounce, six-teen drachms, of but-ter to use.
p,u. Punch, to make holes with, in fa-ther's new shoes.

q,u. Quo-ta, a share, of the sweet-meats and pies.
r,u. Rug, a small car-pet, is dwarf-like in size.
s,u. Sun shines in the day, but at night goes to rest.
t,u. Thumb, the first fing-er, was pinch'd by the chest.

u,u. Un-just is not just, with such I won't deal.
v,u. Vul-gar, un-po-lite, its pres-ence (5) I feel.
w,o. Wo-ful is sor-row-ful, but this do not feign (6).
x,o. eX-ot-ic is for-eign (7), like the Ger-man and Dane
y,o. Yode, a man's name, that liv'd in Eg-bert's reign (8)

(1) nev-vu. (2) fiz-zik. (3) lan-dre. (4) mungk-ke.
(5) prez-zense. (6) fane. (7) for-in. (8) rane.

LESSON VI.—The Memory of Words, &c.

a,a. Ash is a tree, with green leaves in Spring.
b,a. Back is the hin-der part of a thing.
c,a. Cat will catch mice, and paw a poor mouse.
d,a. Day, when it is light, we can see in the house.

e,a. Earth, land, the globe, for the King and the Queen.
f,a. Fat is an oil-y (1) part of the bod-y, I mean.
g,a. Grapes, fruit of the vine, when nice they are sweet.
h,a. Hands, that we feel with, we use when we eat.

i,a. In-mate, a lod-ger, to bed soon will go.
j,a. Jaws, bones in which teeth are set, we all know.
k,a. Kayle we call nine-pins, do you like the game?
l,a. Lark, a small sing-ing bird, is not so tame.

m,a. Mare, a colt's mother, drew aunt Mary's coach.
n,a. Nag, a small horse, we ex-chang'd for a brooch.
o,a. Oar, to row with in riv-ers and seas. [please.
p,a. Pale, with-out col-our (2), the milk-maid won't

q,a. Qualm, a sud-den fit of sick-ness, gives much pain.
r,a. Ray of the sun, I shall see af-ter rain.
s,a. Swan, a wa-ter fowl, I saw in the brook.
t,a. Tape, to tie with, I brought home for the cook.

u,a. Up-ward, ri-sing up, just like a kite flies.
v,a. Vain, mean-ly proud, haugh-ty men are not wise.
w,a. Wax, a thick sub-stance pro-du-ced by bees.
x,a. eX-alt, to lift up, as high as you please.
y,a. Yacht (3), a small ship, that will sail in the breeze.

(1) oil-e. (2) kul-ler. (3) yot.

LESSON VII.—The Memory of Words, &c.

a,e. Axe, to chop wood with, or to cut down a tree.
b,e. Bread, food made from corn, eat with but-ter at tea.
c,e. Cream, that swims on milk, Miss Pus-sy will steal.
d,e. Dream, fan-cy while a-sleep; I dreamt I had a seal.

e,e. Eels, sli-my fish, are not ea-sy to hold.
f,e. Fled, did fly, home when my rab-bits were sold.
g,e. Green is a col-our, as green ap-ples and pears.
h,e. Head, part of the bod-y, of li-ons and bears.

i,e. In-dex, a ta-ble of con-tents, with my ledg-er I need
j,e. Jeer, to scoff, is a most fool-ish deed.
k,e. Kneel, to bend the knees, in church when at prayer.
l,e. Lead, a soft met-al, for cis-terns a pair.

m,e. Met, did meet, my nice cous-in (1) at church.
n,e. New, not u-sed, fresh; that new rod is of birch.
o,e. Ore is met-al as it comes from the earth.
p,e. Peer, a no-ble-man, much mon-ey (2) is worth.

q,e. Queer is sing-u-lar, some peo-ple (3) are queer.
r,e. Read, to pe-ruse those good books that are near.
s,e. Sheep, an an-i-mal, has a nice flee-cy coat.
t,e. Teeth, to chew with, in the mouth of a goat.

u,e. Un-cle is a fa-ther's or a mother's brother.
v,e. Vein, a blood ves-sel that fills a-noth-er.
w,e. Week, sev-en days, for which wa-ges pay.
x,e. eX-pert, ac-tive, in the month of May.
y,e. Yew, a sort of tree, is green ev-e-ry day.

(1) kuz-zn. (2) mun-ne. (3) pee-pl.

LESSON VIII.—The Memory of Words, &c.

a,i. An-vil, a block of i-ron, in smith-ies we find.
b,i. Bricks, to build with, hair and mor-tar will bind.
c,i. Child, a boy or girl, with-out rea-son won't cry.
d,i. Drink, to swal-low liq-uors, when thirst-y or dry.

e,i. Eight, twice four, met the may-or and his par-ty.
f,i. Figs, a kind of fruit, eat now you are hear-ty (1).
g,i. Gill, one-fourth of a pint, for the cap-tain and mate
h,i. Hinge is to turn on a house door or a gate.

i,i. In-list, to join the ar-my, for sol-dier's (2) pay.
j,i. Jib, the front sail of a ship, was wet with the spray.
k,i. Knife, to cut with, will spoil a loaf's fea-ture.
l,i. Life is the state of a liv-ing crea-ture.

m,i. Mile is sev-en-teen six-ty yards, bear in mind.
n,i. Nice is pret-ty, squeam-ish, or re-fin'd.
o,i. Of-fice, pub-lic em-ploy-ment, or of-fice of bur-sar.
p,i. Priest is one who of-fi-ci-ates (3) at the al-tar.

q,i. Quilt, a bed cov-er, for men that love peace.
r,i. Rise, to get up, to grow, to in-crease.
s,i. Shin, the fore part of the leg, the doc-tor can han-dle
t,i. Thief, one who steals, or a blem-ish in a can-dle.

u,i. Un-fit, not fit, to bear a tran-si-tion.
v,i. Vie, to show or prac-tise in com-pe-ti-tion.
w,i. Wife, a mar-ried wom-an, sold ap-ples and pears.
x,i. eX-cise, a tax lev-i-ed up-on prof-it and wares.
z,i. Zig-zag, wind-ing, or short turns for the hares.

(1) har-te. (2) sol-jur. (3) of-fish-e-ates.

LESSON IX.—The Memory of Words, &c.

a,o. A-corn, the fruit of the oak, the pigs home will tempt.
b,o. Boy, a male child, or a word of con-tempt.
c,o. Coat is a gar-ment, that a tai-lor did move.
d,o. Dove, a wild pige-on (1), it rhymes the word love.

e,o. El-bow, a joint of the arm, I shall bend once more.
f,o. Floor, the bot-tom of a room, rhymes(2) the word ore
g,o. Gloves, to wear on the hands, buy from a glov-er.
h,o. Hood, to wear on the head, when we sail on the riv-er.

i,o. I-dol, a false god, can give us no treas-ure.
j,o. Joy is glad-ness, hap-pi-ness, and al-so pleas-ure.
k,o. Knoll, a lit-tle round hill, where the hors-es stood.
l,o. Log is a shape-less bul-ky piece of wood.

m,o. Mouth, where we put food; we eat with the mouth.
n,o. North is the point op-po-site to the South.
o,o. Op-pose, to hin-der, to ob-ject in a dis-pute.
p,o. Pork, swine's flesh, give to the des-ti-tute.

q,o. Quo-rum, a bench of jus-ti-ces, show'd much feeling
r,o. Roll, a mass made round, the act of rol-ling.
s,o. Shop, where goods are sold; there is dis-a-gree-ing.
t,o. Tongue, the or-gan of speech in a hu-man be-ing.

u,o. Up-shot, the end, the fi-nal e-vent.
v,o. Vote is to choose, af-ter an ar-gu-ment.
w,o. Wolf is a sav-age an-i-mal, has not much at-trac-tion.
x,o. eX-hort, to in-cite by words to any good ac-tion.
y,o. Youth, a young man, not fond of in-ac-tion.

(1) pid-jin. (2) rimes.

LESSON X.—The Memory of Words, &c.

a,u. A-gue, a fe-ver, with cold fits; re-quires much care.
b,u Bunn, a small cake, for tea, Anne will pre-pare.
c,u. Crumbs, small bits of bread, I gave to a spar-row.
d,u. Ducks, wa-ter fowl, got un-der the bar-row.

e,o. En-voy, a mes-sen-ger, that we sent for hon-ey.
f,u Fund, cap-i-tal, stock, or bank of mon-ey.
g,u. Gum, a juice got from trees, bring in mer-chant ships
h,u. Hull, a sea-port town, sup-ports pleas-ure trips.

i,u. In-sult, an of-fence, we must try to for-giye.
j,u. Jump is a leap, said a man fu-gi-tive.
k,u. Knuck-le, joint of the fing-er; also to sub-mit.
l,u. Luke, a man's name, that we could not ad-mit.

m,u. Mud is the slime at the bot-tom of still wa-ter.
n,u. Nun, a re-lig-ious (1) wom-an, could spell sla-ter.
o,u. Out-line, a line by which any fig-ure is de-fin'd.
p,u. Plums, a kind of fruit, to eat which I am in-clin'd

q,o. Quode, a shop-keep-er, that sug-ar re-tails.
r,u. Rust, a red crust of i-ron, on i-ron rails.
s,u. Skull is the bone en-clo-sing the head.
t,u. Trunk, a sort of chest, will hold loaves of bread.

u,u. Un-true is false; con-tra-ry to re-al-i-ty.
v,u. Vune was a man that show'd some a-gil-i-ty (2).
w,o. Wor-ship, an act of re-lig-ious rev-er-ence.
x,o. eX-plore, to ex-a-mine (3); to learn by ex-pe-ri-ence.
y,o. Youth-ful, young, is the right time for dil-i-gence (4)

(1) re-lid-jus. (2) a-gil-e-te. (3) egz-am-in. (4) dil-e-jense.

LESSON XI.—The Memory of Words, &c.

a,a. Awl, used by shoe-ma-kers, at their em-ploy-ment.
b,a. Ball, a globe, a round thing; af-fords us en-joy-ment
c,a. Cake, a sweet bread, that we eat or con-sume.
d,a. Drake, the male duck, that we sold to a groom.

e,a. En-tail, be-queath'd at pleas-ure, land to meas-ure.
f,a. Flail, to beat grain with, I saw near a fis-sure.
g,a. Gale, a high wind, that no one can bind.
h,a. Hail, fro-zen rain, in the street we can find.

i,a. Im-age, a rep-re-sen-ta-tion, was in my les-son.
j,a. Jail, a gaol, a pris-on to keep thieves in a sea-son.
k,a. Ka-li, a sea weed, please to fetch me with speed.
l,a. Lake, a small por-tion of wa-ter, is in my deed.

m,a. Make, to cre-ate, gold and sil-ver plate.
n,a. Nave, cen-tre of a church, was cov-er-ed with slate.
o,a. Or-ange, a for-eign fruit, we found in a boot.
p,a. Pail, a wood-en ves-sel, the milk maid will suit.

q,a. Quail, a bird of game, was burnt in a flame.
r,a. Rate, a par-ish tax, I think that's the name.
s,a. Slate, a grey fos-sil stone, up-on which we write.
t,a. Train, on a rail-way, will run day and night.

u,a. Un-man, to de-ject, to af-flict, to grieve.
v,a. Valve, to let off the steam, be-fore we leave.
w,a. Wave, a bil-low at sea, rolls moun-tains high.
x,a. eX-tract, a quo-ta-tion, that I can ap-ply.
y,a. Yawl, a ship's boat, that with oars we ply.

LESSON XII.—The Memory of Words, &c.

a,e. Anne, a wom-an's name, show'd me her rib-bons.
b,e. Beans, veg-e-ta-bles, are sold for John Gib-bons.
c,e. Clean, free from dirt, as the in-fant in cra-dle.
d,e. Dean, a church dig-ni-ta-ry, to preach is a-ble.

e,e. El-len, a woman's name, was last in the for-est.
f,e. Fern, a plant, has some charms for a flo-rist.
g,e. Grew, did grow, like the wheat for the har-vest.
h,e. Hew, to cut, to chop: he is in ear-nest.

i,e. In-let, pas-sage, place of in-gress, en-trance.
j,e. Jerk, a sud-den jolt, spoil-ed a la-dy's coun-te-nance.
k,e. Knew, did know, the har-ness and col-lar ma-ker.
l,e. Leek, a pot herb, I grew for a ba-ker.

m,e. Meek, hum-ble; made so by storm, rain, hail, and wind
n,e. Nerves, or-gans of sen-sa-tion, are known to the mind
o,e. Once, on-ly one time, I saw the hunts-man's horn.
p,e. Peal, loud sound of bells, I may hear in the morn.

q,e. Quell, to make qui-et, as gui-tar with-out strings.
r,e. Rest, still-ness, and qui-et as a bird with-out wings.
s,e. Shell, the ex-ter-nal crust, of a loaf for the star-ving.
t,e. Text, a sen-tence of scrip-ture, read in the mor-ning

u,e. Un-bend, to re-lax, like a bow we un-string.
v,e. Vex-ed is dis-tur-bed, a most un-pleas-ant thing.
w,e. West, where the sun sets, when we go to sleep.
x,e. eX-empt, to free, from the soot of a sweep.
y,e. Yet, nev-er-the-less, fetch the shep-herd and sheep.

LESSON XIII.—The Memory of Words, &c.

a,i. A-side, to one side; to an-oth-er part.
b,i. Bride, a new-ly mar-ried wom-an, soon will de-part.
c,i. Chive, a spe-cies of small on-ion, buy when you ca-ter.
d,i. Dive, to go deep; to sink un-der wa-ter.

e,i. En-tire, the whole, un-di-vi-ded, com-plete.
f,i. Fire, the el-e-ment that burns, warms hands and feet.
g,i. Grist, corn to be ground; sup-ply, pro-vi-sion.
h,i. His, be-long-ing to him, I make this ad-mis-sion.

i,i. In-sist, to dwell up-on, to per-sist.
j,i. Jig-ot, a leg, of mut-ton, which the but-cher miss'd.
k,i. Kid, the young of a goat, was sold as han-sel,
l,i. Lid,a cov-er,any-thing that shuts down o-ver a ves-sel

m,i, Mill, an en-gine in which corn is ground to meal.
n,i. Niece, the daugh-ter of a broth-er, bought me a steel.
o,i. Olive, a plant pro-du-cing oil ; the em-blem of peace
p,i. Pill, a small ball of med-i-cine, to take do not cease.

q,i. Quill, the hard and strong feath-er of the wing.
r,i. Ride, to trav-el on horse-back, to a crys-tal spring.
s.i, Slide, to pass a-long smooth-ly, as fast as snow drives.
t,i. Tile, a thin plate of ba-ked clay, in the night ar-rives.

u,i. Un-bind, to loose, the knot of a girl that's crook-ed.
v,i. Vile, is base, mean, worth-less, sor-did, and wick-ed.
w,i. Wind, a strong mo-tion of the air, which makes us feel
x,i. eX-ile, the per-son ban-ish'd, saw rud-der and keel.
y,i. Yiel-ding, giv-ing up, a watch-key, chain, and seal.

LESSON XIV.—The Memory of Words, &c.

a,o. Ac-tor, he that acts or per-forms any-thing.
b,o. Board, a flat piece of wood, the join-er will bring.
c,o. Cord, a rope, a string, I saw upon the floor.
d,o. Doe, a fe-male deer, runs from the li-on's roar.

e,o. Ec-ho, the sound re-turn'd, of the clock that strikes.
f,o. Foe, an en-e-my in war, with his pis-tols and pikes.
g,o. Groom, one who minds hor-ses, when the doves coo.
h,o. Home, one's own house, a place of a-bode for you.

i,o. Iron is a hard met-al, that will make a strong bar.
j,o. Joist, a wood-en beam, float-ed on the stream a-far.
k,o. Know, to be cer-tain, that the drif-ted snow melts.
l,o. Loss, con-tra-ry to gain, by ma-king leath-ern belts.

m,o. Moss is a plant, and a plant is a veg-e-ta-ble.
n,o. Nose, the organ of scent, when large is no-ta-ble.
o.o. Ob-long,long-er than broad, like the top of a dres-ser
p,o. Pond, a small lake, for the ducks of the pur-ser.

q,o. Quote is to cite an au-thor, or the words of an-oth-er
r,o. Rock, a vast mass of stone, that I sold to my broth-er
s,o. Smoke, the soo-ty ex-ha-la-tion from things bur-ning
t,o. Throat, front of the neck, is warm when chur-ning.

u,o. Ut-most, ex-treme; ex-treme is the high-est de-gree.
v,o. Voice, sound from the mouth; charg'd me a fee.
w,o. Wood, a plan-ta-tion of trees, where I saw a tall ash.
x,o. eX-plode, to drive out with vi-o-lence, as a crash.
y,o. You, second per-son sin-gu-lar, took home some cash

LESSON XV.—The Memory of Words, &c.

Ago, in time past, I heard the howls hoo-ting.
Bow, an in-stru-ment of war, with it we are shoo-ting.
Crow, a large black bird, flies o'er a green field.
Docks, to hold ships, will rev-e-nue yield.

Er-ror is a mis-take; er-ror is a blun-der.
Fox, a wild an-i-mal, at his cun-ning we won-der.
Grove, a small wood, or place set with trees.
Hoof, a hard hor-ny sub-stance, see if you please.

In-come is rev-e-nue, the prod-uce of an-y thing.
Job heard a dog growl, and a pret-ty bird sing.
Knob, any part blunt-ly ri-sing a-bove the rest.
Low, not high; was that noi-sy loud spo-ken guest.

Mow, to cut with a scythe, the fine grass that grows.
No, the word of refusal, to send me a rose.
O-dour, scent, good or bad; fragrance; perfume.
Proof, ev-i-dence, tes-ti-mon-y, that John got a plume.

Quoif, an-y cap with which we cov-er the head.
Rod, a long twig, near the met-al or lead.
Sod, a turf; a clod; a lump of earth or clay.
Toss, to fling, to throw with the hand, as a ball at play.

Un-fold, to ex-pand, to spread o-pen, and then rest.
Vouch, to call to wit-ness; to war-rant, to at-test.
Worse, more bad; more ill, was that great and good man.
eX-pose, to lay o-pen; to put in dan-ger, the van.
Young, in the first part of life, was good Ma-ry Anne.

LESSON XVI.—The Memory of Words, &c.

Ad-am heard the lamb bleat, and saw the lark soar.
Black, a col-our for mour-ning, I want a yard more.
Cart, a car-riage for goods, I drive o'er a smooth way.
Damp, moist, in-cli-ning to wet, the rain falls to-day.

Ears, the or-gan of hear-ing, can hear the bell ring.
Farm, land held by a far-mer, on which grass will spring.
Glass, a trans-pa-rent sub-stance, for the kind nurse.
Harp, a mu-si-cal in-stru-ment, emp-ties my purse.

Is-land, a tract of land sur-round-ed by water.
Jar, an earth-en ves-sel, I gave to my daugh-ter.
Kaw, the cry of a ra-ven, at which the boys laugh.
Lamb, a young sheep, I brought home with my staff.

March, the third month, brings high winds and storms.
Nap, a short sleep, on the bed near the forms.
Oak, a kind of tim-ber, near to which the cat mews.
Pass, a nar-row en-trance, do not mis-use.

Quack, to cry like a duck; a boast-ing pre-tend-er.
Ram, a male sheep, I now must sur-ren-der
Stars, lu-mi-nous bod-ies, light the ship as it sails.
Tart, a small pie of fruit, I ate in North Wales.

Un-bar, to un-bolt, re-move the bar in haste.
Vast, is large; it is great; and an emp-ty waste.
Wasp, a brisk sting-ing in-sect, in form like a bee.
eX-act, cor-rect and punc-tu-al, pray let us be.
Yard, thir-ty six inch-es, will just do for me.

LESSON XVII.—The Memory of Words, &c.

Ang-er is rage; to pro-voke; to en-rage.
Bed, to lie up-on, for duke, mar-quis, or page.
Chest, a ver-y large box, where I put my new dress.
Desk, an in-clin'd ta-ble for the kind gov-er-ness.

Ev-er, at an-y time; at all times; for ev-er.
Flesh, an-i-mal food, as roast beef, ham, or liv-er.
Gem, a jew-el; a prec-ious stone, for a wise prince.
Helm, the steer-age; the rud-der, was dam-ag'd long since

Ice, wa-ter, or oth-er liq-uor, made sol-id by cold.
Jew, a He-brew, an Is-ra-el-ite, his big dog sold.
Kelp, salt pro-du-ced from cal-ci-ned sea weed.
Lent, a time of ab-sti-nence, will Eas-ter pre-cede.

Men, the plu-ral of man, saw a fine new moon.
Nest, a bird's bed, was rob-bed by a buf-foon.
Ode, a po-em writ-ten to be sung to mu-sic.
Pen, an in-stru-ment to write with, for phys-ic.

Quench, to ex-ting-uish fire, to al-lay thirst.
Red, the col-our of the blood, do not spill first.
Smell to per-ceive by the nose, what is in that spoon.
Test, a tri-al, an ex-am-i-na-tion, I shall see soon.

Um-ber, a col-our; a fish, for which that man runs.
Vest, an out-er gar-ment, ex-change for sweet bunns.
West, where the sun sets, when he goes to rest.
eX-cel, to sur-pass; to ex-ceed the best.
Yes, a term of af-fir-ma-tion, let me sug-gest.

LESSON XVIII.—The Memory of Words, &c.

A-pril, the fourth month, brings us fine blue skies.
Bill, the beak of a fowl, or of a bird that flies.
Cry, to weep, to shed tears, if we feel the hail beat.
Dim, not hav-ing quick sight, to ex-am-ine the wheat.

E-gypt, you know, has bright clouds and sun-beams.
Fir trees and deal boards we can draw with teams.
Gin, a spir-it dis-til-led from ju-ni-per ber-ries.
High, a great way up-wards, where we saw cher-ries.

I-rish, be-long-ing to Ire-land, is that fine horse.
Jinks saw the fields and fur-rows, and the race course.
King is a mon-arch, with scep-tre, globe, and tas-sels.
Lips, the out-er part of the mouth, of two vas-sals.

Mind, in-tel-li-gent pow-er ; o-pin-ion ; sen-ti-ment.
Night, from sun-set to sun-rise, be at the mon-u-ment.
Od-di saw the clouds fly, when in the bow-er.
Pink is a col-our, or a small fra-grant flow-er.

Quick, liv-ing ; spee-dy ; ac-tive ; read-y ; nim-ble.
Rind, bark or husk, I ex-chang'd for a thim-ble.
Skin, the nat-u-ral cov-er-ing of the flesh ; the hide.
Tin, one of the prim-i-tive met-als, you must pro-vide

Ug-ly, de-form-ed ; of-fen-sive to the sight.
Vis, in Lat-in, means force ; I taught you to-night.
Will, tes-ta-ment ; choice ; in-cli-na-tion ; dis-cre-tion.
eX-ist means to be ; I make this con-ces-sion.
Zinc is a met-al ; do note this ex-pres-sion.

LESSON XIX.—The Memory of Words, &c.

A-pron, part of the dress, I saw on a dull day.
Brown, the name of a col-our, you can-not gain-say.
Cow, that gives milk, for cream, curds, or whey.
Dog, a do-mes-tic an-i-mal, will bark during play.

Em-boss, to en-grave with re-lief; you I re-mind.
Frog, a small an-i-mal of the am-phib-i-ous kind.
Gold, the pu-rest and heav-i-est of all met-als.
Hod, to car-ry mor-tar in, to build hos-pi-tals.

Im-port, to re-ceive from a-broad; to in-fer.
John went up the hill with a wag-gon-er.
Knot, a string not ea-si-ly dis-en-tan-gl'd; to u-nite.
Lords, no-ble-men; peers of Eng-land, are most po-lite.

Month is the space of four weeks, on land or o-cean.
Nod, to de-cline the head with a quick mo-tion.
Ox-ford, a cit-y in Eng-land, saw a pas-sen-ger.
Post, a cou-rier, a has-ty mes-sen-ger.

Quoth, says he; or, said he, that my beans were fine.
Row, a rank or file; things ran-ged in a line.
Stock, the trunk; a fam-i-ly that knew how to sell.
Toll, an ex-cise of goods; to ring a bell.

Un-do, to loose; to ru-in; to o-pen what is shut.
Vow, a sol-emn prom-ise, was made in a hut.
World, the earth; the ter-ra-que-ous globe.
eX-port, to send a-broad a beau-ti-ful robe.
York's slen-der wire, we u-sed for a probe.

LESSON XX.—The Memory of Words, &c.

Again, is once more; again, a second time.
Barm, yeast to make drink work, and this yeast is prime.
Chair, a moveable seat; a seat borne by men.
Dace, a small river fish, for a denizen.

Ease, rest from labour, to assuage, to relieve.
Fair, a free market, where rogues meet and thieve.
Glade, an opening in a wood, also a lawn.
Ham, a leg of pork cured; we saw at the dawn.

Immace, a man's name, that built a fine bridge.
Jam, a conserve of fruits, that we took to the ridge.
Kate, a woman's name, that made a girl's frock.
Lace, handsome trimming; we bought with the clock.

Map, a delineation of lands; view of an estate.
Nay, an abverb of negation, which I said too late.
Organ, a natural or musical instrument.
Page, a boy to attend on a great person, was sent.

Quade, a man's name, that we saw in the lane.
Ratan, you know, is a small Indian cane.
Sack, a bag of three bushels, to market was ferried.
Tray, a shallow trough in which meat is carried.

Udale, a man's name, that bought balls of new twine.
Van, the front of an army; van is the first line.
Whale, the largest of animals; the largest of fish.
eXham, a man's name, that for scissors did wish.
Yale, the French cook, made plum pie in a dish.

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IRON.—Far from our eyes, deep in the ground, bright gold and gems of worth are found, rich stones, and ores of lead and tin, but let me learn to prize the mine of hard, tough iron. With gold you may make seals and rings, chains for the neck, and beads and pins, but for the spade, the rake, the hoe, the axe, the saw, the scythe, the plough, give me strong iron. The gate with bolts and bars so tight, that keeps us safe and sound all night; each lock and key, each latch and screw, the hinge that makes the door shut to, are all of iron. May I from this learn well to choose, not things for show, but things for use, and though I may be rich and great, with piles of gold and stores of plate, still prize rough iron. —THOMAS LEE.

BREAD.—Waste not, want not, for we pray for food to God from day to day; and ere at night we seek our bed we ask the Lord to give us bread. The bird that o'er us chirps and sings, will drop to earth and fold its wings, and to our homes with joy will come, to glean from us each mite and crumb. Bread helps the strong man in his toil to plough the earth and sow the soil, that it once more may grow the wheat which yields us flour and bread to eat. Bless God at morn, and noon, and night, for food so pure, and sweet, and white; and do not on the ground let fall, that bread which is the life of all. —J. B. ROGERSON, Author of "The Wandering Angel," "Rhyme, Romance, and Revery."

CARE OF INFANTS.—When a baby in the cradle lies, good children should behave with care, and never make the slightest noise, lest they awake that baby fair. For little infants want much sleep, this useful truth each child should know; if they're awoke they often weep, and their sweet minds will fretful grow. For who is there that does not feel a wish to hush a baby's cries? who would not try to do a deal to make smiles fill its

pretty eyes? Of infants take the greatest care, both when asleep and when awake; these darling objects of our care, will thank us for the pains we take.— W. Hill.

Good Resolution.—I'll pray before I go to bed, to that good God who gives me bread: I am an infant, yet his ear will listen to my simple prayer. If I've been naughty through the day, have left my books, or work, for play, O God! my childish sin forgive, and teach me how I ought to live. Bless parents, sisters, brothers, friends; take us to heaven when this life ends, where in endless glory bright, Jehovah dwells, the Lord of Light.—M. A. L.

Home.—The bird with feathers red and brown, that warbles in the sky, a little nest her bill hath made, she builds it up on high. The little lamb thro' all the night, in the cold valley strays; no nest hath he from wind to hide, but with his mother stays. Upon his mother's fleecy coat, he rests his pretty head, and the bright moon her silvery light throws gently o'er his bed. And thus we see the little lamb as snug and safely lies, as the young birds whose mother builds her warm nest near the skies. That little boys, their sisters too, in cot or parlour fair, may learn that they will happy be, where dearest parents are.

Immediately the Cock Crew.—*St. Matthew*, 26 *Chap.* 74 *Ver.*—In the still night the cock crows loud, to tell us God his watch still keeps—o'er rich and poor, o'er low and proud, o'er bad and good, while each one sleeps. At break of day he crows again, to rouse the workman with his voice: to wake to toil the race of men, and bid them in the dawn rejoice. At noon his note so loud is heard, to tell us "time speeds fast and fleet," to strive for heaven with work and word, that all in that blest land may meet. When dark night comes, he tells us then, that, well or ill, our work is done: a day in vain for all bad men, but by the saints for heaven 'tis won.

THE WORKS OF GOD.—God made the sun, and moon, and stars, the earth, the air, the seas, fish, flesh, and fowl, rocks, hills, and plains, the grass, the herbs, the trees. And last of all these works was man, formed from the lowly sod, the best and noblest of them all, the Image of his God! The richest gift, the gift of mind, is man's and man's alone; we read, we think, we praise, and bow before the Maker's throne. A star to cheer life's gloomy vale, this mind to man was given; a key to pass the gate of death, a lamp that guides to heaven.—THOMAS LEE.

INVITATION TO THE COUNTRY.—When will you come, do name the time, my little farm to see? put on your hat, leave home for once, and spend a day with me. My garden, then, sir, I will show, my onions, beans, and peas, and you shall pluck the cherries ripe from the rich laden trees. My horses, too, my ducks and geese, my donkey and my cow, and my little dog, that night or day, does nothing but bow wow. And when you tire of seeing all, a cup of tea we'll have, and my man James shall drive you home, just when you like to leave. Say then at once, do fix the time, when from your lessons free, you'll freely breathe the country air, and spend a day with me.—THOMAS LEE.

TO MY CHILD.—My little dear, you are up with the sun, and may you not tire, before it has run its brilliant course in the beautiful sky, nor spend your time like a negligent boy. Let each hour be spent according to rule, then you will advance in wisdom at school; for all the dull boys whose time pass'd in play, will grieve when they think of time thrown away.

LOVE.—What is Love? it is a flower, born to cheer the darkest gloom; other buds but bloom an hour, love is never out of bloom. In the infant at the bosom, in the little girl at play, love puts forth its tender blos-

som, sweet and sweeter day by day! In the sister, in the brother, in the parent it doth flow; if we learnt to love each other, oh! how heavenly earth would grow.—C. SWAIN, Author of "The Mind, and other Poems."

LOUIS PHILIPPE AND AN INNKEEPER.

Louis Philippe, once walking near to a town, met a tall stranger to whom he was known, who with lowly obeisance let the king see that he was aware 'twas the king's majesty. The king, with a smile, kindly noticed his bow, and said, "My good man, come and tell me just now what business you follow in this pleasant place." "The 'Crown' I am keeping, may it please your grace." The king, with a shrug of his shoulders, did say, "Crowns are hard to keep, and some men miss their way. I am glad, sir, to find yours the first inn in town; you are more lucky than I was in keeping a crown."

Good systems pen with angel's hand the pleasures of our sweetest hours; engrave in marble, not in sand, the truths that wisdom on us showers.

"What is life?" says Abernethy, with voice as loud as drum and fife, but no response comes to his mind; and then he tells us "life is life." Thousands of men, like this most talented surgeon, find it difficult to give free and effective expression to their thoughts. Students of this system never need complain of this difficulty.

THE MULTIPLICATION TABLE MADE EASY,

And associated with the words in "arm, bar, cap, I want a map" lesson, to enable pupils to remember it. Words communicate knowledge to mankind, and when associated with figures, retain knowledge represented by figures in the mind.

Twice one are two arms that are strong. *Twice* two are four bars rather long. *Twice* three are six caps for the head. *Twice* four are eight dales in which sheep fed. *Twice* five are ten earls, noblemen. *Twice* six are

twelve faces smile again. *Twice* seven are fourteen gates and street doors. *Twice* eight are sixteen hats in the stores. *Twice* nine are eighteen infants so nice. *Twice* ten are twenty with James on the ice. *Twice* eleven are twenty-two knaves or bad men. *Twice* twelve are twenty-four lamps light a den.

Three times one are three ales made from malt. *Three* times two are six beef pies too salt. *Three* times three are nine cheeses to eat. *Three* times four are twelve deeds on my seat. *Three* times five are fifteen Eves in one house. *Three* times six are eighteen feet in one noose. *Three* times seven are twenty-one geese in the field. *Three* times eight are twenty-four herbs gardens yield. *Three* times nine are twenty-seven idle bad boys. *Three* times ten are thirty jets, fossils, and toys. *Three* times eleven are thirty-three keys to lock doors. *Three* times twelve are thirty-six led on six scores.

Four times one are four airs, gentle gales. *Four* times two are eight birches in Wales. *Four* times three are twelve chins of the face. *Four* times four are sixteen dishes uncase. *Four* times five are twenty eyes to see with. *Four* times six are twenty-four fishes for Frith. *Four* times seven are twenty-eight girls gone to school. *Four* times eight are thirty-two hills, high and cool. *Four* times nine are thirty-six infirm men are weak. *Four* times ten are forty to John Jinks can speak. *Four* times eleven are forty-four kites, birds of prey. *Four* times twelve are forty-eight lime lumps in the dray.

Five times one are five abbots and one chief. *Five* times two are ten bones in good beef. *Five* times three are fifteen corks made from trees. *Five* times four are twenty doors my thumbs squeeze. *Five* times five are twenty-five efforts he makes. *Five* times six are thirty shoes his foot takes. *Five* times seven are thirty-five gowns of good print. *Five* times eight are forty hops near the mint. *Five* times nine are forty-five friends

won't impose. *Five* times ten are fifty joints that are gross (grose). *Five* times eleven are fifty-five knocks at the doors. *Five* times twelve are sixty locks are three scores.

Six times one are six aunts, uncles' wives. *Six* times two are twelve buds near the hives. *Six* times three are eighteen cups of strong tea. *Six* times four are twenty-four dukes can agree. *Six* times five are thirty ships to ensure. *Six* times six are thirty-six full quarts for a boor. *Six* times seven are forty-two guns to shoot crows. *Six* times eight are forty-eight huts near the shows. *Six* times nine are fifty-four issues avoid. *Six* times ten are sixty jugs by my side. *Six* times eleven are sixty-six knurs seen in wood. *Six* times twelve are seventy-two lungs strong and good.

Seven times one are seven ash trees in the fields. *Seven* times two are fourteen back doors in North Shields. *Seven* times three are twenty-one cats will catch mice. *Seven* times four are twenty-eight days on the ice. *Seven* times five are thirty-five kingdoms on earth. *Seven* times six are forty-two fat men love mirth. *Seven* times seven are forty-nine grapes from the vine. *Seven* times eight are fifty-six hands touch a pine. *Seven* times nine are sixty-three inmates mend sails. *Seven* times ten are seventy jaws of fine whales. *Seven* times eleven are seventy-seven boys play at kayle. *Seven* times twelve are eighty-four larks in the dale.

Eight times one are eight loaves this man likes. *Eight* times two are sixteen nails, iron spikes. *Eight* times three are twenty-four oats for the squire. *Eight* times four are thirty-two pans on the fire. *Eight* times five are forty quarts reapers say. *Eight* times six are forty-eight rakes to make hay. *Eight* times seven are fifty-six salts make us cool. *Eight* times eight are

sixty-four tasks say at school. *Eight* times nine are seventy-two dolls uncase at sales. *Eight* times ten are eighty vales we call dales. *Eight* times eleven are eighty-eight walls made of bricks. *Eight* times twelve are ninety-six yarns round those sticks.

Nine times one are nine men, mend or improve. *Nine* times two are eighteen necklaces approve. *Nine* times three are twenty-seven oars use for John. *Nine* times four are thirty-six peas in the sun. *Nine* times five are forty-five queens on their thrones. *Nine* times six are fifty-four reels Jacob owns. *Nine* times seven are sixty-three sailors at sea. *Nine* times eight are seventy-two teas are for me. *Nine* times nine are eighty-one candles I use. *Nine* times ten are ninety legs of veal refuse. *Nine* times eleven are ninety-nine wells or fine springs. *Nine* times twelve are one hundred and eight years clip our wings.

Ten times one are ten cows that give milk. *Ten* times two are twenty bought nine yards of silk. *Ten* times three are thirty oils will take fire. *Ten* times four are forty pins made of wire. *Ten* times five are fifty quite new bell ringers. *Ten* times six are sixty rings for the fingers. *Ten* times seven are seventy silks spun by worms. *Ten* times eight are eighty tides flow in storms. *Ten* times nine are ninety umpires decide. *Ten* times ten are one hundred vines for a bride. *Ten* times eleven are one hundred and ten wines that are drunk. *Ten* times twelve are one hundred and twenty that yield to John Monk.

Eleven times one are eleven changes of the moon. *Eleven* times two are twenty-two dukes that dine at noon. *Eleven* times three are thirty-three outworks are made. *Eleven* times four are forty-four poles sold in trade. *Eleven* times five are fifty-five lengthy quotations. *Eleven* times six are sixty-six roads through the

nations. *Eleven* times seven are seventy-seven with socks I treat. *Eleven* times eight are eighty-eight toes of the feet. *Eleven* times nine are ninety-nine doors unbolt for me. *Eleven* times ten are one hundred and ten void spaces you see. *Eleven* times eleven are one hundred and twenty-one worms or insects. *Eleven* times twelve are one hundred and thirty-two to yoke he neglects.

Twelve times one are twelve mugs may us suit. *Twelve* times two are twenty-four nuts pleasant fruit. *Twelve* times three are thirty-six ounces of soles. *Twelve* times four are forty-eight punches make holes. *Twelve* times five are sixty our quota or share. *Twelve* times six are seventy-two rugs are worn bare. *Twelve* times seven are eighty-four times the sun shines. *Twelve* times eight are ninety-six thumbs work in mines. *Twelve* times nine are one hundred and eight unjust men to me. *Twelve* times ten are one hundred and twenty vulgar boys I see. *Twelve* times eleven are one hundred and thirty-two woful and mourning. *Twelve* times twelve are one hundred and forty-four in York sojourning.

NUMERATION TABLE, I MUST SAY IF ABLE.

Units are one figure, I must let you know; our ash trees in winter are cover'd with snow. *Tens* are two figures, which in ledgers you write; then back to your play with your twine and your kite. *Hundreds* are three figures, known as such in town: our cats in their play damag'd mamma's new gown. *Thousands* are four figures, I learnt this at school: in the day it is warm and at night it is cool. *Tens* of thousands, five figures, that are just made: earth's sons have to labour in forest and glade. *Hundreds* of thousands, six figures do let me tell; fat men in church steeples sometimes ring a bell. *Millions* are seven figures, a scholar will say: grapes give to the boy that works hard in the hay. *Tens* of

millions eight figures are, I do not doubt: our hands catch fine fishes, both salmon and trout. *Hundreds* of millions, nine figures, I say again; our inmates are lodgers, and we have got ten.

PENCE TABLE.

Twelve pence are one shilling, to buy a joiner's axe. *Twenty* pence are one and eight pence, to buy a lump of wax. *Twenty-four* pence are two shillings, to buy a loaf of bread. *Thirty* pence are two and sixpence, to buy some balls of thread. *Thirty-six* pence are three shillings, to pay for mugs of cream. *Forty* pence are three and four pence, to pay for scales with beam. *Forty-eight* pence are four shillings, a schoolboy once did dream. *Fifty* pence are four and twopence, to pay to make some steam. *Sixty* pence are five shillings, for fresh and slimy eels. *Seventy* pence are five and tenpence, to pay for watch and seals. *Seventy-two* pence are six shillings, to pay the man that fled. *Eighty* pence are six and eightpence, to give the lady's maid. *Eighty-four* pence are seven shillings, for grass upon the green. *Ninety* pence are seven and sixpence for honey for the Queen. *Ninety-six* pence are eight shillings, for a bonnet for the head. *One hundred* pence are eight and fourpence, for a coffin for the dead. *One hundred and eight* pence are nine shillings, for contents or index. *One hundred and ten* pence are nine and twopence, to pay for printed checks. *One hundred and twenty* pence are ten shillings, don't give to Paul, he jeers. *One hundred and thirty* pence are ten and tenpence, to pay for horses' gears. *One hundred and thirty-two* pence are eleven shillings, for men in prayer that kneel. *One hundred and forty* pence are eleven and eightpence, to pay for pork and veal. *One hundred and forty-four* pence are twelve shillings, for spouts men make of lead. *One hundred and fifty* pence are twelve and sixpence, for dyeing Turkey-red. *One hundred and fifty-six* pence are thirteen shillings, for waggoner we met. *One hundred and sixty* pence are thirteen and fourpence, to pay a lawyer's debt.

SHILLING TABLE.

Twenty shillings are one pound, for a gold ring quite new. *Thirty* shillings are one pound ten, to pay for bags of glue. *Forty* shillings are two pounds, for miners digging ore. *Fifty* shillings are two pounds ten, I told you so before. *Sixty* shillings are three pounds, sent to me by a peer. *Seventy* shillings are three pounds ten, for feeding for his deer. *Eighty* shillings are four pounds, for man with cap so queer. *Ninety* shillings are four pounds ten, for the stout auctioneer. *One hundred* shillings are five pounds, in figures we can read. *One hundred and ten* shillings are five pounds ten, for making James a deed. *One hundred and twenty shillings* are six pounds, for pasturing the sheep. *One hundred and thirty* shillings are six pounds ten, pay to the chimney sweep.

FARTHING TABLE.

Four farthings are one penny, for sweets that spoil the teeth. *Eight* farthings are twopence, found near the growing heath. *Twelve* farthings are threepence, for the fare of uncle. *Sixteen* farthings are fourpence, for pills for a carbuncle. *Twenty* farthings are fivepence, but no wealth-flowing vein. *Twenty-four* farthings are sixpence, for a bright metal chain. *Twenty-eight* farthings are sevenpence, I saved in one week. *Thirty-two* farthings are eightpence, paid for pork and pig's cheek. *Thirty-six* farthings are ninepence, for the quick and expert. *Forty* farthings are tenpence, paid for words you insert. *Forty-four* farthings are elevenpence, for the ever-green yew. *Forty-eight* farthings are twelvepence, for a ribbon true blue.

TROY WEIGHT.

Anvils do sound when blacksmiths work at night; gold, silver, and jewels are weighed by Troy Weight. *Bricks* made of good clay, build walls a great height; twenty-four grains we say are one pennyweight. *Child* do mind your play, catch the ball I shall bounce; who

can gainsay twenty pennyweights are one ounce. *Drink* this water so pure, from a spring in the ground; of gold and silver we say twelve ounces one pound.

AVOIRDUPOIS (1) WEIGHT.

Eight times I have told you, now do say it right; that bread and groceries are Avoirdupois Weight. *Figs* are rich and sweet fruit, with ease I pronounce; if we buy sixteen drams, they are just one ounce. *Gills* of liquor we find, make men run aground; better buy good bread, sixteen ounces one pound. *His* tongue spoke the truth, not he a backbiter; he always sold twenty-eight pounds to the quarter. *Inlist* not in haste, such a deed requires thought; four quarters we say are one hundred weight. *Jib*, the front sail of a ship, moves much in the night; one hundred and twelve pounds are one hundred weight. *Knife* cut with quickly, our task we have done; we finish by saying twenty hundreds one ton.

APOTHECARIES' WEIGHT.

Life for old and young people; twenty grains are one scruple. *Miles* I have sent Sam; three scruples one dram. *Office* I renounce; eight drams are one ounce. *Priest* sailed in the sound; twelve ounces are one pound.

DRY MEASURE.

Quilts that are handsome do let us treasure; dry goods are measured by dry measure. *Rise* up young man and for the market start; I before told you two pints are one quart. *Shin* was hurt by a physic bottle; my teacher told me two quarts are one pottle. *Thief*, one who steals, something like a felon; I once have read two pottles one gallon. *Unfit* for use in hold, cabin, or deck; two gallons I find or eight quarts one peck. *Vile* worthless man struck me with a cudgel; I now tell you four pecks are one bushel. *Wife* buys goods in, she is fond of barter; she can tell you two bushels are one quarter.

(1) Av-er-du-poiz.

COAL MEASURE.

Acorns count at leisure; but now for coal measure. *Boy* said in the tunnel; four pecks are one bushel. *Coat* exchange on your back; for three bushels one sack. *Dove* was alarmed by those gun-shooting sounds; one sack is two hundred and twenty-four pounds. *Elbow* was bit by the hounds; one full sack is two hundred and twenty-four pounds. *Floor* of black oak, of a great baron; thirty-six bushels are one chaldron. *Gloves* as a compliment send to your kindred; one chaldron (2) is twenty-five and a half hundred. *Hood* for the head of those that are hungered; twenty-one chaldrons are one score, or twenty-six tons fifteen and a half hundred.

LONG MEASURE.

Logs in measure don't pinch; three barley corns one inch. *Mouth* speaks of fine land; four inches one hand. *North*-men wear a coat; twelve inches one foot. *Oppose* the life-guard; three feet are one yard. *Pork* for dinner of madam; say six feet are one fathom. *Quorum* of justices, the police control; five and a half yards are one rod or pole. *Roll* on ye waters, and ye waves come along; our measure is forty poles to one furlong. *Shop* send to for a file; eight furlongs one mile. *Tongue* do not fatigue; three miles are one league. *Upshot* or end of it, all could foresee; sixty-nine miles and a half are one degree.

TIME.

Vote with Charles for a linnet; sixty seconds one minute. *Wolf* can come and devour; sixty minutes one hour. *eXhort* Paul not to play; twenty-four hours one day. *Youth* can fortune seek; seven days are one week. *Ague* in the tent; four weeks are one month. *Bunn* give to the mountaineer; twelve calendar months one year. *Crumbs* left by the engineer; three hundred and sixty-five days six hours one year.

(2) Tsha-drun.

CLOTH MEASURE.

Ducks ate two snails near this rail; two and a quarter inches one nail. *Envoy* sent by coach for a ward; four nails one quarter of a yard. *Fund* in bank for the bard; four quarters are one yard. *Gums* with food you must furnish; five quarters one ell English.

WINE MEASURE.

All liquors, except ale and beer, are measured by this table.

Hull is a sea-port; two pints are one quart. *Insult* not the felon; four quarts are one gallon. *Jump* not for the tinker; ten gallons one anker. *Knuckle* upset the goblet; eighteen gallons one rundlet. *Luke* with ease said a long verse; forty-two gallons one tierce

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TWO STRINGS TO THE BOW;

Or, an easy method of teaching English children to remember the names of the counties, cities, towns, rivers, lakes, mountains, hills, capes, bays, and islands of their fatherland.

This lesson "kills two birds with one stone;" it enables a child to read, and to remember what it reads; and it fixes easily and indelibly in the mind words which every intelligent person is expected to remember and to be familiar with, and an absence of familiarity with which often crimsons the face.

What is the use of sending your children to learn what they cannot remember, when, to use a homely expression, "what enters at one ear leaves by the other," for want of artistic contrivance and a knowledge of the laws of the mind? No idea will remain long on the mind unless it is connected with some other idea; then, is it not "common sense" to connect ideas both in language and in our method of teaching.

Do not pain your mind by the supposition that your children are duller than other children. The most ima-

ginative child is often the worst to teach, but such children frequently make the most clever adults. Our decided opinion is, that children are much nearer mental equals than they are generally supposed to be, but for want of a general knowledge of this fact, years are often wasted, because art is not employed in the communicating of instruction. The first word in the line is the county, as Northumberland and Cumberland, &c. The second word is the city or town, as Newcastle or Carlisle, &c. We have represented the counties and cities as the performers of actions, for children will very often remember a man's action better than his figure; but supposing that action and figure have but an equal mnemonical influence, this method gives them two chances of remembering instead of one.

In teaching this lesson, repeat the first line twice, and the second and third line once. Barm, chairs, dace, ease, fair, &c., must be repeated twice also.

Again walk on the strand in Northumberland (1).
Northumberland and Newcastle sent Allan arms.
Cumberland and Carlisle (2) sowed King Alfred's farms.
Barm take in your hand to old Westmoreland.
Westmoreland and Appleby bought Blackstone gold bars.
Durham, Durham and Stockton supplied Bede with jars.
Chairs barter for pork in Yorkshire and York.
Yorkshire, York and Leeds, knitted Camden night-caps.
Lancashire and Lancaster bought Cecil new maps.
Dace boil on the fire in the north of Cheshire.
Cheshire, Chester and Nantwich ploughed Drake a dale.
Derbyshire and Derby brewed De Foe strong ale.
Ease for Lord Clifford in Staffordshire and Stafford.
Staffordshire and Stafford sang for King Edward's earls.
Warwickshire (3) and Warwick clothed Evelyn's girls.
Fair ladies cluster in Worcestershire and Worcester.
Worcestershire and Worcester discerned Flambard's face.
Shropshire and Shrewsbury forwarded Ferguson lace.
Glades apples afford in Herefordshire and Hereford (4)

Herefordshire and Hereford broke Garrick's gate.
Monmouthshire and Monmouth said George was late.
Hams for John's master in Gloucestershire and Gloucester.
Gloucestershire and Gloucester gave to Hale a new hat.
Oxfordshire and Oxford fed King Henry's cat.
Immace knew a squire in Buckinghamshire.
Buckinghamshire and Aylesbury nurs'd Ingham's infant.
Bedfordshire and Bedford thought Ingleson was pleasant.
Jam spoil'd my attire in Huntingdonshire.
Huntingdonshire and Huntingdon sent Jack to James.
Northamptonshire and Northampton sold Jeffery hames.
Kate washed the buckram in Rutlandshire and Okeham.
Rutlandshire and Okeham shunned Katherine's knave.
Leicestershire and Leicester (5) for Keill did engrave.
Lace you may admire in Nottinghamshire.
Nottinghamshire and Nottingham did light Laud his lamps
Lincolnshire and Lincoln (6) gave Leland two stamps.
Map for the College at Norfolk and Norwich.
Norfolk and Norwich (7) said, Mason 's our man.
Suffolk and Ipswich thrust Mead in a van.
Nay, do not retire to Cambridgeshire.
Cambridgeshire and Cambridge found Napier some nails
Hertfordshire and Hertford spread out Newton's sails.
Organ for a landlord in Essex and Chelmsford.
Essex and Chelmsford ground Oldcastle oats.
Middlesex and London paid Ordmer bank notes.
Page saw a sanctuary in Kent and Canterbury.
Kent and Canterbury mended Pratt a pan.
Sussex and Chichester (8) did Percy trepan.
Quade was a cow-herd in Surrey and Guildford.
Surrey and Guildford fill'd Quadro a quart.
Hampshire and Winchester bak'd Querney a tart.
Ratan was moving in Berkshire and Reading.
Berkshire and Reading used Raleigh's long rake.
Wiltshire and Salisbury (9) fried Reynolds a steak.
Sack for the crier in Somersetshire.
Somersetshire and Bath sold Shakspeare some salt.

Dorsetshire and Dorchester did Spenser exalt.
Trays for tea we require in Devonshire.
Devonshire and Exeter heard Talbot his task.
Cornwall and Launceston (10) fill'd Temple his flask.
Udale was a gormand on rivers in England. *Van*, I spell'd at midday, on the Thames (11) and Medway. *Whales* would encumber in Severn and Humber. *eXham* did carouse on the Trent and the Ouse (12). *Yale* drank some tea on the Mersey and Dee. *Abel* bought seed, near the Avon, Tyne or Tweed. *Bells* you may hear on the Lake Windermere. *Creeks* please my daughter, I heard on Lake Ulswater. *Deck* brought us cinnamon to the Lake Coniston. *Even* tempers make wills on Peak and Endle Hills. *Freaks* don't play with bills on Wolds and Chiltern Hills. *George* his milk spills on Malvern and Cotswold Hills. *Help* the sergeant that drills on Wrekin and Mendip Hills. *Inweave* twigs for twills on Cheviot Hills. *Jest* about a joint at Cape Lizard Point. *Keep* a bed for your friend at the Cape call'd Land's End. *Leave* Luke some bread at the Cape call'd Spurn Head. *Meat* for Earl Grey at the Bay call'd Mount's Bay. *Net* mend to-day at the Bay call'd Torbay. *Offend* not on my lands, nor on British Islands. *Pearls* are worn at night in the Isle of Wight. *Query* was ask'd to-day in the Isle of Anglesea. *Rend*, spell me, said Dan, in the Isle of Man. *Seal* and watch for John Jelly, in the Isle of Scilly. *Trees* grow near a barn in the Isle of Fairne. *Under* the bench is a file in the Holy Isle. *Vender* sold me a linnet in the Isle of Thanet. *Wheel* mov'd towards the Abbey in the Isle of Sheppey. *eXtent* of my journey is to the Isle of Guernsey. *Yeel* wore a kersey in the Isle of Jersey. *Ailing* people say that they like Alderney. *Birds* sing like our lark in the Isle of Sark.

(1) North-um-ber-land.
(2) Kar-lile.
(3) Wor-rik-sheer.
(4) Her-e-ford.
(5) Les-ter.
(6) Ling-kun.
(7) Nor-ridge.
(8) Chit-ches-ter.
(9) Solz-ber-re.
(10) Lance-tun.
(11) Temz.
(12) Owz.

MUSIC EASILY TAUGHT,

And distinctly remembered, or a knowledge of the notes upon the staff and the keys upon the piano-forte, communicated in a few hours, in easy and amusing reading lessons, written to suit the understanding, and to improve the memories of juvenile students, in which the principles set forth in the "Educational Monitor" are adapted to the teaching of music, and introduced to learners as the groundwork of a musical memory.

When your face is towards the piano-forte, on your left hand are the bass keys, and on your right hand are the treble keys. If the piano is one of six octaves, it will have forty-three white keys—that is, six times seven and one over. It will have thirty black keys between the white keys; the black keys are called flats and sharps, the use of which your music master will explain; the white keys are called naturals. We call the first white key on the left hand No. 1. The bass notes are at the lower end or left hand of the piano-forte. The treble notes are at the higher end or right hand. You will soon learn to play when you know that certain notes on the staff are intended to direct, and must direct, your fingers to certain keys on the piano-forte; and if you do not know this and remember it distinctly, you may drum away for twenty years and your efforts will be somewhat akin to the trunkmaker's hammer,—"more noise than work." Two things must be identical in the mind, viz., the notes on the staff and the keys on the piano-forte. The *bass* staff is composed of five long lines, and that we may remember them distinctly we call them "lamp post lines." Between these long lines are four spaces, which we call "lamp post spaces." On the *bass* staff, which contains all the bass notes for a six-octave piano-forte, you will see a note which is below the long lines, with four short lines drawn through it, and these four lines we call "poker lines," because they are shorter than the "lamp post lines," and the four spaces between these "poker lines"

we call "poker spaces." Some teachers call them "lines below the staff." This term is not so familiar to a child as a poker is, and on that account we prefer the word poker. Above the five "lamp post lines" you will see a note with two short lines through it, and that we may remember these lines distinctly from the others, we call them "ruler lines," and the spaces between them "ruler spaces." Some teachers call them "lines above the staff," and others call them "leger lines."

The *treble* staff is also composed of five long lines, and these five lines we call "ship mast lines," because a ship mast is a very different thing from a lamp post, and singularity is a great help to memory; and making comparisons, you will have discovered before now, if you have taught children the alphabet by this system, is a most powerful aid to the memory. You will see a note below the "ship mast lines" with two short lines through it; these short lines we call "whipstock lines," and the spaces between these lines "whipstock spaces." Some teachers call them "lines below the staff." Different ideas described by the same name confuse learners. Above the "ship mast lines" you will see a note with seven short lines through it, and these seven short lines we call "cane lines," because most children are familiar with a cane that is carried in the hand; and the spaces between the seven short lines we call "cane spaces." We have numbered the keys on the piano-forte because numbers help learners to find the keys. We have called most of the notes by the names of tangible objects, for the names of tangible objects help the memory; and these words have also been made familiar to the mind in the previous lessons in half a dozen different combinations. We have divided the piano-forte into six localities, and call these localities by geographical terms familiar to the sight, ear, and memory of all persons who have the least pretensions to being educated. If what we have written above has not made our ideas clear to you, send four stamps, enclosed in a letter, to "Mr. John Heywood, publisher

of Mr. HILL'S works, Deansgate, Manchester," and also enclose an envelope of ordinary letter size, with your full address written upon it, in a plain hand, and the post will bring you "Music Easily Taught," with the figures of a piano-forte, and the notes on the bass staff and the notes on the treble staff upon it, which will make our remarks easily understood, will be of the greatest use to the learner, and enable him to read music in a short time easily and quickly, and do away with the drudgery, to a large extent, often so painfully felt, which is attendant on acquiring and retaining elementary musical knowledge, and on account of which thousands are disheartened, and abandon the study of music, and consequently lose the elevating and refining influences of this most enchanting art. These lessons are taught by Rule II, in Spelling Associations, page 34 in this book.

"MUSIC EASILY TAUGHT.—An ingenious adaptation of a new science of memory to the spread of musical knowledge. We must do Mr. Hill (the author) the justice to say that we have seen very flattering testimonials to the efficacy of his system." —*Family Friend* for June, 1849.

"MUSIC EASILY TAUGHT.—The above is the name of a very ingenious, novel, and original system of musical mnemonics, invented by Mr. William Hill. It assists pupils to take advantage of the memory, of the tongue, the ear, and the eye. His sheet also contains simple, practical, and valuable suggestions on the improvement of the memory. We commend this cheap little work to notice."—*Stockport Mercury*, May 24, 1850.

☞ Please to see also page No. 2 in this book.

IS IT AN ADVANTAGE TO LESSEN LABOUR AND SAVE MONEY?—We have seen pupils that had committed these lessons to memory, understand the piano-forte remarkably well with ten minutes' instruction. We were once told by a gentleman of considerable literary talent, that he had learnt more respecting music in ten minutes from "Music Easily Taught," than he had learnt in listening attentively to two lectures on music given by Dr. Mainzer. We know one instance in which the party could not possibly remember the notes distinctly until these lessons were put into his hand. He rejoiced very much when he found out the power of artistic contrivance.

THE WHITE KEYS UPON THE PIANO-FORTE.

THE LEFT HAND.

F. The first white key is F for Farm London..... 1st key.
G. The second white key is G for Glass London. .. 2nd key.
A. The third white key is A for Arm London. .... 3rd key.
B. The fourth white key is B for Bar London..... 4th key.
C. The fifth white key is C for Cap London..... 5th key.
D. The sixth white key is D for Dale London..... 6th key.
E. The seventh white key is E for Earl London.... 7th key.
F. The eighth white key is F for Face Berlin .... .. 8th key.
G. The ninth white key is G for Gate Berlin..... 9th key.
A. The tenth white key is A for Ale Berlin.....10th key.
B. The eleventh white key is B for Beef Berlin....11th key.
C. The twelfth white key is C for Cheese Berlin....12th key.
D. The thirteenth white key is D for Deed Berlin..13th key.
E. The fourteenth white key is E for Eve Berlin....14th key.
F. The fifteenth white key is F for Feet China....15th key.
G. The sixteenth white key is G for Geese China..16th key.
A. The seventeenth white key is A for Air China..17th key.
B. The eighteenth white key is B for Birch China..18th key.
C. The nineteenth white key is C for Chin China..19th key.
D. The twentieth white key is D for Dish China....20th key.
E. The twenty-first white key is E for Eyes China..21st key.
F. The twenty-second white key is F for Fish Dublin22nd key.
G. The twenty-third white key is G for Girl Dublin23rd key.
A. The twenty-fourth white key is A for Abbot Dublin24th key.
B. The twenty-fifth white key is B for Bone Dublin25th key.
C. The twenty-sixth white key is C for Cork Dublin26th key.
D. The twenty-seventh white key is D for Door Dublin27th key.
E. The twenty-eighth white key is E for Effort Dublin28th key.
F. The twenty-ninth white key is F for Foot Lisbon29th key.
G. The thirtieth white key is G for Gown Lisbon..30th key.
A. The thirty-first white key is A for Ash Lisbon..31st key.
B. The thirty-second white key is B for Back Lisbon32nd key.
C. The thirty-third white key is C for Cat Lisbon33rd key.
D. The thirty-fourth white key is D for Day Lisbon34th key.
E. The thirty-fifth white key is E for Earth Lisbon35th key.
F. The thirty-sixth white key is F for Fat Paris....36th key.
G. The thirty-seventh white key is G for Grapes Paris37th key.
A. The thirty-eighth white key is A for Axe Paris..38th key.
B. The thirty-ninth white key is B for Bread Paris..39th key.
C. The fortieth white key is C for Cream Paris....40th key.
D. The forty-first white key is D for Dream Paris..41st key.
E. The forty-second white key is E for Eels Paris..42nd key.
F. The forty-third white key is F for Fled Paris....43rd key.

THE RIGHT HAND.

BASS NOTES UPON THE STAFF.

☞ This lesson must be read upwards, begining with the fourth poker line, and ending with the third ruler space.

The third ruler space is F for Fish Dublin..22nd key.
The second ruler line is E for Eyes China..21st key.
The second ruler space is D for Dish China..20th key.
The first ruler line is C for Chin China ....19th key.
The first ruler space is B for Birch China ....18th key.
The fifth lamp post line is A for Air China..17th key.
The fourth lamp post space is G for Geese China.....16th key.
The fourth lamp post line is F for Feet China..15th key.
The third lamp post space is E for Eve Berlin .....14th key.
The third lamp post line is D for Deed Berlin..13th key.
The second lamp post space is C for Cheese Berlin..12th key.
The second lamp post line is B for Beef Berlin..11th key.
The first lamp post space is A for Ale Berlin.....10th key.
The first lamp post line is G for Gate Berlin.... 9th key.
The first poker space is F for Face Berlin.. 8th key.
The first poker line is E for Earl London.. 7th key.
The second poker space is D for Dale London 6th key.
The second poker line is C for Cap London.. 5th key.
The third poker space is B for Bar London.. 4th key.
The third poker line is A for Arm London... 3rd key.
The fourth poker space is G for Glass London.. 2nd key.
The fourth poker line is F for Farm London.. 1st key.

MUSICAL MNEMONICS FOR TEACHING THE BASS NOTES.

The fourth poker line is F for Farm London..... 1st key.
The third poker line is A for Arm London..... 3rd key.
The second poker line is C for Cap London..... 5th key.
The first poker line is E for Earl London..... 7th key.
The first lamp post line is G for Gate Berlin..... 9th key.
The second lamp post line is B for Beef Berlin....11th key.
The third lamp post line is D for Deed Berlin.....13th key.
The fourth lamp post line is F for Feet China.....15th key.
The fifth lamp post line is A for Air China.....17th key.
The first ruler line is C for Chin China.....19th key.
The second ruler line is E for Eyes China.....21st key.
The fourth poker space is G for Glass London..... 2nd key.
The third poker space is B for Bar London ..... 4th key.
The second poker space is D for Dale London..... 6th key.
The first poker space is F for Face Berlin..... 8th key.
The first lamp post space A for Ale Berlin .....10th key.
The second lamp post space is C for Cheese Berlin..12th key.

The third lamp post space is E for Eve Berlin.....14th key.
The fourth lamp post space is G for Geese China....16th key.
The first ruler space is B for Birch China.....18th key.
The second ruler space is D for Dish China.....20th key.
The third ruler space is F for Fish Dublin .....22nd key.

TREBLE NOTES ON THE STAFF.

☞ To be read in the same manner as the bass notes, from the bottom to the top.

The seventh cane line is F for Fled Paris..43rd key.
The seventh cane space is E for Eels Paris..42nd key.
The sixth cane line is D for Dream Paris...41st key.
The sixth cane space is C for Cream Paris..40th key.
The fifth cane line is B for Bread Paris....39th key.
The fifth cane space is A for Axe Paris.....38th key.
The fourth cane line is G for Grapes Paris..37th key.
The fourth cane space is F for Fat Paris....36th key.
The third cane line is E for Earth Lisbon..35th key.
The third cane space is D for Day Lisbon....34th key.
The second cane line is C for Cat Lisbon..33rd key.
The second cane space is B for Back Lisbon..32nd key.
The first cane line is A for Ash Lisbon..31st key.
The first cane space is G for Gown Lisbon....30th key.
The fifth ship mast line is F for Foot Lisbon..29th key
The fourth ship mast space is E for Effort Dublin..28th key.
The fourth ship mast line is D for Door Dublin..27th key.
The third ship mast space is C for Cork Dublin....26th key.
The third ship mast line is B for Bone Dublin..25th key.
The second ship mast space is A for Abbot Dublin..24th key.
The second ship mast line is G for Girl Dublin..23rd key.
The first ship mast space is F for Fish Dublin.....22nd key.
The first ship mast line is E for Eyes China..21st key.
The first whipstock space is D for Dish China....20th key.
The first whipstock line is C for Chin China....19th key.
The second whipstock space is B for Birch China..18th key.
The second whipstock line is A for Air China..17th key.
The third whipstock space is G for Geese China..16th key.

MUSICAL MNEMONICS FOR TEACHING THE TREBLE NOTES.

The second whipstock line is A for Air China.....17th key.
The first whipstock line is C for Chin China.....19th key.
The first ship mast line is E for Eyes China.....21st key.
The second ship mast line is G for Girl Dublin.....23rd key.
The third ship mast line is B for Bone Dublin.....25th key.
The fourth ship mast line is D for Door Dublin....27th key.

The fifth ship mast line is F for Foot Lisbon.....29th key.
The first cane line is A for Ash Lisbon.....31st key.
The second cane line is C for Cat Lisbon.....33rd key.
The third cane line is E for Earth Lisbon.....35th key.
The fourth cane line is G for Grapes Paris.....37th key.
The fifth cane line is B for Bread Paris.....39th key.
The sixth cane line is D for Dream Paris.....41st key.
The seventh cane line is F for Fled Paris.....43rd key.
The third whipstock space is G for Geese China..16th key.
The second whipstock space is B for Birch China..18th key.
The first whipstock space is D for Dish China.....20th key.
The first ship mast space is F for Fish Dublin.....22nd key.
The second ship mast space is A for Abbot Dublin..24th key.
The third ship mast space is C for Cork Dublin.....26th key.
The fourth ship mast space is E for Effort Dublin..28th key.
The first cane space is G for Gown Lisbon.....30th key.
The second cane space is B for Back Lisbon.....32nd key.
The third cane space is D for Day Lisbon.....34th key.
The fourth cane space is F for Fat Paris .....36th key.
The fifth cane space is A for Axe Paris.....38th key.
The sixth cane space is C for Cream Paris.....40th key.
The seventh cane space is E for Eels Paris.....42nd key.

THE MOST USED WORDS IN OUR LANGUAGE,

Or words in the English Grammar necessary to be known by all English pupils, and which must be retained, without fail, in the memory.

PERSONAL PRONOUNS.*—*m.* or *f.* First personal pronoun nominative I, possessive mine, objective me; Allan found his house door key. *m.* or *f.* Second personal pronoun nominative thou, possessive thine, objective thee; Blackstone planted a young tree. *m.* or *f.* Third personal pronoun nominative he, possessive his, objective him; Camden early learned to swim. *f.* Third personal pronoun nominative she, possessive hers, objective her; Drake once saw a waggoner. *n.* Third personal pronoun nominative it, possessive its, objective it; Edward by a dog was bit. *m.* or *f.* First personal pronoun nominative we, possessive ours, objective us; Flambard was incredulous. *m.* or *f.* Second

* *m.* for masculine gender; *f.* for feminine gender; *n.* for neuter gender.

personal pronoun nominative you, possessive yours, objective you; Garrick from the stage withdrew. *m.*, *f.*, or *n.* Third personal pronoun nominative they, possessive theirs, objective them; Hale once saw a diadem.

ADJECTIVE PRONOUNS.—There are four sorts of adjective pronouns, Ingham said to two great clowns. 1. The possessive pronouns are, my, thy, his, its; Jack did get two perquisites: our, your, their, her, own; Katherine sat upon a throne. 2. The distributive pronouns are, each, every, either, neither; Laud gave to Charles a feather. 3. The demonstrative pronouns are, this, that, with their plurals, these, those; Mason had two suits of clothes. 4. The indefinite pronouns are, all, whole, any, such, both; Napier was no friend to sloth: some, none, one, other, another; Oldcastle loved his mother's brother.

ADJECTIVES COMPARED IRREGULARLY. — Positive bad, evil, or ill, comparative worse, superlative worst; Pratt was at the warehouse first. Positive far, comparative farther, superlative farthest; Quadro went to see the harvest. Positive fore, comparative former, superlative foremost or first; Raleigh wished to quench his thirst. Positive good, comparative better, superlative best; Shakspeare at night would take his rest. Positive late, comparative later, superlative latest or last; Talbot's horse ran very fast. Positive little, comparative less, superlative least; Ullathorne came here from the East. Positive much or many, comparative more, superlative most; Vanburgh ate a plate of toast. Positive near, comparative nearer, superlative nearest or next; Wallace said he was perplex'd. Positive old, comparative older or elder, superlative oldest or eldest; eXham was so very modest.

RELATIVE PRONOUNS.—Nominative who, possessive whose, objective whom; Yates to the coachman sent his groom. *Who* is applied to persons, as the man who reads; Alfred sold two pretty steeds. *Which* is applied to inferior animals and things without life, as, the cow which lows; the grass which grows.

Of Verbs.—*Indicative* mood, *perfect* tense: its signs are have, hast, has, or hath; Bede in summer took a bath. *Indicative* mood, *pluperfect* tense: its signs are had or hadst; Cecil walked quickly past. *Indicative* mood, *future* tense: its signs are shall or will. De Foe drove me up the hill. *Indicative* mood, *future perfect* tense: its signs are shall or will have. Evelyn showed me a cave. *Potential* mood, *present* tense: its signs are may, can, or must; Ferguson handed me a crust. *Potential* mood, *past* tense: its signs are might, could, would, or should; George plucked a moss rose bud. *Potential* mood, *perfect* tense: its signs are may, can, or must have; Henry was both bold and brave.

A List of Adverbs.—*Apart*, again, always, already, ago; Ingleson tried to shoot a crow. *Almost*, alone, asunder, backward; Jeffery kept his face to leeward. *Daily*, doubtless, downward; Keill at night bent his steps homeward. *Ever*, exceedingly, enough. Leland got a smart rebuff. *Far*, first, forward, forth; Mead on the railway travelled north. *Haply*, here, hither, how; Newton had an oak tree bough. *Ill*, indeed, less, least, little; Ordmer said that glass was brittle. *More*, most, much, nay, new, never; Percy thought his boy was clever. *No*, not, often, once; Querney would not teach a dunce. *Perhaps*, peradventure, quite; Reynolds was no parasite. *Rather*, scarcely, seldom, since; Spenser was a poet prince. *Still*, sometimes, so, soon; Temple always praised the moon. *Then*, there, thence, twice, thrice; Usher ate West India rice. *Thither*, together, too, thus; Vernon was most generous. *Up*, upward, very, well; Wren at night would toll a bell. *When*, where, whence, whither, why; Xeelab ate an apple pie. *While*, whilst, yea, yes; Yell came down by the express.

Repetition: its Advantage; its Power; its Usefulness. We make repetition our sea and our steamer; 'tis our plane and our saw, our anvil and hammer. 'Tis our saddle and sword, 'tis our knapsack and lance; when we battle with vice, 'tis with it we advance. 'Tis our breakfast and lunch; 'tis our dinner and tea; 'tis the mind's tightest grasp of the land or the sea. 'Tis our coat and our waistcoat, our stockings and boots; 'tis the ground that we walk on, the oak tree's strong roots. 'Tis the pale light of Venus or Jupiter bright; 'tis the sun of the morn, 'tis the moon of the night; 'Tis the high road to happiness, honour, and health; 'tis the prop of the good, the foundation of wealth. 'Tis the merchant's great aid, that secures him his gains; 'tis the master of home, where much happiness reigns.

What will Words and their Meanings do for me?—They will improve the memory wonderfully. They will assist the imagination. They will suggest ideas. They will retain

ideas in the mind. They will enable you to express your ideas. They will assist you to think correctly. They will assist you to think rapidly. They will increase your love for reading. Words coupled with numbers will assist you to remember dates. Words fixed in the mind, will enable you to remember duties, religious, moral, social, or political. Words will enable you to remember geography; they will enable you to remember history. Words will enable you to remember the Holy Scriptures, and retain in your minds the truths of eternal life. Words sharpen men's wits. Words and ideas imprinted upon the mind in youth, influence the actions of after life. If we combine the alphabetical suggester and figures in rhyme with words that portray the actions or affections of children, we shall make figures familiar, and teach pupils to remember numerical ideas as permanently, and as easily, as the commonest notions. Words excite anger. Words produce pleasure. Words record and convey to other men the finest ideas that the wisest and best, and most intellectual men, have conceived. All duties are conveyed from God to man, and from man to man, in words. When you rise from your seat in the House of Commons, electrified by mental brilliance and splendour, your mind has simply been acted upon by beautiful and appropriate combinations of words, illustrating the advantage, or setting forth the deficiency, of certain principles of action. Those who tell us they see no advantage in the possession of words to represent every idea, and to enable them to understand every idea that the mind of man can conceive, might as well tell us their minds have not been sufficiently illumined to distinguish the relation of cause and effect. It is a waste of time and labour reasoning on such a self-evident truth.

Sir Thomas Potter, Knight, J.P., of Buile Hill, Pendleton, the first Mayor of Manchester.—Not far from Manchester Exchange, a village stands unknown to fame; ignorant and vulgar were its men; its women, Truth says, were the same. A gentleman, with spirit kind, wishful this village to improve, set tongues in motion to instruct, and thus began the work of love. His lady, candour bids us own, in this good work had a large share; her words gave welcome to the poor; few ladies can with her compare. He went to work with "common sense," well knowing that when youth is past, 'tis hard to make impressions deep, of truths that good men wish to last. He needed no long list to puff his glorious work unto his race, nor speeches long, nor talking much, to prompt him in this honour'd chase. He liv'd to see the harvest time, when his good deeds and mental toil had yielded fruit abundantly, and mellow'd much a barren soil. The tongues of infants

sweetly tell of deeds redounding to his fame, and minds of men and women dwell on things that honour his good name.

W. HILL.

PETER CLARE, ESQ., F.R.A.S. OF LONDON, AND VICE PRESIDENT OF THE MANCHESTER LITERARY AND PHILOSOPHICAL SOCIETY, TO WHOSE EXERTIONS THE AUTHOR IS MUCH INDEBTED FOR THE SUCCESS OF HIS SYSTEM.—Dear Peter Clare, who with Dalton did share those labours that made him renown'd; assisted by thee, 'tis easy to see, what pleasures in science he found. Kind, open, and plain, to know thee was gain, thy knowledge was known "far and wide;" I grieve for my loss, to me 'tis a cross to lose Peter Clare from my side. To lift from the shade a name that has made itself known by glorious deeds, I shall task my pen to honour the men whose labour from kindness proceeds. W. HILL.

TO THE FRIENDS OF THIS SYSTEM OF MENTAL DISCIPLINE FOR DRAWING OUT THE FACULTIES OF THE HUMAN MIND.

In placing before you the fifth edition of the Educational Monitor, under the title of "The Memory of Language," I beg to offer my warmest thanks to those gentlemen whose desire for the easy and speedy diffusion of intelligence amongst the people prompted them to procure, in Manchester alone, in the course of a few days, subscribers for several hundred copies of the first edition of this work. Being fully engaged in commercial pursuits, and having no claim to be heard or read beyond that which the usefulness and novelty of my works present, I must confess I feel much pleased with the general appreciation of my humble endeavours, made manifest in the widely-spread distribution of my system of teaching, and in the still increasing applications for it; in the growing desire to understand its principles, and in the anxiety evinced to witness its extraordinary, beneficial, and permanent effects upon the human mind. I beg to express my obligations to those practical schoolmasters in Great Britain and Ireland who have forwarded to me, with their hearty commendations, the results of their experience of its working. Extraordinary and novel effects are constantly being witnessed in the schools in which it is taught in the village of Pendleton, and into which it has been introduced solely for the advantage it offers to the teacher and the taught.

In conclusion, I beg to offer my grateful acknowledgements to the following nobleman* and gentlemen, for their kind personal attention to me, or their valuable communications, or the interest which they have manifested for the success of my

system, or the personal service they have rendered me and the uneducated poor of Great Britain, in providing accommodation for public experiments, and for inducing teachers to attend to witness such experiments, and to all other persons who have in any other way assisted in calling public attention to the facts which have from time to time been so fully set forth in the Manchester newspapers, and in the newspapers of the other great towns in the north of England.

Every additional experiment increases my conviction that it would be an easy task for one man to teach hundreds of persons who could not tell their letters, to spell correctly and to read, if he could prevail upon them to be punctual at the classes, and to attend strictly to the rules herein set forth for the guidance of the teacher.

New Richmond, Pendleton, 1852. WILLIAM HILL.

* The names referred to in the foregoing observations :—The Rt. Hon. Lord John Russell, M.P., the Rt. Hon. T. M. Gibson, M.P., Sir J. P. Kay Shuttleworth, Bart., Sir Elkanah Armitage, Kt., Sir John Potter, Kt., James Heywood, Esq., M.P., Joseph Brotherton, Esq., M.P., Rev. T. R. Bently, M.A., R. P. Livingston, Esq., Mayor of Salford, Daniel Lee, Esq., J.P., Absolam Watkin, Esq., J.P., R. R. W. Lingen, Esq., Privy Council Office, Downing-street, Peter Brooke, Esq., Rookery, Bollington, George Wilson, Esq., James Eager, M.D., the Proprietors and Editors of the *Manchester Guardian, Examiner and Times*, and *Courier*, Thomas Myerscough, Esq., Joseph Ashworth, Esq., &c. &c. &c. &c.

☞ We have omitted, in this edition, the lessons in Geography, History, French, German, Latin, Nomenclature, and Topography, and substituted lessons which practical experience has proved to us will make this edition a child's complete first book. We have re-written this book from beginning to end, and instead of 104 pages, as in the first edition, we now place before the reader about 180 pages.

The lessons in History and Geography will be improved at some future time, with our latest inventions and discoveries for suggesting and retaining ideas in the mind, and which will indissolubly fasten together in the memory the name and the locality which the name represents.

We take this opportunity of recommending two sheets of lessons, A 1 and A 2, of large letters, printed for the use of schools, or for families with many children, to be employed at the same time the small alphabet is taught. (See page 86 in this book.) These sheets, in some cases, will save months of labour in teaching children to read. If you wish to have them, send to John Heywood, Publisher of "Mr. Hill's Works," Deansgate, Manchester, six stamps, enclosed in a letter, and also enclose an envelope of ordinary size, with your full address written upon it in a plain hand.

TWO USEFUL SHEETS of very large letters of this system of teaching, marked "A 1," "A 2," are sent through the Post for Six Stamps. Apply to Mr. John Heywood. See page 173.

A SHEET named "*Music Easily Taught*," representing the notes upon the Staff and the Keys upon the Piano-Forte, is sent through the Post for Four Stamps. Apply to Mr. John Heywood. See page 163 in this book.

TWO COPIES of a little book of eight pages, mostly words of two syllables, are sent through the Post for Three Stamps. Apply to Mr. John Heywood. See page 163 in this book.

THE MEMORY OF LANGUAGE can be procured, by any bookseller, in any town, in his London parcel, from Whittaker and Co. Ave Maria Lane, London; or from Galt and Co.; or A. Heywood; or John Heywood, Manchester.

OPINIONS OF WILLIAM HILL'S SYSTEM OF TEACHING, AND REMARKS CONCERNING IT.

"Experiments with Scholars: their progress appeared to be eminently satisfactory."—*Manchester Guardian.*

"His plan is much the most ingenious that has fallen under our notice."—*Manchester Examiner.*

"Mr. Hill has employed the principles which influence memory in his work to advantage." *Manchester Courier.*

"Experiments were highly satisfactory to the audience."—*Leeds Mercury.*

"A new and concise system of mnemonics."—*Leeds Intelligencer.*

"It displays great ingenuity." *Midland Counties Herald, Birmingham.*

"Mr. Hill's system is unquestionably founded on natural, immutable, eternal, and universal principles."—*Cambridge Advertiser and University Herald.*

"The task of education is simplified to an extent which is really incredible."—*Standard of Freedom.*

"Mr. Hill is a gentleman of very enlightened views on the subject of education."—*Hull Advertiser.*

"The experiments excited much interest and approbation." *Eastern Counties Herald, Hull.*

"Mr. Hill's system is capable of communicating to the mind a much larger amount of practical instruction than can be imparted by any other method that has come under our notice." *Hull Packet.*

"Mr. Hill has conferred a great boon on society by his discovery."—*York Herald.*

"A useful contribution to the apparatus of education."—*Sheffield Independent.*

"Able and satisfactory mode of storing juvenile minds with knowledge."—*Halifax Guardian.*

"Highly interesting, practically useful."—*Preston Guardian.*

"After a few minutes' instruction by Mr. Hill, they were able to remember a considerable series of words and

numbers."—*Liverpool Mercury.*

"Admirably adapted to teach the twin arts of spelling and reading."—*Christian News.*

"Well deserving the attention of all persons connected with education"--*Family Herald*

"Ingenious: we have seen very flattering testimonials to the efficacy of his system."—*Family Friend.*

"Some wonderful results of the system were exhibited in the Manchester Town Hall."—*Rechabite Magazine.*

"Ingenious, simple, philosophical."—*Glasgow Examiner.*

"Novel: very advantageous." *Manchester Spectator.*

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"The whole powers of the mind are brought into active operation."—*Irish Vindicator.*

"We trust that Mr. Hill's system will soon be known."—*Drogheda Argus.*

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THE LESSONS IN THIS BOOK TO BE TAUGHT IN TH FOLLOWING ORDER:

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