

Christian Life Readers

Third Reader

*A Keepers of the Faith Reader
Bible Values
For Today's Children*

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What Makes Christian Life Readers Different?

There are lots of readers out there. Why did we create yet another set? And what sets these apart from all the rest? We wanted something that would not only build reading ability more effectively than most others, but would build lives as well. *Christian Life Readers* are not just readers—they are life-impacting. We could almost call them Christian life training manuals.

A reader, especially a Christian reader, should be more than just a collection of stories. At this formative stage of the student's life it is important to build a strong spiritual foundation as well as a reading foundation. *Christian Life Readers* do just that. The lessons in the *Christian Life Readers* are about the Christian life. They will provoke thought about the student's own life. They require spiritual thinking and evaluation. As the student's reading comprehension grows, his or her spiritual discernment will be commensurately exercised.

Yet, the primary goal of a reading course is to build effective reading skills. This is where *Christian Life Readers* excel. The ability to read is an extensive set of skills built one upon another in proper sequence until the whole becomes a single, complete, instinctive process. Recent findings by ACT, the college testing organization, indicated that most college entrants are currently deficient in the necessary reading comprehension skills to perform at college levels. One article stated: "In complex reading passages, organization may be elaborate, messages may be implicit, interactions among ideas or characters may be subtle and the vocabulary is demanding and intricate."

Christian Life Readers are specifically designed to build these skills. Once the student has become familiar with basic phonetic

constructs through a good phonics program like *Succeeding at Reading*, basic comprehension skills are addressed in the *First Reader*. Skills are then built line upon line and brick upon brick throughout the entire series. Many facets of comprehension are exercised in increasing degrees building up to the levels mentioned.

Christian Life Readers do not just introduce vocabulary. They build lifetime vocabulary skills. Vocabulary is the media of communication. Speaking, reading, writing, and the comprehension of such cannot exist without vocabulary. The life skills and habits for building one's vocabulary are an integral part of each lesson, even to the inclusion of several levels of mini-dictionaries to encourage and cement competent dictionary usage.

Early on, the student is introduced gradually to different types and usages of punctuation. Punctuation is as integral to the written word as voice inflection is to the spoken word. The student will learn, through reading with attention to punctuation, to fluently translate from one medium to the other. As comprehension skills increase, analysis becomes a part of the lesson exercises. Thus, as all these factors come into play, the full process of reading is realized.

Add to this the careful mix of studies in character and godliness, and you have a superior learning environment in which your child will learn to excel at consuming and digesting the written word. Awareness of the value of such traits at an early age, when the mind is in such a receptive state, will serve as a springboard into a positive, competent, rewarding life. Good character breeds success, and everything works better when it is rightly related to God. It is our intent that these readers should bring all these important benefits to the life of the student, and thus teach those things that are also dear to the teacher and parent.

The Purpose of the Third Reader

The purpose of the *Third Reader* is to continue another step up the ladder beyond the *Second Reader* in developing the skill of reading comprehension, expand the student's vocabulary through the use of selected words, expand the student's basic dictionary skills, and further the develop the student's oral reading skills.

In this reader the comprehension will be expanded by a greater number of questions at the end of the lesson, and by many of the questions asking a greater level of detail, or a greater collection of facts. There will also be more questions asking for an evaluation or an opinion. These evaluations and opinions will be based upon comprehension of more complex stories.

There will also be a step up to more difficult vocabulary words. This reader will begin to introduce some words that are not used so commonly today, but are still very much a part of the language, and complement a versatile vocabulary.

Once again, all the vocabulary words with their definitions are contained at the back of this reader. However, they are not divided by story as they were in the *Second Reader*. They are in one large alphabetized list as they would be in the dictionary. This list, due to its larger size, will exercise an increase in alphabetic search skills, but will still be much easier to navigate than a full-fledged dictionary. The definitions given for the words will once again match the usage of the word in the lesson. Also, regardless of verb tense in the story, the present tense is given in the dictionary.

We want to continue to develop the student's oral reading ability by increasing elocution through using more voice inflection. Again, this tends to enhance comprehension by creating a more intimate understanding of what is being expressed.

Note: You will notice that the lesson outline indicates that the

student should read the lesson aloud repeatedly. This is because it is important at this age for the student to read thoughts and sentences aloud. However, the purpose of reading aloud in this reader is *not* to teach the student to sound out words. A reader is a very poor phonics tool. The student should continue to work in a tool specifically engineered to rapidly build instinctive phonetic recognition, such as *Succeeding at Reading*, available from Keepers of the Faith. Even while progressing through the *Christian Life Readers*, the student should continue honing phonetic skills in *Succeeding at Reading* until he or she can complete all pages at 100+ words per minute.

How To Use the Third Reader

Day 1

1. Review the vocabulary words with the student. Assist with the pronunciation of any words that may be irregular or difficult for the student. Many of the words will follow phonetic rules, and should not pose difficulty to the student.
 2. Have the student read the lesson aloud.
 3. Have the student look up the definitions of the vocabulary words using the dictionary provided in Appendix B at the back of the book.
- ✧ The student may write the words with their definitions on a sheet of paper or in a notebook, reinforcing the association between the word and its definition in the student's mind.

Day 2

1. Have the student read the lesson aloud. The student should be able to pronounce all the words readily. If necessary, allow the student to read the lesson again, or several times, to become better familiarized with the text.

If a student struggles with reading aloud, more work is needed in a phonetic reading tool. The student should be practicing each day in *Succeeding at Reading* until the reading of “sounds” becomes a *completely instinctive, unconscious* part of the process called reading.

2. Have the student answer the questions that follow the lesson. The questions may be answered orally or the answers may be written. These questions will address specific details in the lesson. Usually the answer to each question is stated explicitly in the story. The student may look up the answers in the story because at this level of reading, the student does not have enough retention to answer all the questions from memory. These exercises are designed to begin to make the student aware of things like attention and retention, which are necessary parts of comprehension. Also, reading in search of specific details exercises different disciplines than does simply reading.

The last question or questions in each lesson will require the student to make a basic evaluation, or form an opinion, based on the story and its details. From a technical standpoint, there is no wrong answer to this question. If the opinion of the student seems inappropriate, the instructor should ask how the student came to that particular conclusion. The response may be surprising, and the conclusion understandable, when it is clear how it was formed.

Day 3

1. Have the student read the lesson aloud.
2. Have the student retell the story from memory in his own words. At this point, the student has read the lesson several times, answered questions about many of the details involved, and probably specifically looked up many of those details. The student should be able to recount the story relatively accurately.

Day 4

1. Have the student read the lesson aloud. By this time the student should be quite familiar with the lesson, and be reading it with some elocution. At this point, we want to encourage the student to go beyond a breath at end-of-sentence punctuation and a half-breath at middle-of-sentence punctuation. The student should begin to try to capture a little of the mood of the story with changing voice inflections at question marks and exclamation points.
2. Have the student read the scripture associated with the lesson.
 - ✧ Have the child explain the meaning of the scripture.
 - ✧ Have the child explain how the scripture relates to the story.

Other Thoughts

Scriptures are ideal for penmanship practice. Writing them also helps in remembering them. They are also great devotional material as the story is related to the scripture, and both are related to one's personal life.

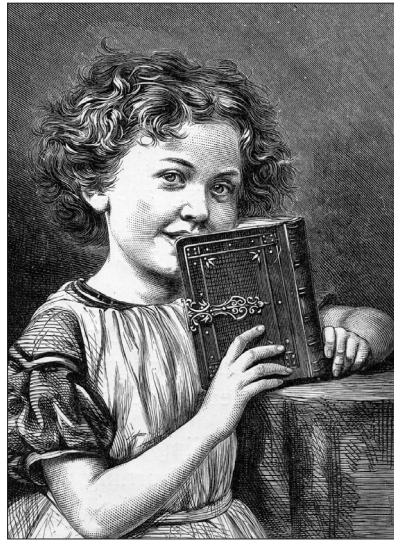
Weekly Schedule at a Glance	
Day 1	
✓	Review the vocabulary words.
✓	Have the student read the lesson aloud.
✓	Have the student look up the vocabulary words.
✧	Have the student write the definitions.
Day 2	
✓	Have the student read the lesson aloud.
✓	Have the student answer the questions.
Day 3	
✓	Have the student read the lesson aloud.
✓	Have the student retell the story from memory.
Day 4	
✓	Have the student read the story aloud using elocution.
✓	Have the student read the scripture.
✧	Have the student explain the scripture.
✧	Have the student relate the scripture to the story.

✧ Optional

Lesson I

Mary's Great Treasure

Many years ago there was a little blue-eyed, curly-haired child playing in a nice home far in the West. She was happy and kind, and everyone loved her. She was only six years old, yet she had a great treasure in her possession. It was a treasure greater than many of the kings and queens of the earth can claim.



What do you suppose this treasure was? Was it a valuable diamond? Was it an immense amount of gold? It was something better than diamonds or gold. It was something which will be safe when these have all perished.

I will tell you what this treasure was, because I want you to be as rich as Mary. Through the great goodness of God, you may all have just such a precious gift. It was a “new heart.” With this new heart she loved her heavenly

Father. She loved to pray to Him and ask Him to keep her from sin.

Mary often talked with her companions about Jesus. Before she was ten years old, several of them had learned to love and obey Him. Like Mary, they had a new heart. How happy they were together! How much the Saviour loved them!

Mary has now gone to heaven. Do you suppose she is sorry that she came to Jesus early in her life? How pleasant it must have been to her to be able to say that she could not remember the time when she did not love Jesus. And now, surely she does not regret that she asked Jesus for a new heart to love Him.

Our heavenly Father will give you a new heart, if you really wish to have it. Of course, you must understand your great need of it. Jesus died that you might be saved from sin. He loves *little* children. Will you not go to Him, as did Mary, and ask Him for a new heart? If you are sorry for your sins, tell Him so. If you are not, ask Him to help you to understand how wicked sin is. Then you can be sorry for your sins and turn from them. Then you, too, may have the “great treasure.”

“Behold, I stand at the door, and knock: if any man hear my voice, and open the door, I will come in to him, and will sup with him, and he with me.” —Revelation 3:20

Questions

1. Where did Mary live?
2. What did Mary have that many others do not?
3. What was Mary's great treasure?
4. Who gave Mary her great treasure?
5. When did Mary receive her great treasure?
6. Who died that we might be saved from sin?
7. If we are not sorry for our sins, what should we ask Jesus to show us?

What Do You Think?

8. How can you seek out the "great treasure"?

behold	immense	sup
claim	perished	suppose
companions	possession	valuable
diamond	regret	West

Lesson II

Only Once

“Come, let us go and get some strawberries,” said John to Henry, who had come to spend the afternoon with his friend. “There are bushels of them in the field beyond the meadow.”

He then began to climb the fence to get over into the meadow. Henry was a thoughtful boy, and he asked John if his father would like to have him go through the grass.

“No, he has forbidden it. But I guess we will go through it this time,” said John.

“I would not if my father had forbidden it,” said Henry.

“Why, it will not do any harm to go through once,” replied John.

“It will be disobeying your father, and that is enough.



If the Lord makes strawberries to grow for us, I think we ought not to disobey Him while we are getting them. Come, it is but a little way around.”

Being urged by Henry, John got down from the fence and went around with his friend. He acted wisely in following the good advice of his friend.

The words “only once” are the cause of a great deal of trouble in this world. When a person resolves to do what he knows to be wrong only once, he cannot be sure how many times he might do it in the future. It was well for John that he had a friend who tried to lead him to do right.

Because of going around, the boys found a corner of the field that they would not have seen if they had gone through the meadow. In this corner they found the ground almost covered with berries.

“I am glad you persuaded me to come around,” said John. “I should not have thought of coming to this corner.”

“My father says we always fare best when we do right,” said Henry.

“I believe we should always do right,” said John, “but I am not sure that we always fare the best by doing so.”

“The question is,” replied Henry, “whether what seems best, really is best. What is best is what God approves.”

John made no reply, but whispered to himself, “I was not thinking of God when I spoke.”

The boys picked all the strawberries they wanted, and spent the remainder of the afternoon in play. They were happier, no doubt, because they had not disobeyed their parents.

“Therefore to him that knoweth to do good, and doeth it not, to him it is sin.” —James 4:17

Questions

1. What were the boys going to get?
2. Why did Henry ask if John’s father would like him to go through the grass?
3. What did John say when Henry would not disobey John’s father?
4. Whom did Henry feel the boys would be disobeying if they disobeyed John’s father?
5. When a person does wrong “only once,” what doesn’t that person know about the future?
6. What were the boys rewarded with by obeying John’s father?
7. What is always best even if it seems not best?
8. If you disobey your parents, whom are you also disobeying?

What Do You Think?

9. Which of your friends are a temptation to you to be disobedient?
10. Which of your friends are a help to you to be obedient?

advice	doubt	persuaded
approves	fare	remainder
beyond	forbidden	resolves
bushels	harm	urged

Lesson III

No Time

“I am sure I shall never have time to learn this long lesson by tomorrow,” said Harry to James, as they left school one morning.

“It is a quarter of an hour to dinner time. Why not begin to learn it at once?” said James.

“A quarter of an hour! That’s nothing. Besides, I must feed my rabbits,” and off Harry ran.

After lunch, the two boys went back to school. On the way James took a book and began to study, while Harry looked out for birds’ nests.

“Let’s have a game of cricket!” shouted a party of boys when lessons were over for the day.

Away went Harry with the others, but James said he would join them in ten minutes. He wanted just that time to master tomorrow’s task. When he had finished, he played with the rest, and enjoyed the game as much as any of them.

In the evening, being tired, the boys went to bed early. The next day James knew his lesson very well, but Harry said he had found no time to master it. “How did you find



time, James?” asked the teacher.

“I had fifteen minutes before dinner yesterday; twenty minutes while going back to school; and ten minutes before the cricket game. Then I took a quarter of an hour this morning to perfect it.”

“Very good,” said the teacher. “That makes an hour for study. Go to the back of the class, Harry. You need to learn that ‘no time’ is an idle excuse. It generally means ‘not willing.’ ‘Where there is a will, there is a way.’ Only decide to do a thing, and the time to do it will be found.”

“He becometh poor that dealeth with a slack hand: but the hand of the diligent maketh rich.” —Proverbs 10:4

Questions

1. What did Harry and James need to do for the next day?
2. What were Harry's thoughts when he left school?
3. What did James suggest that Harry do?
4. What did James do as he walked back to school?
5. What did some boys shout to Harry and James to play?
6. What was James' answer to the boys?
7. Why did James not join the boys right away for a game of cricket?
8. What did Harry say about his lesson the next day?
9. What did the teacher say that Harry needed to learn?
10. When we decide "to do a thing," what will happen?

What Do You Think?

11. How can you make better use of your time to learn your school lessons?

besides

cricket

deal(eth)

excuse

generally

join

master

party

perfect

quarter

slack

task

Lesson IV

The Two Gardens

“Father,” said Randall, “I don’t like to go to school. I wish you would let me stay at home this morning. Charles French’s father does not oblige him to go to school.”

“Give me your hand, Randall,” said his father. “Come with me. I will show you something in the garden. See how these peas are growing? Do you not think we shall have a large crop?”

“Oh, yes, Father. There is not a weed to be seen. Those sticks hold them up, so that they have a fine chance to grow.”

Randall’s father led him by the hand. “Now go with me across the road to look at Mr. French’s pea-vines through an opening in the fence. Well, my son, how do they look?”

“Oh, Father! I never saw worse looking pea-vines. There are no sticks to hold them up, and the weeds are nearly as high as the vines themselves. There will not be half a crop of them.”

“Why are they so much worse than ours, Randall?”

“I suppose Mr. French planted them, and never took



care of them afterwards,” said Randall.

“Yes, that is the truth, my son. A garden will soon be grown over with weeds and briars if it is not tended with the greatest care. Children’s minds are like garden beds, and they must be more carefully tended than the choicest plants. Would you think it right for me to neglect my garden as Mr. French does his?” asked Randall’s father.

“Oh, no, Father.”

“Now, Randall,” said his father, “I send you to school that your mind may have good seed sown in it. I hope that these seeds may spring up and grow, and yield a good crop. Which do you prefer—to stay away from school, and let the garden of your mind be overrun with weeds, or to go to school, and have this garden cultivated?”

“I would rather go to school,” said Randall. “I will

never again ask to stay at home on schooldays. But is Charles French's mind overrun with weeds?"

"I am afraid that it is. If not, I am sure it will be, unless his father takes better care of him than he does of his garden."

"I went by the field of the slothful, and by the vineyard of the man void of understanding; and, lo, it was all grown over with thorns . . ." —Proverbs 24:30-31

Questions

1. What did Randall not want to do?
2. What reason did Randall give his father that he should not have to go to school?
3. Where did Randall's father take Randall to show him something?
4. What did Randall's father show him in his garden?
5. What did Randall's father show him in Mr. French's garden?
6. Whose garden had the best chance of yielding the best crop?
7. What are children's minds like?
8. Why did Randall's father send him to school?
9. What happened to Randall's mind at school?

What Do You Think?

10. Are you working hard to grow a good crop in your mind? How can you do better?

afterwards	cultivated	tended
briers	neglect	vineyard
choicest	oblige	void
crop	slothful	yield

Lesson V

Take the Other Hand

It was a bright day in the spring of the year. I had been watching by the sickbed of my elderly mother for some weeks. I went out to walk and enjoy the fresh air. I longed to hear the birds sing, or to see some little wildflower which would cause my heart to rejoice, for it was very sad.

After wandering some time, I came to a ropewalk. At one end of it there was a small building, and in it a boy was turning a large wheel. I thought it was awfully hard work for so small a boy.

“Who sent you to this place?” I asked.

“No one. I came of myself, ma’am.”

“Does your father know you are here?”

“I have no father.”

“Are you paid for your work?”

“Yes, ma’am. My wages are fifteen cents a day.”

“What do you do with your money?”

“I give it all to my mother.”

“Do you like this work?”

“Pretty well, ma’am, but if I did not, I should do it anyway to earn money for Mother. It helps her keep my



little brother and sister.”

“How long do you work each day?”

“From eight to twelve in the morning, and from two to six in the afternoon.”

“How old are you?”

“I am nine years old, ma’am.”

“Are you never tired of turning this great wheel?”

“Yes, sometimes I am.”

“And what do you do then?”

“I take the other hand.”

I then gave him a dime. “Is this for my mother, please?” said he, looking glad.

“No, it is for yourself.”

“Thank you, ma’am,” said he. Then I bade him good-bye.

As I walked home, I thought a good deal about the words I had just heard— “I take the other hand.”

I thought to myself that the next time duty seems too hard for me, I will not complain. But, like this little boy, I will “take the other hand.”

Let it be so with my little readers. Do not run away from your work because it is rather hard, but learn a lesson from this brave boy. When you are tired, “take the other hand.”

“And let us not be weary in well doing: for in due season we shall reap, if we faint not.” —Galatians 6:9

Questions

1. At what time of year did this story occur?
2. What did the lady go out to do?
3. After wandering for some time, to what did the lady come?
4. What was in the building the lady discovered?
5. Why was the boy doing such hard work?
6. How much was the boy paid each day?
7. How did the boy say he liked his work?
8. How long did the boy work each day?
9. What did the boy do when he was tired of working with one hand?

What Do You Think?

10. Why do you think the lady gave the boy a dime?
11. Everyone gets tired sometimes when they are working.
What do you do when you get tired?

bade (bid)	keep	ropewalk
due	ma'am	sickbed
elderly	reap	wages
faint	rejoice	wandering

Lesson VI

Spring Rains

Downward come the raindrops,
Through the sunbeam's glow.
Lo! Above! A rainbow,
Bends o'er the earth below.

Every drop a mirror,
Passing on the light,
Breaking into colors,
Gleaming softly bright.

Telling of the promise,
God once made to men,
Nevermore to cover
Earth with floods again.

Breezes softly blowing,
Sweet and pure, the air,
Soon the sky is bluer,
And the day more fair.



Birds begin their singing
And flutter through the reeds;
On the grass the raindrops
Gleam like crystal beads.

Faded now the rainbow,
Brightly shines the sun;
Fresh the face of nature.
Come! The rain is done!

“And the bow shall be in the cloud; and I will look upon it, that I may remember the everlasting covenant between God and every living creature of all flesh that is upon the earth.”

—Genesis 9:16

Questions

1. Through what do the raindrops in the poem fall?
2. What bends o’er the earth below?
3. What does each drop look like?
4. Of what promise of God does the rainbow tell?
5. What happens shortly after the rainbow has appeared?
6. What do the raindrops look like on the grass?
7. What shines brightly after the rainbow has faded?

What Do You Think?

8. Every time you see a rainbow, of what does it remind you?

bends	creature	flesh
bow	crystal	gleaming
breezes	everlasting	nature
covenant	fairs	unbeam

Lesson VII

Truthful Edward

One fine morning in May, little Edward, while on his way to school, stopped in the fields to play with his dog, Frisk. While he was holding Frisk in his arms, the school bell rang.

Edward jumped up, pushed the dog away, and said, “Frisk, you naughty fellow, go home! You have caused me to be late at school, and I shall get a bad mark for it. Run home, sir!”

Poor Frisk saw that his little master was offended with him, though, of course, he knew not why. So, hanging down his head, he trotted toward home.

Edward then ran as fast as he could across the field to his school. He entered it with a red face, and very much out of breath. The first class had just been called to recite.

The teacher fixed his eyes upon Edward, and said,



“Eddie, you are late. What excuse have you?”

“None, sir,” said Edward. “I stopped on the way to play with my dog. I am sorry, sir, that I came late.”

“I am glad you have told the truth. But you must receive a mark for breaking a rule,” said the teacher. He wore a look that showed regret, and, at the same time, the pleasure he felt at the truthfulness of the young boy.

A few days after this, Edward entered the schoolroom in the afternoon before anyone else. He saw that the teacher’s ink bottle had been spilled, and the ink was running down upon the floor.

Just then the other boys came in, followed by the teacher, who, seeing his ink spilled, asked, “Who did this?”

“Not I,” “Nor I,” “Nor I,” cried several voices. “Who was first to return to school?” asked the teacher. “I was,” replied Edward, “but I did not spill the ink. The inkstand was spilled when I came in.”

The teacher was in doubt. He had been the last to leave the schoolroom before dinner, and Edward was the first who entered it after dinner. Everything pointed to him as the guilty one.

“It appears as if you did it, Eddie, but you say you did not, and I believe you,” said the teacher. Maybe we shall find out who did it, by and by.”

Before long, he saw two bright eyes peeping from under his desk; and, by a quick movement, he caught in



his hands a little gray squirrel that had come in through the open window.

Holding up the frightened captive, the teacher said, "Here is the fellow that upset the ink. See, his feet are black with ink now. I thought Edward would not lie."

Edward felt glad that his good name for truth-telling had not suffered harm, even when appearances were against him.

Children, remember: a truth-telling child is believed and trusted and loved at all times, while a liar is rarely believed, even when he does speak the truth.

“He that speaketh truth sheweth forth righteousness: but a false witness deceit.” —Proverbs 12:17

Questions

1. Why was Edward late for school?
2. What reason did Edward give to the teacher for being late?
3. Why was the teacher regretful about having to punish Edward?
4. What had happened to the teacher’s inkstand?
5. Why did it appear as if it was Edward who spilled the inkstand?
6. Why did the teacher believe Edward?
7. How did the teacher find out that Edward told the truth?

What Do You Think?

8. How can you become trusted as Edward was?

appearances	false	peeping
appears	frightened	suffered
captive	guilty	truthfulness
deceit	offended	witness

Lesson VIII

The Lost Hunter

Conrad was a German shepherd boy who lived in a rough, wild part of the country.

One day as he sat watching his flock, which was feeding in a valley on the borders of a forest, a hunter came out of the woods and asked, "How far is it to the nearest village?"

"Six miles, sir," replied Conrad, "but the road is only a sheep track, and very easily missed."

The hunter glanced at the crooked track, and then said, "My lad, I am hungry, tired, and thirsty. I have lost my companions, and missed my way. Leave your sheep and show me the road. I will pay you well."

"I cannot leave my sheep, sir," replied Conrad. "They would stray into the forest, and be eaten by wolves or stolen by robbers."

"Well, what of that?" said the hunter. "They are not your sheep. The loss of a few of them would not be much to your master, and I will give you more money than you have ever earned in a whole year."

"I cannot go, sir," said Conrad, very firmly. "My



master pays me for my time, and trusts me with his sheep. If I were to sell you my time, which does not belong to me, and the sheep should get lost, it would be just the same as if I stole them.”

“Well,” said the hunter, “will you let me watch your sheep, while you go to the village and get me some food and a guide? I will take good care of them.”

The boy shook his head. “The sheep, sir,” said he, “do not know your voice; and—” Conrad stopped speaking.

“And what? Can you not trust me? Do I look like a

dishonest man?” said the hunter, angrily.

“Sir,” said the boy, slowly, “you tried to make me betray my trust. How do I know that you will keep your word with me?”

The hunter laughed, and said, “I see, my lad, that you are a good, faithful boy. I will not forget you. Show me the road, and I will try to find the village alone.”

Conrad now offered the hungry man a part of his own food. As coarse as it was, the stranger ate it gladly. Soon, some servants came up the road. Then Conrad found, to his great surprise, that the hunter was the Grand Duke, who owned all the land in that place.

The duke was so pleased with the boy’s honesty that he sent for him and had him educated. In after years Conrad became an important man, but he remained honest to his last day.

“And the Lord said, Who then is that faithful and wise steward, whom his lord shall make ruler over his household . . . ?” — Luke 12:42

Questions

1. In what country did Conrad live?
2. What was Conrad doing when he saw the hunter?
3. What did the hunter want from Conrad?
4. Why did the hunter want Conrad to leave his sheep and help?

5. What was the hunter willing to do if Conrad would show him the way?
6. If Conrad had left his sheep and gone with the hunter, what would he have been doing?
7. Why did Conrad not feel he could trust the hunter to care for his sheep?
8. Who did the hunter turn out to be?
9. How did the Duke later reward Conrad?

What Do You Think?

10. Do you think Conrad's answer would have been different if he had known it was the Duke? Why?
11. Conrad tried to be honest even when someone wanted him to do something different from what he had been hired to do. Can you think of a time in your life when you were honest, even when it was hard to be?

betray	faithful	ruler
borders	firmly	steward
coarse	guide	stray
educated	household	valley

Lesson IX

The Contented Farmer

Once upon a time, Frederick the Great, when taking a ride, noticed an old farmer plowing by the roadside, and singing at his work.

“You seem to be quite happy, old man,” said the king. “Does this large field belong to you?”

“No, sir,” replied the farmer, who did not know it was the king that spoke to him. “I am not rich enough to own this ground. I plow for wages.”

“How much do you get a day?” asked the king.

“Eight groschen,” said the farmer. (This amounts to about twenty-three cents.)

“That is not much,” said the king. “Can you live on that?”

“Yes, sir, and have something left.”

“How is that?” asked the king.

The farmer smiled and said, “Well, if I must tell you—two groschen are for myself and my wife. With two I pay my old debts. Two I lend out, and two I donate for the Lord’s work.”

“This is a mystery which I cannot understand,” said



the king.

“Then I will explain it,” replied the farmer. “I have two old parents at home, who kept me when I was young, and needed help. And now, when they are old, I keep them. This is the debt I pay with two groschen a day.

“The two groschen which I lend out, I spend for my children, that they may receive instruction. They will pay it back in the comfort they will be to me and my wife when we become old. With the last two groschen I support two sisters, who are unable to take care of themselves. This is what I give for the Lord’s sake.”

The king, well pleased, said, “Nobly spoken, old man. Now it is my turn to give you something to guess. Have you never seen me before?”

“Never,” said the farmer.

“In less than five minutes, you shall see me fifty times, and carry in your pocket fifty of my likenesses.”

“It is your turn to explain, for I cannot understand you,” said the farmer.

“Then I will enlighten you,” replied the king.

Thrusting his hand into his pocket, he brought forth fifty new gold pieces, stamped with his own likeness. Giving them to the farmer, he said, “The coins are genuine, for they come from your king. I bid you adieu.”

“And having food and raiment let us be therewith content.”
—1 Timothy 6:8

Questions

1. Who was taking a ride?
2. What did the king notice as he rode along the road?
3. What was the farmer doing as he worked?
4. How much did the farmer earn each day?
5. How much money did the farmer keep for himself?
6. How much money did the farmer give to his parents?
7. How much money did the king give to the farmer?

What Do You Think?

8. Do you think the king would have stopped if the farmer had been grumpy while plowing his field? Why?
9. When the king learned how generous the farmer was with his money, he wanted to reward him. What might the king have done if the farmer was not generous, and he had complained about all of the things he did not have in life?
10. How can you be content, and be more generous with what you have?

adieu

donate

enlighten

genuine

groschen

instruction

likeness

mystery

nobly

pieces

plowing

support

Lesson X

Mamie's Trouble

The afternoon sun was low as it peeped in at the west window of the old schoolhouse. Mamie was sitting before her desk with her elbows resting on it. Her head was buried in her hands. Great tears followed each other out between her fingers, and dropped on the dusty desk.

Beside her stood her sister Jennie. She was waiting for Mamie, and was trying to comfort her. Jennie was looking so sorry for her, but Mamie would not look up. Mamie would not speak, and would only send out those great hot tears.

All the rest of the scholars had taken their dinner baskets and their books, and gone. Mr. Matthews was ready to go, but he stopped when he saw the bowed head, and came over to Mamie.

"What is the trouble with you, Mamie?" he asked, resting his hand on her head. And, by way of answer, Mamie cried harder than before.

"What is it, Jennie?" Mr. Matthews asked.

"I don't know, sir," responded Jennie. "I think it is because she missed in geography. If she did not 'miss'



once this term, Papa was going to get her a pony, and she is so sorry.”

“Why, she didn’t miss,” Mr. Matthews said. “Did she think she was wrong about the isthmus? It was all right. She said it wrong at first, but she corrected herself in a minute. She is marked perfect on the roll. Look up, little Mamie; you haven’t lost the pony yet, and I don’t believe you will.”

Still Mamie cried. She shook her head violently when Mr. Matthews said it was all right. She seemed to feel worse than ever. Her teacher was very much puzzled.

“Can’t you get her to tell you what it is?” he asked the older sister.

Then she tried again. “Come, Mamie, Mr. Matthews says it is all right. Let’s go home.”

“Go and tell Mother about it,” Mr. Matthews said. “That will make it all right, I am sure.”

But that did not make Mamie feel better. She laid her head flat down on the desk, and cried as though her heart would break. She sobbed out something that the teacher and sister could not understand. At last Jennie seemed to hear what she said, for she drew back, and her cheeks grew very red.

“What does she say?” asked Mr. Matthews.

“She says she peeked, and Mamma won’t love her any more.”

Ah! The secret was out! Poor little Mamie! In her

eagerness to get the pony, she “peeked” to see what isthmus it was that she could not remember. How unhappy it made her! Cheating is not a happy path.

Mr. Matthews sat down beside her, and tried to comfort her. He told her that Mother would forgive her, since she was so sorry. As for himself, he would give her another chance. She might recite today’s lesson again tomorrow after school. If it was perfect, the perfect mark would stay next to her name. But still Mamie cried. When she could finally speak at all, she sobbed out, “That won’t take away the ‘peek.’ ”

Poor little girl! Being “sorry” still does not take the “peeks” out of our lives.

“Providing for honest things, not only in the sight of the Lord, but also in the sight of men.” —2 Corinthians 8:21

Questions

1. What time of day and where did the story take place?
2. Where was Mamie sitting and what was Mamie doing?
3. Who was standing beside Mamie and what was that person doing?
4. What was Mamie going to receive if she did not “miss” all term?
5. What did Mamie do when she “missed” on the isthmus?

6. What is not a happy path?
7. What did Mr. Matthews offer to do since Mamie was so sorry?
8. Why did Mr. Matthews' idea not make Mamie happy?
9. Who saw Mamie cheat?

What Do You Think?

10. Do you think Mamie would have been happy if no one had found out about her "peek"?
11. When we sin, can we take it back?

before	geography	roll
corrected	isthmus	scholars
drew (draw)	puzzled	term
eagerness	responded	violently

Lesson XI

Croquet

“She’s through! She’s through!” Mattie said, clapping her hands. They were playing croquet, and Mattie was Ella’s partner. Ella had been having a hard time trying to get through the middle wicket.

Now they all thought it was done, but Ella knew it wasn’t. She knew the ball bumped against the wire, and shied off a little bit, just enough not to go through, and so little that to those looking on from the other end, it seemed to have slipped right through.

Ella didn’t say a word. She was so tired of trying for that wicket! She was the youngest there, and they were going to beat her anyway. Why couldn’t she let it go?

She stood leaning on her mallet and thinking about it, until it was almost her turn again. Then she said suddenly, “Play for me a minute, Mattie,” and ran away out to the flower garden, under the big old tree—it was her thinking place. She went all over it again. You don’t know how hard she wanted to pretend that she was through that old wicket.



“I know I shall not win,” she murmured to herself. “But I’m sick of that spot, and I want to get away. They all think I’ve been through.”

It was strange that Ella should think, just then, of One Who knew she had not been through.

What? Do you suppose the Lord Jesus looks down on people when they are playing croquet, and knows about the honest and dishonest ones? Just listen, and see what He says about it:

“The eyes of the Lord are in every place, beholding the evil and the good.”

“But I did not intend to cheat,” said Ella, aloud. No one made any answer. She did not need one. She knew in her heart that it was a very silly thing to say. She sat still, with a sober face, looking about her, until she heard the others calling her. Then she started up, and ran quickly out to the croquet ground.

“Why, where have you been?” asked Mattie. “I have played for you twice, and it is your turn again. I have put you through the side wicket, and now you are ready for the two down there.”

“No, I’m not,” Ella said. With a quick swing she sent her ball flying up the hill. “I have not been through the middle one yet. You think I have, but I haven’t.”

Then they all talked at once, and were very much bewildered. Ella wanted to say, “I forgot that I hadn’t been through.” If that could only have been true, but it was not.

So she said, “I was so tired of this old wicket, that when you thought it went through here, I wanted to let it go. But I will not because it is not honest.”

They all stood still for a minute after that. Then Horace, the boy who was ahead, said, “Let’s all go back and start fair. I do not believe that my ball hit this stake. It came awfully near it, but I’m not sure that it hit.”

“Recompense to no man evil for evil. Provide things honest in the sight of all men.” —Romans 12:17

Questions

1. What game were the children playing?
2. With what wicket was Ella having a hard time?
3. What did all of the children think Ella had done?
4. What did Ella know that the other children did not?
5. What was Ella thinking under the tree that made her want to cheat?
6. Who else knew that Ella’s ball did not go through the wicket?
7. What did Ella say aloud to herself?
8. What did Ella do when she came back to the group and began playing again?

What Do You Think?

9. Do you think it is dishonest to let others think something even when we know it is not true? Why?
10. How do you think it would have made Ella feel if she would have cheated and let the others think that she hit the ball through the wicket?

aloud

bewildered

croquet

intend

mallet

murmured

recompense

shied

sight

stake

suddenly

wicket

Lesson XII

Dear Grandma



Who's this? Why, it's Grandma! to be sure!
Who else has eyes so loving and pure?
Who else has hair so wispy and so white,
Hov'ring above her brow, like silver light?

What is she reading? Why, you know!
The Bible says where the redeemed shall go—
All those who love and trust the Lord.
And she is reading in His precious Word.

She smiles! She's pondering how she'll see
The countenance of Him Who died on Calvary;
And that in Heaven there will be no more tears,
No aging, no illness, and no more fears.

So Grandma smiles, for 'tis sweet to know
That passing only means, from home below,
We're carried to a glorious home above,
A home of eternal joy, peace, and love.

Where she will await, with smiling eyes, to greet
Her treasures gathered into rest so sweet;
For after we have met on that happy shore,
We shall go out again, my darlings, never more.

“And God shall wipe away all tears from their eyes; and there shall be no more death, neither sorrow, nor crying, neither shall there be any more pain: for the former things are passed away.” —Revelations 21:4

Questions

1. What kind of eyes does Grandma have?
2. What hovers above Grandma's brow like silver light?
3. What is Grandma reading?
4. What is Grandma pondering?
5. What will not be in Heaven?
6. Where does "passing" mean to a Christian?
7. What kind of home is the "home above"?

What Do You Think?

8. Do you think Grandma is looking forward to going to heaven?

aging	eternal	pondering
await	glorious	redeemed
brow	illness	shore
countenance	passing	wispy

Lesson XIII

“Honour Thy Father and Thy Mother”

She was coming down the steps of the Continental Hotel. Her face was as sweet and fair as her name, which was Marion. The girls were all going to the park for the afternoon. Harry came for her.

“Come, Marion, you’re going, aren’t you?”

Marion shook her head. “I can’t,” she said in a disappointed tone.

“Oh!” said Harry. “Why not? Can’t Flossy go either?” Flossy was Marion’s little sister, with fair hair, and eyes as blue as the sky.

Again Marion shook her head. “We can’t either of us go,” she said sadly. “Mamma did not think any adults were going, and she was afraid to have us go. So she said, ‘No.’”



“But there are lots of grown-up folks going,” said Harry. “Gracie’s aunt for one.”

“I know,” answered Marion, “but you see I did not know that when I asked Mamma, and now she is asleep.”

“Couldn’t you just creep in very softly and tell her about it?”

“Oh, no indeed! My mamma isn’t well, you know. I would not disturb her nap for a great many parks.”

“What’s the use!” said Harry. “If your mother wouldn’t let you go just because there were no grown-ups going—well, now there are. So, of course, she would let you go now. So come on.”

Marion turned a pair of greatly surprised eyes on him, and spoke distinctly. “My mother said I was not to go. And now if every adult man and woman in this house were to volunteer to go with me, I ought not to go, because those were my mother’s orders.”

Just then came the auntie who was going along. She stopped to try to help. “Your papa is on the piazza,” she said to Marion. “What if you were to explain it to him, and ask his consent? How would that do?”

Marion smiled gratefully at her, as if she wanted to thank her, but still she shook her pretty brown head. Then she answered in her sweet voice, “Thank you, ma’am, but it would not do any good. Papa never differs from what Mamma does. If I should go and tell him about this, he would say, ‘Perhaps Mamma had additional reasons for

me not to go to the park that she did not choose to tell me.’”

Brave, sweet Marion! I am sure she did not know how nicely she had been living that verse: “Honour thy father and thy mother.” But I am sure that Harry went away knowing that Marion had a careful father and mother, who had taught her to know right from wrong.

“Honour thy father and mother; (which is the first commandment with promise;)” —Ephesians 6:2

Questions

1. Where were all the girls going that afternoon?
2. Who came to get Marion?
3. Who is Flossy?
4. Why could Marion and Flossy not go to the park?
5. Why did the girls’ mother say they could not go?
6. Why would Marion not ask her mother again?
7. What did Harry try to get Marion to do when she would not ask her mother if she could go?
8. What did the auntie suggest to Marion?
9. What was Marion’s answer to the auntie?

What Do You Think?

10. What do you think of Harry asking Marion to disobey her mother?
11. Do you have friends who would ask you to disobey? Should you be their friend? Why?

additional
adults
consent
continental

creep
differs
distinctly
disturb

folks
orders
piazza
volunteer

Lesson XIV

Industrious People

It was Saturday morning, and Clara had three lessons to get ready for school on Monday. She coaxed herself into going down under the old tree to study.

“I can work so much better there,” she said. “Everything smells so sweet, and everything is so busy.” So away she went.

A good deal of work was certainly done under the tree that morning. There came a hummingbird, and sucked nectar out of a wild rose—some for his breakfast, and some to take to his nest of little hummers.

There came a bee, and gathered enough to make quite a lump of honey when honey-time should come again. There came an ant, and carried away three crumbs of the ginger cake that Clara was munching. That was surely enough to last the ant’s family all day.

There came a fat robin who snatched up a big bug, and carried him home for some young robins to have a nice dinner. Clara knew it was to be a good dinner, for pretty soon he came back for a few green leaves and some acorn buds to go along with it.

All that time, a spider worked very hard to complete his web right before her eyes. Clara watched him with eager eyes, and only turned away when the hummingbird, and the bee, and the ant, and the robin took her attention for a few minutes. You would have thought by the way she watched that she expected to live in a spider web someday, and



must learn how to keep it in order. All the morning she kept thinking about what an industrious creature the spider was!

“He works just as hard as if he were a human being,” she said. “He hasn’t wasted a speck of time since I sat here. I think he will have it all finished by noon if that fat robin does not come back for something else! What does he want now, I wonder? Oh, he is gathering some ferns. What is he going to do with them? I guess they are to be seasoning for that dinner. They do look like parsley, and that is a good thing to use as a seasoning. How hard he works! How nice it is to see everything so busy! I declare,

they all act as though they could think as well as any of us.”

Just then Clara heard a sound which made her jump and listen. Then the red flew all over her cheeks! As sure as the world that was the dinner bell! The morning was quite gone, and not a single lesson had been learned!

Mother would ask, “Clara, my child, what have you been about?”

She would have to say, “Why, I was watching the hummingbird, and a bee, and an ant, and a robin, and a spider, and thinking how hard they worked. How funny it was that they acted just as busy as human beings.”

And the human being was the only one who had been idle!

“The soul of the sluggard desireth, and hath nothing: but the soul of the diligent shall be made fat.” —Proverbs 13:4

Questions

1. On what day of the week did the story take place?
2. What did Clara need to do?
3. Where did Clara go to study?
4. What did the hummingbird do there?
5. What did the bee do that morning?
6. What did the fat robin do?
7. Whom did Clara think the spider worked just as hard as?

What Do You Think?

8. Do you think the creatures who visited Clara were aware of each other?
9. If Clara did not have lessons to do, do you think it would have been wrong for her to watch all of those things under the tree?
10. Clara was not doing what she was supposed to do. Can you think of things you do when you are supposed to be doing other things? What will you do about it?

being

buds

certainly

coaxed

complete

declare

human

industrious

munching

nectar

seasoning

snatched

Lesson XV

The Birds and the Snowstorm

The weather is warm and sunny, and the snow of winter has disappeared. The grass is green and growing well. The early spring flowers have opened their blossoms, and we all think summer is so near. We think that the cold weather must be over. The birds think so too, for they are flying from tree to tree, singing the most beautiful melodies. They are peeping about, here and there, getting ready for summer. They are selecting places to build their pretty nests.

But the wind blows cold again. The sky is clouded. People begin to say, "I think we shall have another snowstorm." It is not long before the feathery flakes begin to descend. The earth is so warm that as soon as the snowflakes touch it they are melted. But the snow continues to fall. The ground grows colder and colder, and soon it does not melt the snow. For three days the storm continues. The ground is white as it is covered with deep snow.

What is to become of the birds? They can find neither food nor shelter. It is painful to see them flying about in



the storm, not knowing where to go. They are too cold and too hungry to remain in the trees. They are too fearful to seek comfort in the many warm houses that would open their windows to offer the shelter of a protecting roof.

The children are all watching the birds from their windows, and throwing out bread crumbs for them to eat. How cold the little sparrows look as they pick up their food!

“Oh! Mother!” said Johnny, “if the birds knew how we loved them, they would come into the house.” The birds did not know, and they stayed out in the snow, and many of them perished.

After the storm, the children were sadly grieved when they found many of their feathered friends dead. How they regretted that they could not have saved their lives! If the birds had only known, as Johnny said, how much the children loved them, they would have flown into the house, and been warmed and fed.

There are many dear children who do not know how much Jesus loves them. They do not know how much He wishes them to enter the “ark of safety,” and escape the dangers that are in the world. There are many who have not even heard of Him. And many of those who have do not know that He is their best Friend.

Do *you* know how much He loves you? Have *you* sought His protection from all the dangers that surround you? If you have not found a safe place in that “high tower” of which David speaks in the Psalms, you are no safer than the birds that were flying through the cold snow. You surely will be lost if you do not fly to that kind Saviour, Who has prepared a way of escape for you.

“Are not two sparrows sold for a farthing? and one of them shall not fall on the ground without your Father.” — Matthew 10:29

Questions

1. What time of year did the story take place?
2. What did everyone think was very near?
3. Why did people begin to think that there would be another snowstorm?
4. How long did the storm blow?
5. What could the birds not find?
6. Why would the birds not seek comfort in the warm houses?
7. What were the children doing to try to help the birds?
8. Where does Jesus hope we enter to escape the dangers of the world?

What Do You Think?

9. If the birds had not been too fearful and had flown into the warm houses, do you think they would have been saved? Why?
10. Are we sometimes like the birds, being too fearful to follow Jesus? Are you fearful of following Jesus?

continues

descend

escape

farthing

grieved

melodies

protecting

selecting

shelter

sparrow

sought (seek)

surround

Lesson XVI

Fresh Berries

“Dear me!” said Miss Marshall, and she began to walk more and more slowly. “What a rough-looking hut that is! And what a rough-looking man sitting there! I wonder if I am afraid to pass him? I am glad that I do not have my pocketbook with me,” she said as she felt in her pocket to be sure it was not there.

“But then, I have my watch and chain, and my ring. I don’t know what to do. I am afraid to turn around, and I am afraid to proceed. What made me wander away out here? Who would have supposed that such rough-looking folk lived here? I may as well walk on, I suppose, for they will be sure to pursue me if I let them know that I am afraid. Oh, dear me! I wish I was safe at home again!”

She walked even more slowly, and kept looking at the rough-looking fellow outside of the hut. She wondered how many more were inside, and whether they would release her if she gave them her watch and ring. Just then a shrill voice from within the hut squealed out, “Jake!”

“What?” asked the man outside.

“Are those berries in the yellow pail to go to the village



this morning?”

“No!”

“Why not?”

“Because they’re not fresh; they were left over. They were picked on Saturday, and this is Monday morning. Selling stale berries is not honest. Jake Flynn is not mean

enough to try to sell stale for fresh, so near after the Sabbath day too. We can eat those for dinner. They won't hurt us, I suppose. Anyhow, they can't go to market."

Miss Marshall heard every word of this. By the time Jake had stopped talking she had begun to walk fast again. She nodded a pleasant good morning to him as she passed the hut. Every bit of fear was gone. She knew her watch and ring were as safe as though she were at home. Why? Because she knew that a man who would not sell stale berries for fresh ones would not steal. Very little things often reveal what kind of lives people live.

"He is not so bad-looking a man after all," said Miss Marshall as she passed him. Even the look on his face seemed to have changed.

"Therefore all things whatsoever ye would that men should do to you, do ye even so to them . . ." —Matthew 7:12

Questions

1. What did Miss Marshall see that made her walk slowly?
2. What did Miss Marshall make sure she did not have with her?
3. What did Miss Marshall have with her that she was afraid the man might want?
4. Where did Miss Marshall wish she was at that moment?

5. What question was asked of Jake?
6. Why would Jake not sell the berries?
7. What did Jake say they could do with the berries instead of selling them?
8. Why did Miss Marshall begin to walk fast again?

What Do You Think?

9. After hearing Jake speak to his wife, what did Miss Marshall think about Jake?
10. Sometimes we feel little things are not important, but as we see here, they are. Name some little things in your life that could cause others to think a certain way about you?

hut	pursue	Sabbath
pail	release	shrill
pocketbook	reveal	squealed
proceed	rough	stale

Lesson XVII

Minnie's Trouble

She had been to church and heard the missionary. Now she sat flat on the floor at Grandpa's knee and looked sober. Pretty soon she sobbed out these words, "It's too bad anyhow! I've saved up my money for a very long time for a pink and white fan. It has feathers on the end, and a mirror to see your face in on the side. Every single time I get almost enough, some man comes and tells a sorrowful story about little children. They tell about children who cannot go to Sunday school, and who have no shoes and nothing to eat, or something dreadful. I think it is just too mean!

"I've got just exactly enough money for the fan, and I was going for it in the morning. But now that the missionary told about the little boy without any shoes, I don't know what I shall do."

So she leaned her dear little brown head on Grandpa's knee, and cried with all her might. There wasn't much to be done with her that night but to put her to bed. In the morning she came to Grandpa for advice about the fan.

"You must do what is right in God's sight," said

Grandpa.

“But Grandpa, maybe I don’t know what is right.”

“You know what you think is right,” Grandpa said.

“The clerk has been saving that fan a long time for me,” she said after a few minutes. “I’m afraid I might disappoint her if I didn’t buy it. The summer days are almost gone. If I buy it at all, I shall have to hurry.”



“You might wait until next summer,” said Grandpa.

“Oh, but then it might not even be there!”

“Well,” said Grandpa, “all I can say is, you must do just what you think is right in God’s eyes. It isn’t a question that anyone but you can settle.”

It was a such dreadful question! The family heard a great deal about it all day. She asked everyone for advice, and seemed to get none that helped her. She said a good deal about the heat, and thought it was going to be very warm the rest of the summer. But just as they were sitting down to tea, she came in with a grave face and a little box in her hand.

“I have decided,” she said. “Papa, will you please

send this to the missionary right away? I want it to go tonight. I wish I had sent it yesterday. Maybe somebody has starved because I didn't. Oh, dear me! You don't think so, do you? You don't believe God would let anybody starve when He must have known all the time that I would decide to send it!"

She opened the little box, and poured the pennies and three-cent pieces in little heaps on the table. If you will believe it, those very pennies were packed in a box and started on the road to Michigan that very evening! Then all thought they had heard the last of the fan. But behold! There was another part to it!

There was a young lady visiting. She loved little Minnie, and she finished the story. What do you think she did but go downtown one morning and buy that very fan, and bring it home to reward the little girl! Oh, the darling was so delighted! She skipped from room to room showing it, and she fanned herself a dozen times.

When her papa came home, she rushed to him and said, "Papa, oh, Papa, look! See what Jesus sent me! Didn't He send it quickly? I prayed for it, but I didn't think it would come so soon."

"I have shewed you all things, how that so labouring ye ought to support the weak, and to remember the words of the Lord Jesus, how he said, It is more blessed to give than to receive."
—Acts 20:35

Questions

1. Where had Minnie been when the story first began?
2. How did Minnie look as she sat at Grandpa's knee?
3. For what had Minnie been saving her money?
4. What did Minnie think was "too mean"?
5. What did Minnie do that night?
6. Whose advice did Minnie seek in the morning?
7. With what decision was Minnie struggling?
8. Whom did Grandpa say that Minnie needed to please with her decision?
9. What decision did Minnie make?
10. How did God reward Minnie for her decision?

What Do You Think?

11. Do you think Minnie would have been as happy as she was if she had not given the money to the missionary? Why?
12. What are some choices you have made in your life that you know are pleasing to God?

clerk

disappoint

downtown

dozen

grave

heaps

labouring

missionary

reward

settle

shewed

starve

Lesson XVIII

Trusting and Working

While the dew is on the flowers,
Or beneath the snow they lie,
I will work for blessed Jesus,
Ere the moments pass me by.

While the noonday sun is shining,
In his glory and his pride,
I will work for blessed Jesus,
Walking closely by His side.

While the twilight shadows deepen
At the waning of the day,
I will work for Thee, dear Jesus,
Love and trust Thee all the way.

While the silver stars are burning,
Beacon lights above our land,
I will work and trust dear Jesus,
Guided by His loving hand.

Let us toil and trust our Jesus,
In the shadow or the sun;
Let us serve Him in our childhood;
Let His holy will be done.

Charlotte E. Fisher



"I must work the works of him that sent me, while it is day: the night cometh, when no man can work." —John 9:4

Questions

1. While the dew is on the flowers, this person is working for Jesus before what happens?
2. How is the sun shining?
3. As the sun shines, what will this person do as she works for Jesus?
4. When will this person love and trust Jesus?
5. By what will this person be guided?
6. When should we serve Jesus?
7. What should we let be done?

What Do You Think?

8. What is this poem about?
9. Are you working and trusting Jesus? Explain your answer.

beacon

beneath

childhood

deepen

dew

ere

noonday

shadow

toil

twilight

waning

swill

Lesson XIX

Lost in the Woods

This is the way that Amy became lost in the woods. The house where she lived stood near the woods, and Amy's mother had said that she could play in the edge of the forest by the meadow.

She knew all the pretty places where the flowers showed their sweet faces in the springtime. And now in the autumn she knew where the squirrels were hiding away their nuts for winter. She even knew the squirrels themselves. It was in following one of these forest friends of hers that she lost her way.

The squirrel skipped from log to log, and from tree to tree, never stopping long. Having led the little girl astray, he did not dream of leading her back! Amy never had such a good time in all her life as she had that afternoon until she found out that she was lost!

Then all at once the good times were over! There was not a familiar tree nor rock in sight! She knew not which way to turn. "Oh, dear!" she thought. "I wonder if I will be like Margery Grey!" Then she remembered the sad poem so familiar to every schoolgirl. It was the story

of Margery Grey, who was lost in the woods one hundred years before, and wandered for months through the New England forests.

Amy wandered on. It seemed to her that she had walked miles. She was so weary. Finally, she sat down to rest. As she leaned against the trunk of a tree, the words of a song she had learned at Sunday school came into her mind.

*Saviour mine, O speak to me,
Make me Thine, from sin e'er free.
Helpless, I await Thy Voice,
Pass not by, Thou art my choice;
Bid me rise, walk in Thy way,
Make me Thine, close by me stay.*

Over and over she repeated, "Helpless, I await Thy Voice." The words so perfectly expressed her feelings. And then again she said, "Bid me rise, walk in Thy way."

After a while she began to feel rested. As she rose from the ground she caught a glimpse of water shining through the trees in the autumn sunlight. When she came to it she found it was a small stream. Then she thought, "This must be our stream, but it is smaller than ours. If it is our stream, our house must be downstream. Anyway, I'll follow it until I come out somewhere." Amy was only a little girl, but she paid attention to the things around her like the size of the stream. She knew that streams



usually grow larger as they go along. She had wandered a long way to be able to see a difference in the size of the stream. She was two miles from home, though she did not know it. Having made up her mind what to do, she kept close to the stream. With weary limbs and sore feet she held on her way until at last, oh, joy! She came in sight of

the dear familiar cottage where her worried mother looked for her coming. Her father was just driving into the yard, returning from town. And so they were all together once more! What rejoicing there was! Amy told her story to her parents.

When Amy's mother went to her room to tuck her in for the night, Amy asked, "Mama, do you think it was God that put it into my mind to follow the stream? You know I said 'Bid me rise, walk in Thy way,' and it seemed as though He told me where to go. Do you think He did?"

"I have no doubt of it," said her mother. "'In all thy ways acknowledge him, and he shall direct thy paths,' " repeated the dear mother softly, kissing her little girl good-night two and three times over.

Dear little Amy! I wonder if every boy and girl who reads this has the same perfect trust. I hope so. Try each day to make it firmer.

How many will form the resolve to do so as they finish Amy's story?

Tell Mother, and she will help you!

"In all thy ways acknowledge him, and he shall direct thy paths." —Proverbs 3:6

Questions

1. What time of year did the story take place?
2. What did Amy's mother say she could do?
3. What did Amy know about the squirrels?
4. What was Amy doing when she became lost?
5. What came to Amy's mind as soon as she became lost?
6. What came to Amy's mind as she leaned against the tree to rest?
7. What words did she repeat over and over?
8. Of what did Amy catch a glimpse through the trees as she stood up?
9. What did Amy know about streams?
10. Who directed Amy's paths?

What Do You Think?

11. Are you listening to God so that He can direct your paths? If so, what paths are you wishing Him to direct?

acknowledge

astray

autumn

cottage

direct

downstream

familiar

forest

helpless

resolve

rise

stream

Lesson XX

A Positive Girl

“Miss Letty, there is one kind of flower from which your father does not want to have anything cut. You had better hold on until I come around there. I will show you which one it is.” This was what the gardener said to Letty as she went after flowers for the vases.

“Oh, I know all about them. I can tell Father’s choice flowers the minute I look at them. I won’t make any mistake,” Letty said.

The gardener was troubled. “But this is a new kind, and you would think from the bud that it was just a common rose. If you will wait just three minutes, I will come over there and cut some for you.”

“But I do not want to wait three minutes, Mr. Donald, and I know I can cut them as well as you can. Papa always trusts me.” And she went to work snipping off flowers to put in her vase.

The old gardener put a choice plant in a safe place, and hurried around to see what the young miss, who thought she knew so much, was about.

“Look at this, Mr. Donald,” said Letty. “This is the



prettiest rose of that kind that I have ever seen.”

“Yes, and it is the first one you have ever seen, and now it is likely to be the last. It is the very flower your father has been at such pains to get, and he told me that he would not have it cut for anything. You have snipped off the only bud it had, and just in the wrong place too. Now it cannot be saved. That is what happens when folks think they know so much more than they actually do,” said Mr. Donald. He was feeling so vexed and worried that he hardly remembered to whom he was speaking.

As for Letty, she felt very much troubled. There could not have been anyone sorrier than she was for the mischief she had done, but the trouble was, being sorry would not put that strange blossom back on its stem.

Mr. Donald could not get over it. “Your father told me twenty times to take care of that blossom. Now it’s gone. It is no fault of mine that I can see, but what use will there be in saying that?”

While he was grumbling, who should appear in the garden but Letty’s father. “What is the meaning of this?” he asked. He spoke as if he were very much offended. “Can you not be trusted to look after a single new plant that I have been at such pains to get?”

Poor Mr. Donald! Is it any wonder that the blood rushed hot to his honest, angry face? He opened his lips to speak, but Letty was too quick for him.

“Father,” she said, eagerly, “it is I who can’t be trusted,

not Mr. Donald. He begged me to wait until he came over here to show me what to cut. He forewarned me about this very flower, but I was so sure that I knew everything that I would not wait. And so I cut off its head. I'm *so* sorry, and I don't know what to do."

"You have done the best thing that there is to do about it," her father said. "At least you have told the truth." Then he said to the gardener, "Mr. Donald, I have done you wrong. I beg your pardon."

"Pride goeth before destruction, and an haughty spirit before a fall." —Proverbs 16:18

Questions

1. What did Letty want to do in the garden when the story began?
2. What did the gardener want Letty to do?
3. How long did the gardener ask Letty to wait?
4. What did Letty feel that she could do just as well as the gardener?
5. Which rose did Letty think was the prettiest?
6. Who appeared in the garden while Letty and the gardener were there?
7. How did Letty's father feel about the rose being cut?
8. How did Mr. Donald look when Letty's father spoke?
9. What did Letty do after her father spoke?

10. What did Letty's father do when he heard how the rose was cut?

What Do You Think?

11. What do you think was the most important thing Letty did in the story?

actually	gardener	snipped
common	grumbling	vase
destruction	haughty	very
forewarned	pardon	vexed

Lesson XXI

Ever So Many Beautiful Things

Little Joey sat on his mother's lap and leaned his head back upon his mother's arm. "There are ever so many beautiful things up in the sky!" he said.

Many clouds had gathered just above the horizon, and had become so many beautiful shapes. Some of them were prettily colored with the rays of the setting sun from the lightest pink to the darkest crimson. As the sun sank farther and farther behind the green hills, the colors grew darker and darker. The boy imagined he had seen ships with their sails spread, chimneys throwing clouds of smoke, mountains piled upon mountains, trees, birds, and many other things that filled his mind with awe.

Soon the stars came out. At first they appeared one by one, but soon the heavens were filled with their sparkling brightness. Then their companion, the moon, came slowly up, shining with a soft light.

Joey looked silently at the sky for a long time. Then he said, "There are ever so many beautiful things up in the sky!" He did not often get to stay up so late that he could see the stars.



Joey is not the only one who has been awed with the glowing sunset, the gray twilight, or the starry firmament. David, in the Bible, loved to look upon the works of God. In one of the psalms, he says, “When I consider thy heavens, the work of thy fingers, the moon and the stars, which thou hast ordained; what is man, that thou art mindful of him? and the son of man, that thou visitest him?”

It surprised David that God, Whose power is infinite, and Who showed His greatness in the creation of the heavens, should even notice him. And yet God provided for even the smallest of his needs, and so often protected him from danger.

I suppose this psalm was written in the night, when David was looking at a sky much like the one that awed

Joey this night.

I often think, as I look around, how wonderful it is that God has made everything so beautiful. We need never be weary in studying His works. The more we learn of them, the more we realize His greatness and perfection. “The heavens declare the glory of God; and the firmament sheweth his handiwork.”

When you look at the clear blue sky, do you remember Who has spread it out? Do you think about Who has created the stars without number when darkness covers the earth? There are indeed many beautiful things up in the sky, and it was our Father’s hand that placed them there. They are for us to enjoy, and many a lesson of God’s love have they taught His children. Dear little Joey! I hope he will always love nature, and love to see nature’s God in it.

“And God saw every thing that he had made, and, behold, it was very good. And the evening and the morning were the sixth day.” —Genesis 1:31

Questions

1. Where was Joey when the story began?
2. At what was Joey looking?
3. What had gathered just above the horizon, and what had they become?
4. What did Joey imagine that he had seen as the sun

sank behind the hills and the colors grew darker and darker?

5. What soon came out after the sun sank?
6. Who else had been awed by the gray twilight and starry firmament?
7. What surprised David in the Bible about God?
8. What did God provide and do for David?
9. What do we realize the more we learn about God's creation?

What Do You Think?

10. When can you take time to view and think about God's creation?
11. What are some things about God's creation that fill your mind with awe?

awe	handiwork	mindful
consider	heavens	ordained
crimson	horizon	rays
firmament	infinite	realize

Lesson XXII

Robbie's Work

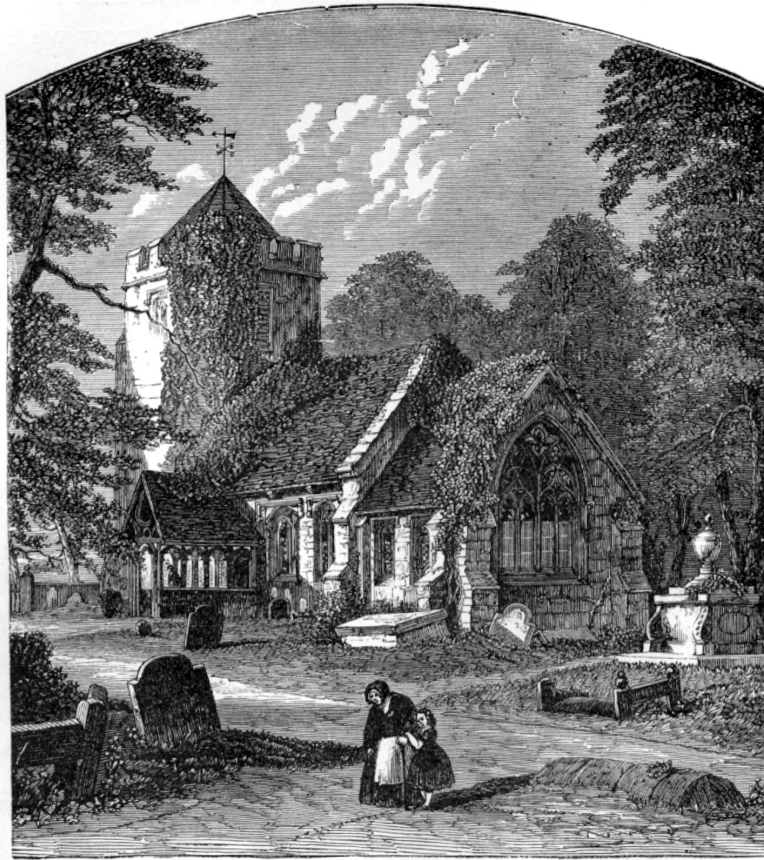
One day, a boy named Robbie was coming home from a visit, and in his fat brown hand he held a little bit of an ivy twig. Oh, it wasn't as long as your finger, and it looked as though it did not want to grow.

"But maybe it will," said Robbie, "and I mean to plant it right here by the old church. I'll put it under that crack, and if it does grow, it will cover the crack all up, and I'm sure it will look nicer."

So he hunted a stick, and with his jackknife made it sharp, and with the stick he dug a hole in the moist earth. He then put in his ivy stem. Next, he ran to the pump, just around the corner, and brought a pitcher of water. He poured water in the hole, and smoothed the earth carefully around the stem.

"There!" he said. "Now grow! I want you to be a great big plant, and make the church look just as pretty as you can."

Well, the ivy heard him, I think; at least it went to work. It sent its tiny sprouts down into the earth, and for a while worked away in the dark. Pretty soon it sent out a



new leaf, and then a bit of branch, and then another leaf. So it worked and worked; nobody noticed it because it was such a little thing.

Robbie went miles and miles away from there to live, and grew as fast as the ivy, and grew to be a man. He was young and handsome; then he grew a little older, and the gray hairs began to come. Soon, a little boy named Robbie

climbed on his knee and called him “Papa.”

By and by his hair was very white, and he walked with a cane, and bent forward a little, and took short slow steps. A handsome young man whose name was Robbie sometimes took a walk with him, and called him “Grandfather.”

Well, one day this handsome young man went on a journey across the ocean. He went to a town where there was a certain old church where his grandfather used to go when he was a boy. What do you think he saw? Why, the little bit of an ivy twig had grown, and spread itself, and crept over the stones, and crept into the cracks and seams, until all one side of the old church was a lovely green! People passing by stopped to look and said, “How lovely that is!”

The young man Robbie stopped to look at it too.

“My grandfather planted that,” he said to people as he looked at it. He broke off a leaf, and a bit of stem, and sent it in a letter to a young lady named Mary, who lived on the other side of the water, and she put it in a bottle and set it to growing.

The young man Robbie had a picture taken to send home to his grandfather; but before the picture reached home, Grandfather had gone on a journey to the city of God, to see the beautiful temple in heaven, and to go out no more forever. And the young lady named Mary took the twig of ivy from her bottle, and planted it on the

grandfather's grave; and it grows there for him.

"A time to be born, and a time to die; a time to plant, and a time to pluck up that which is planted;" —Ecclesiastes 3:2

Questions

1. Where had Robbie been and where was he going?
2. What did Robbie have in his fat brown hand?
3. What did Robbie do by the old church?
4. What did Robbie command the twig to do after he planted it?
5. What did the ivy do after Robbie planted it?
6. Where did Robbie go soon after planting the twig?
7. Where did Robbie's grandson go when Robbie was very old?
8. What did Robbie's grandson see at the church?

What Do You Think?

9. How long does it sometimes take good things to happen in our lives?
10. Robbie did something small which turned out to be great. What small seeds are you planting in your life that you hope will produce great things?

cane	journey	seams
handsome	moists	sprouts
ivy	pitcher	stem
jackknife	pluck	twig

Lesson XXIII

Selfish Ella

Ella Russell is a little girl with soft, brown hair and bright eyes. She is neat and orderly in her habits, and is very gentle and mild in her manners. Her musical laugh sometimes rings through the house like a sweet melody. It is so cheery that you would laugh yourself to hear it.

Ella is obedient, and needs as little care as any child her age. Her father is living, but she has no mother. Ella lives with a Mrs. Lindsley, who has three daughters, two of them older, and one younger, than Ella. She is much attached to this lady, and feels perfectly at home in her house.

Ella's mother was in poor health several years before her death. Ella was her constant companion. Nothing gave her more pleasure than to wait upon her mother, and do what she could to relieve her mother's sufferings and make her more comfortable. Mrs. Russell said her daughter was an excellent nurse, although she was not more than seven or eight years old. It shows how much even small children can do for the comfort of others if they really try.

Ella's new home is not far from the city. Her father

often goes there, and frequently sends her some treat which he knows she will relish. Often it is a box of early strawberries, or a basket of plums or peaches, or whatever fruit may be in season. Mr. Russell is very generous, and he expects his little daughter to divide the fruit with the family where she has found so excellent a home.

Ella, good child as she is in most ways, has one sad fault. She is selfish. When she receives a treat, she would prefer to eat it herself. It is really a trial to her that she cannot eat a whole basket of peaches before they spoil! Indeed, one day, after receiving such a present, she said, "I wish my father would not send so many. I like it better when I have only a small basket, and can keep it in my own room."

Once Mr. Russell sent a basket of fruit to Mrs. Lindsley. Ella was not at home. She had gone out to make a call on some of her friends. She heard that this basket had been sent, and hastened back as soon as she could. "I hope they have not eaten up all my peaches!" was her first exclamation. She was quite indignant to find that the basket had been opened.

Mrs. Lindsley gave her all she considered safe for her to eat, but Ella was not happy. She felt as if they all ought to be hers, and she really cried about it. A day or two after this Ella saw her father, and he told her the peaches were for the family. Ella was somewhat embarrassed, and afterward told Mrs. Lindsley what her father said about

the basket of fruit.

It seems very strange that Ella should be so selfish, for her father is not at all so. I know it must grieve him to have a child of his so forgetful of the enjoyment of others. This selfishness does not make her happy. It causes her much trouble, and it always will.

I know a little boy, six years old, who is very fond of fruit, and he is much delighted when his father brings him an apple. Yet I have seen him, when he had but one, divide it between his brothers and sisters, and reserve no part of it for himself. He seemed entirely happy in doing so.

One day he heard his mother say, "I have not even a penny in my purse." He went upstairs to his money box and brought down a handful of pennies, and gave them to her. His mother kissed his plump, brown cheek, and thanked him for his gift.

Which should you prefer to be like—selfish Ella, or



this generous little boy? Or more importantly, which child pleases God more?

The selfish person is always willing to receive favors, but to the generous “It is more blessed to give than to receive.”

“And as ye would that men should do to you, do ye also to them likewise.” —Luke 6:31

Questions

1. Describe Ella’s hair and eyes.
2. How much care does Ella need?
3. What did Ella do for her mother for several years?
4. What does Ella’s father often send her?
5. What was Ella’s one big fault?
6. What did Ella have a difficult time sharing?
7. What did Ella wish her father would do so that she could keep a basket of fruit in her room?
8. What made Ella angry when her father sent a basket of fruit for the whole family?
9. What did the little boy in the story do when he received an apple?

What Do You Think?

10. Which child was more pleasing to God?
11. What things are there in your life, which God has given you, that you do not share?
12. Is it better to give or to receive? Why?

attached

constant

excellent

exclamation

frequently

fond

habits

indignant

mild

relish

reserve

trial

Lesson XXIV
A Song of Giving

The birds that sing in summer
Among the verdant trees,
And flowers that lift their dainty heads
Upon the fragrant breeze,
All join in the joyous anthems
Of praise to God above.
Shall children, too, not give Him
All praise and ardent love?

But birds that sing in summer,
And flowers upon the ground,
Not only give their love to Him,
But give to all around.
They scatter songs and odors
Through all the fragrant air.
Shall children, too, not scatter gifts,
For all men everywhere?

Birds warble in the summer,
And flowers give their best.
Not knowing what may come, they give,
And leave to God the rest.
Their blossoms and their singing
Go farther than they know.
So children sprinkle gifts like seeds,
And God sees where they grow.

*“In the morning sow thy seed, and in the evening withhold
not thine hand: for thou knowest not whether shall prosper,
either this or that, or whether they both shall be alike good.”*

—Ecclesiastes 11:6



Questions

1. What sings in the summer?
2. Where do the birds sing?
3. What lifts their dainty heads?
4. Who also gives God praise and ardent love?
5. To whom do the birds and flowers give their love besides God?
6. What do the birds and flowers scatter?
7. The flowers give their best, and to Whom do they leave the rest?
8. How far do the singing of the birds and the blossoms of the flowers go?
9. What do children sprinkle like seeds?

What Do You Think?

10. Why are the gifts like seeds?
11. What gifts might children sprinkle, or give to those around them?
12. How might those gifts grow like seeds?

anthems	fragrant	sow
ardent	joyous	sprinkle
blossoms	odors	verdant
dainty	prosper	withhold

Lesson XXV
The Sunny Face and the Shady Face
or
June and November

“How happy I am tonight! I love you so much! I want to be with you all the time,” said Willie to his mother, as he followed her from the dining room to the parlor.

What made Willie so happy? It was not because the day had been pleasant, and he had enjoyed himself outside. A chilling snow had been falling, and Willie had been obliged to remain in the house. It was not because he was well, for many hours of the day he had been lying on the bed too ill to sit up. It was not because he had received a handsome present, for none had been given him.

There had been nothing unusual to make him so happy, except a thought hidden in his heart. Shall I tell you what that thought was, that made his face so bright and sunny, and his eyes sparkle, and his lips smile? I will tell in his own words, and I hope you will treasure it in your heart. If you do, your face, too, will be cheerful and smiling. Your friends will love to look upon you.

When Willie told his mother how happy he was, she



put her arm around him, and drew him lovingly to her side. “What makes you so happy?” she inquired.

“I suppose it is because I have been trying to be good,” he answered.

“That always makes people happy,” his mother replied.

Willie is generally a good boy, but he sometimes does wrong, and wrongdoing always makes him sad. It was a great pleasure to him that he had tried to be good, and had been able to resist evil.

All children are sometimes tempted to do wrong, and it often requires a struggle to decide to do right. But every child who resists evil feels happiness in so doing. I hope you will “try to be good.” If you do, and look to Jesus for strength, He will aid you, and through His grace you will be able to conquer the sins that “so easily beset you.”

Henry Maxwell lives in the same town with Willie, and is the same age. These boys often play together. I regret that I am obliged to say that Henry is not as good a child as Willie. He does not so willingly obey his mother, and of course, he cannot be so happy. Sometimes he sticks out his lower lip when his mother asks him to do something.

One day, I heard his mother talking to him about his teeth. She wished him to brush them again, as he had not done it thoroughly the first time. It was surprising to see how that fair, round face turned ugly, and it was sad to hear his unhappy “I don’t want to.” When his mother insisted

on obedience, Henry reluctantly complied with her wishes, banging the door behind him.

His face was not sunny and bright like Willie's, but was dark and shady, like a clouded sky. It was not pleasant to look upon, and it made the heart of his mother heavy and sad to see it. I hope Henry will learn to be cheerful and obey his mother promptly. If he should not, his face will grow more and more disagreeable. When he is a man, it will look more like a chilly day in November than a warm, happy day in June.

I do not wish that you should tell me, but I should like to have you ask yourself, when you have read about these two boys, which of them you are most like. Is your face sunny, or shady?

"A merry heart maketh a cheerful countenance: but by sorrow of the heart the spirit is broken." —Proverbs 15:13

Questions

1. What did Willie say to his mother as he followed her into the parlor?
2. What was in Willie's heart that made him so happy?
3. What did the thought in Willie's heart do to his face, eyes, and lips?
4. What was Willie's hidden thought?
5. What did Willie's mother tell him after he told her his thought?

6. What often requires a struggle for children?
7. What does every child who resists evil feel?
8. Who will aid us and give us grace to conquer our sins?
9. Who was Henry Maxwell?
10. What did Henry's face look like when he obeyed his mother reluctantly?

What Do You Think?

11. Do you think Henry was as happy as Willie? Why?
12. Do you think it made Henry happy to be ugly when he had to obey? Why?
13. Do you think it made Henry's mother happy when he was ugly? Why?

complied

conquer

disagreeable

inquired

parlor

promptly

reluctantly

requires

resist

struggle

thoroughly

unusual

Lesson XXVI

Receiving and Giving

“Did you like the singing, Mary? Some of the pieces seemed just lovely. Did they not?”

“Ya, some; but words so funny! Not like we sing.”

“Oh, well! That is because you don’t understand them; but I don’t take much notice of the words.”

Mary shook her brown head, and wished with all her heart that she could better understand the words. She had only been in this country for a few months. She lived with her father and mother, just a little way out of the city.

There was no church very near, but there was a Sunday school in the little schoolhouse close by us. Mary had not been in her new home a week, when little Maggie Nelson came that way hunting up scholars for Sunday school.

“She’s a real nice-looking little German girl,” Maggie told her mother, “and I’m going to invite her.” And she did.

The German girl was taller and older than Maggie, but the new girl was glad enough to meet Maggie. And she was happy to know that Maggie did not live far away. And Mary’s mother was just as glad as she could be to have her



Mary invited to Sunday school. She thanked Maggie in such funny English that Maggie had to laugh in answer.

The nice German lady could sew much better than she could speak English. In a very short time Mary was dressed as neatly as any other girl, and her clothes were made in the fashion of the day too. If only English words had been as easy for Mary's mother to manage as the dresses were, it would have been wonderful!

However, Mary had a plan for teaching her mother to speak English. Her plan was to repeat to her mother every

single word that she heard at the Sabbath school. That is, she tried to repeat them all, but she forgot some. You would have been surprised to see how many she remembered. Sometimes Mary's father listened also. And as you can see, they not only heard English words, but they heard the Bible story of that day's lesson.

One day both Maggie and Mary came home with new Bibles. The two Bibles looked very much alike, but there was a great deal of difference inside them. I daresay, some of you who read very well would not be able to read a single word in Mary's Bible. The two girls received the Bibles as prizes for regular and punctual attendance at Sunday school.

The truth is, every word of Mary's Bible was printed in German. When she received her prize, it took her a whole fifteen minutes to decide what to do. The superintendent said the German scholars could have their choice of either a German Bible or an English Bible. How very nice it would be to have an English Bible of her own for learning verses! But then, how very nice it would be for her mother and father to have a Bible that they could read and understand!

She remembered the verse, "It is more blessed to give than to receive." It was strange that it should have been one of the verses in the lesson for the day. Mary thought about it for one more moment. "I'll try both," she said, chuckling. So she "received" the German Bible from the pastor, and was hurrying home to "give" it to her mother.

“Thy word is very pure: therefore thy servant loveth it.” —
Psalm 119:140

Questions

1. Where were Mary and Maggie when the story began?
2. From what country was Mary?
3. How long had Mary been in this country?
4. Where did Maggie invite Mary?
5. What did Mary have a plan to do?
6. How was Mary going to teach her mother to read?
7. Why did Maggie and Mary receive new Bibles from the Sunday school?
8. What were Mary’s two choices when she received her Bible?
9. Why did Mary choose a Bible printed in German?
10. Whose happiness did Mary put before her own?

What Do You Think?

11. Name a few areas in your life where you can practice putting the happiness of others first.

attendance	German	pieces
chuckling	invited	punctual
English	manage	regular
fashion	notice	superintendent

Lesson XXVII

“May I Pop Some Corn?”

“May I pop some corn?” asked Eddie.

“Yes,” answered his mother. She laid down her work, went to the closet, and brought him several small ears—some red and some white. The kernels were not half so large as those of common corn.

Eddie took a large bowl and sat down on the carpet by his mother with the tiny ears in his apron. He worked for some time, shelling first one ear and then another, until every little kernel was in the bowl. Nothing but the cobs were left. These he thought would be fun to use for a “log house,” so he put them in his playbox. Then he took his bowl of kernels into the kitchen.

Kate, the cook, was a nice lady, and she loved children. When he said to her, “Mother told me I might pop some corn,” she cheerfully placed the iron pan on the stove. When it was hot enough she told him he might put in the corn. Pretty soon it went pop! pop! pop! The pan was soon filled with snow white kernels.

Eddie always wondered how they could turn inside out and grow so large so suddenly. He did not understand



that it was because the air expands or swells within the hard case of the kernel. It finally presses so hard from the inside that the kernel bursts.

Eddie was very busy for some time in the kitchen popping his corn. When it was finished popping, he separated that which was popped from that which was only

parched, and put them in different bowls. He gave his dog Chester some of the brown kernels, and the dog seemed to like them. Eddie enjoyed hearing him crack them with his sharp teeth. He would stroke his great head and say kindly, "You are a good Chester." And the dog would wag his tail as much as to say, "Dear Eddie! You are a good Eddie."

After giving Chester his share, and Kate hers, Eddie carried up a large bowl to his mother and the children. He did not wish to eat it all himself, for he was a generous boy. He always liked to have others partake of his pleasures, whatever they might be. He reserved some of the nicest of it in a bowl, which he placed on his mother's worktable. Mrs. Dudley took a little, saying to him, "If you miss your corn, Eddie, you will know what has become of it."

He looked up from his play quite soberly and said slowly, "Mother, if *you* wish to eat more you may, but *I* am not going to."

"Why not, my child?"

"I am going to save it for Father."

Mrs. Dudley was pleased to see Eddie willing to deny himself to give to others, so she said to him, "That is right." When his father came home from his work, Eddie placed the bowl beside his plate on the table. After the blessing was asked, Mr. Dudley, looking at the children, inquired, "Where did this come from?"

"I popped it," answered Eddie. And his father thanked

him with a kind and loving smile.

Eddie was much happier than if he had eaten all the popcorn himself, for he had made others happy by his generosity. “It is more blessed to give than to receive,” the Bible tells us. Eddie was learning this truth through the happiness of dividing his popped corn with others. I hope you who read this story can understand how to find happiness through such an experience. If you do not, will you try the experiment? See if you are not far happier when you share your popcorn, or your candy, or whatever else you may have. You will surely be happier sharing it with your brothers and sisters, and those around you, than devouring it yourself. I have seen little chickens seize their favorite morsel and run away and hide it where they could eat it all alone. However, I should be sorry to think that any child would do so.

“Every man according as he purposeth in his heart, so let him give; not grudgingly, or of necessity: for God loveth a cheerful giver.” — 2 Corinthians 9:7

Questions

1. What did Eddie ask his mother for permission to do?
2. What color were the ears of corn?
3. What did Eddie have to do before he could pop his corn?
4. What did Eddie do with the corncobs?

5. What makes the corn kernels pop?
6. To whom did Eddie give some of the brown kernels that did not pop?
7. What did Eddie do with his popcorn?
8. What did Eddie do with some of the nicest popcorn?
9. For whom did Eddie save some popcorn instead of eating it all himself?
10. What had Eddie done by being generous?

What Do You Think?

11. What are some things in your life with which you can be generous?
12. When are you happier? When you are generous or selfish? Why?

cobs	experiment	parched
devouring	however	partake
expands	kernels	seize
experience	morsel	stroke

Lesson XXVIII

Trouble

It all grew out of the new game that Laura received for her birthday. “Tivola” was the name of the game, and a very pleasant one it was. Laura coaxed her fourteen-year-old sister to play with her. She rejoiced in the thought that, although she was only eight years old, at last she had something that she could teach Fannie. Mamma had demonstrated to her how to play, and now she could teach Fannie.

“Now, Fannie,” she said, in her happy, satisfied voice, “you must take three of the red men, and I’ll take three green ones.”

“I’ll take yellow,” said Fannie. “I like that color better.”

“But that isn’t the right way to play it. You must take red ones.”

“It doesn’t make any difference, Laura, which color I take, and I want the yellow ones.”

All the joy went out of Laura’s voice, and her bright face clouded over.

“Oh, Fannie!” she said, pitifully. “You won’t do it



right at all. It *says* you must take red ones. Mamma read it, and she took red, and she said that was the way.”

“You little goosie!” said Fannie. “The color of men that you choose does not make a difference in playing the game. I tell you yellow will do just as well as red. And I shall not play with you at all, if you are going to be so silly.”

This outburst actually brought tears to Laura’s eyes.

“Mamma,” she said, her voice in a sob, “don’t I know how to play ‘Tivola’? And isn’t it true that you must take red ones instead of yellow?”

“Yes,” said Mrs. Marshall, gravely. “It is quite true.”

Fannie looked at her mother in astonishment. “Why, Mamma! You don’t understand. She insists on my taking the red color instead of the yellow, which I happen to want. Of course, it can’t make any difference with the *game* what color I use.”

“I understand perfectly, my daughter, and I repeat what I said before. It makes a great difference. It is wrong to take the yellow ones, and it would be right to take the red ones.”

“There!” said Laura, in triumph.

“Why, Mamma!” said Fannie. “What do you mean? What difference *can* it make?”

“The difference is between the behavior of an accommodating sister and that of an obstinate, selfish one,” said Mrs. Marshall as she glowered at Fannie. This made Fannie’s cheeks glow red.

I am happy to tell you, however, that after sitting with her eyes on the innocent red and green and yellow balls for a few minutes, she said in a pleasant voice, “Never mind, Laura; I’ll take red, if you want me to.”

“Be kindly affectioned one to another with brotherly love; in honour preferring one another;” —Romans 12:10

Questions

1. What did Laura receive for her birthday?
2. How old was Laura?
3. How old was Fannie?
4. What had Laura coaxed Fannie into doing?
5. What did Laura want Fannie to do at the start of the game?
6. What did Fannie want to do instead?
7. How did it make Laura feel when Fannie refused to play the game in the way that Laura thought was correct?
8. What did Laura's mother say when Laura asked her if Fannie should take the red men?
9. What did Fannie's mother say would be the right thing to do?

What Do You Think?

10. Why would it be right for Fannie to take the red men?
11. What could Fannie have done in the first place instead of making Laura angry by doing what she did?

accommodating

glowered

outburst

astonishment

innocent

pitifully

behavior

insists

satisfied

demonstrated

obstinate

triumph

Lesson XXIX

It Isn't Fair

Chad and Tyler were playing Hide the Button. After they had played for some time, and it was Chad's turn to find it, he came into the nursery with his face red, and much excited. "It isn't fair," said he, and the tears gathered in his eyes. "I peeped. Tyler must hide it again." He went out of the room for Tyler to put the button in another place.

Chad had been overcome by temptation. He had done something naughty, but his conscience was quick to reprove him. There had been a difficult struggle in his mind, but he was brave enough to confess his sin, and to do what he could to make it right.

Mrs. Baker was not at home at the time, but a friend who was caring for the children told her what happened. She rejoiced that her dear boy should have had the courage to admit his error, and she hoped that he would never be guilty of such a sin again. Chad is a good-hearted boy. He sometimes does wrong, as in this case, but when he reflects on his actions, he is always sorry.

Mrs. Baker did not say anything to Chad, but a few evenings later he came to her and stood by her side. She

knew by his manner that he had something in particular to say to her. She put her arm around him and drew him close to her.

“Mother,” said he, “the other day when you were gone, I peeped while Tyler hid the button.” He then went on to tell her all about it. Mrs. Baker talked with him, and said he had done right in confessing his sin, and in not profiting by his wrong act. She knew he was much happier than he could have been if he had done otherwise. The Bible says, “He that covereth his sins shall not prosper; but whoso confesseth and forsaketh them shall have mercy.” Chad found the happiness of a good conscience.



If Chad had not confessed his sin, and been sorry for it, his conscience would have grown hard, and he would have begun not to care about doing wrong. He would probably be giving in to the temptation to “peep” more often. But now, if he should be tempted in this way again, he will be more likely to overcome the temptation.

It is very important that children should learn to

confess their faults early, and not form the habit of trying to hide them from others. If they have hurt another, they should ask forgiveness from that person. Sometimes it is only needful to confess sin to God, but we should do it sincerely. Each sin, so far as we remember it, should be confessed.

If we really love our heavenly Father, we shall wish to tell Him all about ourselves. We shall have no need to hide anything from Him, and it will be a joy to us to think that He knows every thought and feeling of our hearts.

Chad had no wish to hide from his mother the wrong he had done. He preferred to tell her about it. I have no doubt he had also told his Father in heaven.

“If we confess our sins, he is faithful and just to forgive us our sins, and to cleanse us from all unrighteousness.” —1 John 1:9

Questions

1. What game were Chad and Tyler playing?
2. What happened when it was Chad's turn to find the button?
3. By what had Chad been overcome?
4. What was quick to reprove Chad?
5. What was Chad brave enough to do?
6. Who was caring for the children and knew what had happened?

7. What did Mrs. Baker do when she heard what Chad had done?
8. What did Chad tell his mother after a few days went by?
9. What would have happened to Chad's conscience if he had not confessed his sin?
10. What is very important that children should learn to do?

What Do You Think?

11. How do you think it made Chad feel inside when he confessed his sin?
12. Can you think of anything in your life you may be hiding?

admit	forsake(th)	profiting
cleanse	otherwise	reflects
confess	overcome	reprove
conscience	particular	temptation

Lesson XXX

Never Forget To Pray

Never, my child, forget to pray,
Whate'er the business of the day:
If happy dreams have blessed thy sleep,
If startling fears have made thee weep,
With sacred thoughts begin the day,
And ne'er, my child, forget to pray.

Pray Him by Whom the birds are fed,
To grant to thee thy daily bread:
If wealth His bounty should bestow,
Praise Him from Whom all blessings flow:
If He Who gave should take away,
O ne'er, my child, forget to pray.

The time will come when thou wilt miss
A father's and a mother's kiss;
And then, my child, perchance you'll see
Some who in prayer ne'er bend the knee:
From such example turn away,
And ne'er, my child, forget to pray.

"Pray without ceasing." —1 Thessalonians 5:17



Questions

1. What should we never forget to do?
2. What kind of thoughts should begin our day?
3. What should we pray for God to grant to us?
4. From Whom do all blessings flow?
5. From whose example should we turn away?
6. A time will come when we will miss what?

What Do You Think?

7. How can you remember to pray more?
8. How important is prayer to you?

bestow	grant	startling
bounty	ne'er	weep
business	perchance	whate'er
ceasing	sacred	wilt

Lesson XXXI

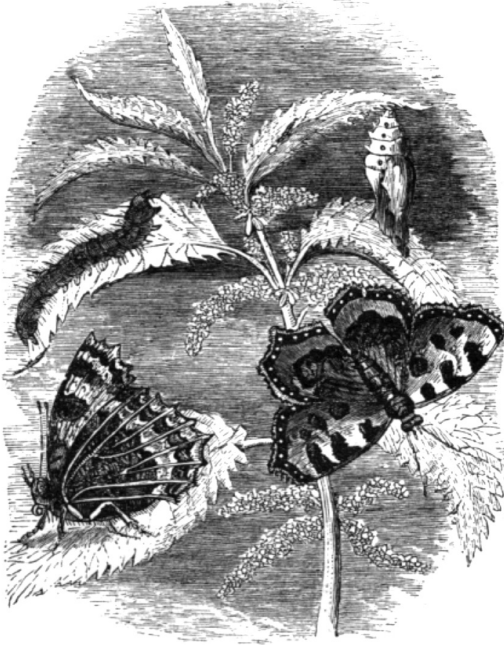
The Cocoon

“Oh, Mother, look here! What is this?” exclaimed Aaron, as he was in the garden with his mother and Beth and Carl. He was standing by a tall pole around which a lima bean vine had wound itself. He had been gathering the bean pods in a basket for his grandmother, who was coming from Clover Hill to see her dear grandchildren.

Something peculiar caught his attention, and he immediately called his mother to come and see it. Beth and Carl ran to look also. Mrs. Downey came to find a beautiful greenish cocoon suspended from the vine. The color was a soft green with a lone black spot among other bright, golden spots.

“Isn’t it pretty, Mother?” “How did it get here?” These and many more questions were hurriedly asked as the children carefully watched it.

Mrs. Downey explained to them what it was. She said that if they were careful not to harm it, they would see a butterfly escape from it in a few days. Aaron looked up astonished. Mrs. Downey also told them that the insect in the cocoon was once a caterpillar crawling about upon the



earth. She said that it had climbed up and attached itself to the vine under the shelter of the leaves to await its changing into a butterfly.

Mrs. Downey took the cocoon from the vine and carried it into the house. She put it on a table in the corner. Each day the children looked at it to see if there was any change. Soon

the color began to fade, and the soft pea-green became a grayish white. One day, it opened slightly where there had seemed to be a line or crack, and they could peek at the insect inside. The opening became wider and wider.

On another day, Aaron came into the room and went, as usual, to look at the cocoon, but the shell was empty! The butterfly had escaped. He uttered an exclamation of surprise and disappointment. As he turned his head, he saw on the little sleeve of Beth's doll the butterfly for which he had so patiently watched.

"Here it is, Mother!" he shouted in the most joyous

tones, and his eyes sparkled with delight.

Aaron and his mother observed it for some time. Its long, thin legs rested on the doll, and now and again it would open and close its pretty wings, as if to try their power. Its wings were a rich orange with black stripes.

It remained on the doll for several hours. It then flew to the window and alighted on the curtain. At evening, they found it on the cushion of a large chair, and there it passed the night. The next day it disappeared, and the children saw it no more. It probably flew away through the open window to enjoy life under the warm sun.

The children talked much about the transformations which had taken place in the life of that caterpillar. Their mother told them that the butterfly was sometimes considered a sign of immortality. In this world we are, like the caterpillar or worm, in a lowly state of life. When we die our bodies are laid in the grave, but we are not dead. The caterpillar was not dead inside the cocoon. Our spirit still lives, and, if we belong to Jesus, we begin a newer, better, higher life with Him in a place especially prepared for us called heaven.

“In my Father’s house are many mansions: if it were not so, I would have told you. I go to prepare a place for you.” —John 14:2

Questions

1. Where was Aaron and whom was he with?
2. By what was Aaron standing?
3. What had Aaron been gathering?
4. What did Aaron discover?
5. What did Mrs. Downey say would escape from the cocoon in a few days?
6. What did the insect in the cocoon used to be?
7. Where did Mrs. Downey take the cocoon?
8. What did the children do each day?
9. One day when Aaron checked the cocoon, what did he discover?
10. What colors were the butterfly's wings?
11. Of what is the caterpillar sometimes a picture?

What Do You Think?

12. What awaits you after you die?

alighted	observed	state
cocoon	peculiar	suspended
immortality	Pods	transformations
mansions	prepare	uttered

Lesson XXXII

Grandma Stevens

Grandma was knitting as hard as she could. She could knit about as fast as Little Nell could think. Nell was fidgeting about the room asking questions. She could ask questions faster than Grandma could think.

“Oh, come!” Grandma said at last. “You’ve asked questions enough to last all day. Get the Book and read a little to Grandma. I’ve had no reading since morning.”

“Well,” said Nell, with a very bright face, “I will,” and she scampered after “the Book”—she knew very well what book Grandma meant.

“Now, Grandma, where shall I read?”

“Well, dear, your brother began in the fourteenth chapter of Matthew, and he read to where Jesus sent His disciples away in a ship and He went up into a mountain to pray; then the bell rang and John had to run.”

“I see the place, Grandma,” and Nellie’s clear little voice read, “ ‘But the ship was now in the midst of the sea, tossed with waves: for the wind was contrary. And in the fourth watch of the night—’

“What time was that, Grandma?”



“About four o’clock, I think, dear.”

“ ‘Jesus went unto them, walking on the sea.’

“Oh, my! Just to think, walking right on the water; I don’t see how He could have done it.

“ ‘And when his disciples saw him walking on the sea, they were troubled—’

“I should have thought they would be. Wouldn’t you have been afraid, Grandma?—‘saying, It is a spirit; and they cried out

for fear. But straightway Jesus spake unto them, saying, Be of good cheer; it is I; be not afraid.’

“Oh! Mustn’t they have been glad to hear His voice? But I think after all they were not very smart. I should think they might have known that it was Jesus. Grandma, the next is about Peter. ‘And Peter answered him and said, Lord, if it be thou, bid me come unto thee on the water.’ ”

“How like Peter that is,” Grandma said, knitting away. “He always wanted to do some strange thing or other; he

never was content to act like other people. Well, let's hear what Jesus said to him."

" 'And he said, Come. And when Peter was come down out of the ship, he walked on the water, to go to Jesus.' "

"Grandma, wasn't it nice of Jesus to call him and let him go walking on the water like what nobody else could do? I would just have liked that."

"I daresay you would," Grandma said, smiling. "And I think it's very likely you would have acted just as Peter did."

"How did he act? Oh, I see! Why, Grandma, he was afraid after Jesus had called him! How silly to be afraid! I wouldn't have been; I would have walked right straight on."

"Yes, that's just exactly the way Peter used to talk. He never was afraid of anything until he had to go through it."

"But, Grandma, do you think I could be so foolish if Jesus had told me I might walk on the water to Him?"

"Did you ever hear of a little girl who was so foolish as to be afraid to go upstairs in the dark to bed, after Jesus had told her that He had given His angels charge over her?"

Nell's face blushed a rosy pink, and she kicked one of her toes against the table leg as she said, "Oh, well, that is different!"

“Yes,” said Grandma, quietly, “it isn’t the sea in a storm. It’s only your nice pleasant room, and that might make a difference.”

Miss Nell read on. “ ‘But when he saw the wind boisterous, he was afraid; and beginning to sink, he cried, saying, Lord, save me.’ ”

“That’s sensible in Peter, anyhow,” said Grandma, beginning to “toe off” her stocking. “I think much better of him than I did; it isn’t everyone who has brains to cry to the Lord to come and take care of him; if he couldn’t possibly have sense enough to trust Jesus in the first place, why, the next best thing was to cry to Him for help. I suppose he got it without any doubt?”

“Grandma, what if the next verse should read: ‘But Jesus walked right on and let Peter sink’?”

“It won’t read so,” said Grandma, “because you see, nobody ever cried, ‘Lord, save me,’ really wanting to be saved, without Jesus attending to him right away.”

“Well, He did this time. It says, ‘And immediately Jesus stretched forth *His* hand, and caught him, and said unto him, O thou of little faith, wherefore didst thou doubt?’ ”

“Didn’t I tell you? ‘Immediately’ He took care of him, just the moment Peter really prayed to Him; that’s always the way.”

“Grandma,” said Nell, soberly, “I should like to have Jesus speak to me.”

“Why?” asked Grandma. “It makes me smile to see

how much like Peter you are; he had dreadful little faith, you know. To think of the times and times that Jesus has spoken to you. Why, you couldn't begin to count them."

"Oh, but Grandma, I don't mean that way! I mean really speak to me, so that I can hear Him with my ears, just as Peter did."

"Oh, well, He will one of these days; maybe in a very few days! I don't know how soon. He will hold out His hand and say: 'Come, ye blessed of my Father,' or else He will say, 'Depart from me.' Don't you let it be that last. Grandma wants her little girl with her up there."

"Then shall the King say unto them on his right hand, Come, ye blessed of my Father; inherit the kingdom prepared for you from the foundation of the world:" —Matthew 25:34

Questions

1. What was Grandma doing when the story began?
2. How fast could Little Nell ask questions?
3. What did Grandma tell little Nell to do to keep her busy?
4. What two people was Nell reading about?
5. Whom did Grandma think Nell was like?
6. What would Nell have liked to do like Peter?
7. When Nell said she would not be afraid to walk on water, of what did Grandma remind her to show Nell that she was indeed just like Peter?

8. To whom does Jesus attend right away?
9. What did Nell want Jesus to do to her?

What Do You Think?

10. When will we hear Jesus' voice?
11. How did you or will you call on Jesus for Him to save you?

attending

boisterous

charge

cheer

contrary

disciples

fidgeting

foundation

inherit

scampered

sensible

straightway

Lesson XXXIII

Who Could Want It?

Part 1

Madge had not wanted it to snow on that day of all others. She had been invited to take tea with her friend Louise on the morrow, and Mother had said, “You may go if the weather is pleasant.”

Madge had been confined to the house for a few days by a slight illness, so she was all the more eager to make the promised visit. “Perhaps it will rain, but it won’t snow anymore this winter, for it isn’t winter at all anymore—it is spring,” Madge told herself. Then with greater certainty she added, “Of course, it’s spring, with the grass green and the trees all budded, and March is a spring month. The almanac says so.”

The next morning she ran to her window as soon as she got out of bed. She saw to her dismay that there were little flakes of snow flying here and there through the air. “But it is only a flurry. I guess it will be all right by afternoon,” she said as she hurried to get dressed.

By afternoon, though, the tiny flakes had changed to large ones that came thick and fast, and covered everything



once more with soft, white, fleecy garments; they filled up the streets and piled themselves into a huge drift before Madge's front door, as if to say, "Now I have you! You know you will have to stay in now." And Madge did know it by this time. She had fretted a good deal, cried a little, and argued some with Grandma about it. For Grandma had said, "It's

all for the best somehow, my dear. I've lived a long life, and I've seen it turn out so scores of times in little troubles and great ones too."

But Madge said she didn't believe she ever would see why it was best for it to snow that day, when it was such a disappointment to her.

"Who knows but that it would disappoint some other little girl very much if it did *not* snow. You see, dear child, we can't have just such weather as would suit every one of us, so we must just think that God knows best about it."

"Who *could* want it to snow, I wonder, when it is

almost time for summer!” Madge said as she climbed into a chair to have a better view of the snowy world. She leaned her elbow on the windowsill and rested her chin in her hand while she watched the soft, white feathers sail from the sky. How softly and lightly they laid themselves down in white wreaths on the evergreens and made pretty, fleecy caps for the gateposts. They rounded out the large flower mound on the lawn until it looked like a bride’s cake. Then she looked up into the great, wide sky, where millions and millions of flakes were still coming, coming as if there never would be an end. “How high up did they come from? Was it almost to heaven, and did the angels know about them?”

So much snow all around made her think of the hymn they sang at prayers that morning, and before she knew it, she was humming.

Now wash me, and I shall be whiter than snow.

And Grandma caught the words and repeated, “Though your sins be as scarlet, they shall be as white as snow.” Her knitting dropped in her lap; her old eyes looked out, too, on the wonderful white scene as she murmured, “precious words, ‘as white as snow’!”

“In every thing give thanks: for this is the will of God in Christ Jesus concerning you.” —1 Thessalonians 5:18

Questions

1. What did Madge not want to happen that day?
2. Where had Madge been invited?
3. Why had Madge been confined to her house for a few days?
4. What time of year did Madge think it was?
5. To Madge's great disappointment, what happened that day?
6. What did Madge's grandmother say about the snow?
7. What did the snow make the large flower mound look like?
8. How many snowflakes were coming down?
9. Though our sins be as scarlet, how white shall they be?

What Do You Think?

10. When you think of snow, what are your thoughts?

almanac	flurry	scarlet
confined	fretted	scores
drift	garments	suit
fleecy	mound	view

Lesson XXXIV

Who Could Want It?

Part 2

There was a little girl who did want it to snow on the day that Madge Perry did not want it to snow.

Her name was Nettie, and she lived in a bit of a brown house in the country. She had been watching for snow the last three days. Now, as she saw through the schoolroom window the first flakes of the same storm that had so troubled Madge, she clapped her hands softly under her desk and said, “Goody!”

Faster and faster came the white downy things, chasing each other through the sky like frolicsome butterflies.

Nettie watched them with glee. Then, when they settled down into the good, steady job of a snowstorm, a thoughtful look came into her face, and she murmured, “God heard—I thought He would.” Then she covered her eyes with her hand for a minute and whispered, “Dear God, I thank You for snow.”

On the way home from school, the snow came down thick and fast. Nettie walked with her teacher, under her umbrella, and when Miss Carter reached her own door, she



told Nettie she would lend her the umbrella to get home. Now, if there was one thing that Nettie enjoyed above any other, it was carrying an umbrella all by herself. So she trudged on through the storm, as happy as a queen—if not happier—laughing outright when a big flake whisked itself into her mouth and another laid itself down on the end of

her nose. What a grand snowstorm this was, the very best one of the whole winter! The cold wind almost blew her off her feet, but what did she care— her heart was so light, and all because of the snow. “I do hope it will snow lots,” she said to herself. “Then it will be all right.”

But what had a snowstorm to do with making things “all right”?

This was the way of it:

Two or three nights ago when she lay curled up in her trundle bed all ready for a good night’s sleep, she heard something that made her wish, and not only wish, but pray, for snow to be sent.

The door was partly open into the sitting room, and she heard her father tell her mother, as they sat by the fire, that he did not know what he was going to do about raising some money.

“If we could have another week of sleighing,” he said, “and I could get my wood and potatoes to market, we would be all right. I wasn’t calculating on the snow going off so suddenly and leaving the roads in such a bad fix. There is that debt to finish paying, and shoes and groceries to be bought. It will be weeks before the roads will be settled enough to take heavy loads so far. If it does not freeze up and snow, I don’t know what will become of us.” And her father sighed heavily, and his voice was full of trouble.

Nettie felt so sorry for him. She wished so much that she could do something to make him happy again. As she

lay there thinking about it, this thought came to her. "The snow comes down from the sky, and God lives up there. I mean to ask Him to send some down." So she crept softly out of bed, and, kneeling in a dark corner, prayed, "Dear God, please send some snow. Father wants some so much, and he feels so bad. He is such a good father. Do help him." Then she nestled into her warm bed again and was fast asleep.

When the morning came, she did not forget about her prayer as some people do. She kept scanning the sky all that day expecting to see the snowflakes come sailing down. They did not come that day, nor the next, but Nettie kept on praying and looking for them. Sure enough, one night the north wind came out, and blew its cold breath over the earth in great gusts, until the roads were frozen as hard as granite. The snow came in the morning. On that day Nettie shouted and laughed all the way home from school because she was so glad. Nettie's father looked through the window at it hurrying, scurrying down as fast as it could come, and said with a happy face, "Well, well, this is just wonderful!"

Nettie usually sat on her father's knee after tea when the work was completed, and they had nice little talks. Tonight she whispered in his ear, "Father, do you know why it snowed so? I know. I asked God, and He heard."

How strange it was that Nettie's father drove the very first load of wood straight to Mr. Perry, Madge's father.

While he unloaded it, Mr. Perry stood and conversed with him a few minutes. They talked about the snow, and how strange it was to have such a heavy snowfall so late in the season.

“I have a little girl who says she knows why it snowed so,” said Nettie’s father, as he lifted out the last stick. And then he related the story of his trouble and Nettie’s way of helping him out.

When the Perry family were gathered about their pleasant tea table, Father told the story to them all, and nobody but themselves knew why Grandmother looked at Madge and nodded, as if to say, “I told you so.”

“And we know that all things work together for good to them that love God, to them who are the called according to his purpose.” —Romans 8:28

Questions

1. What was Nettie watching for the last three or four days?
2. What did Nettie do under the desk when she saw that it was snowing?
3. For what did Nettie bow her head and thank God?
4. What did Miss Carter lend to Nettie?
5. What did Nettie’s father need to do?
6. What did Nettie’s father say he needed?
7. Why did Nettie’s father need it to snow?

8. What did Nettie do because she felt so sorry for her father?
9. How long did it take for God to answer Nettie's prayer?
10. How did Madge learn about Nettie's prayer?

What Do You Think?

11. Why should we not be upset if things do not always happen as we would like them to happen?
12. In what ways do you trust that God knows best?

calculating
frolicsome
granite
gusts

nestled
outright
related
scanning

sleighing
trudged
trundle
whisked

Lesson XXXV

Lily and Her Ducklings

The white duck, Lily, made a nest on the ground in a small enclosure from which some tame rabbits had been removed. She gathered the scattered straw into one corner, and made a much neater nest than the other ducks did, who laid their eggs under the woodpile among the small chips.

She laid several large, smooth, white eggs, and when she had all for which she could care she began to sit on them to keep them warm. This she would do until the little ducks should be ready to peck their way out of the eggs. She plucked the soft white down from her breast to line the nest and to keep it of a more even temperature for the eggs. Whenever she left to find food, or to take a short swim in the pond, she carefully covered the eggs.

The duck cannot spread her wings as wide as the hen, so she has to be much more particular about her nest. She makes it deeper and warmer than a hen does. It is wonderful to observe with what skill all animals rear their young. It shows the great goodness and kindness of God, that He should thus fit each creature He has made for the duties each must perform.



His care is continual, not only over us, but also over all the other creatures. He hears the young ravens when they cry from the nest, and the ducks and the chickens are not forgotten by Him either.

It was a very pretty sight to see Lily on her nest, almost covered with straw, her head turned back, and her broad

yellow bill partially hidden beneath her wing. The down lay scattered about like snowflakes. As I came near, she looked patient and hopeful as she opened her eyes to see who had intruded on her quietude.

When a sitting duck goes in search of food, she acts so strangely that you would surely laugh to see her, unless you are accustomed to her odd ways. She bends her head back, and draws it close to her body, and waddles about in the greatest haste, quacking all the time.

Lily waited four weeks before the ducklings appeared. Some of the brood were of a straw color, and some were marked with spots of black. They were all pretty. When I first saw them, they were partly hidden beneath their mother. Their glossy bills and bright eyes were visible, but they were afraid to venture from their shelter. They were provided with water and food in the old rabbit house, because, if they followed their mother to the pond, the muskrats would probably devour some of them.

While the little ones remained with their mother, they were safe; but when they became discontented and wandered from home, they were sometimes lost. The muskrats were their principal enemies, and those from which they had most to fear. The muskrats were constantly lurking about to catch the ducklings, and sometimes the little ducklings ran directly into the deep muskrat holes, from which there was no possibility of escape. Quite a number of Lily's family came to an unhappy end in this way.

Once I saw them roaming about in the high grass, seeking in vain to find their way back to their mother, and I heard their calls for help, and her answering cry of distress. I could not help thinking of the dear children who forget their mother's counsel, and leave her protection before they are old enough to take care of themselves.

The ducklings, I observed, did not know who were their friends. Another day, the prettiest of the brood had found a way out of the rabbit house. I thought I would catch it, and give it back to its mother. It was much alarmed, and it ran away from me, thinking, perhaps, that I was a greater enemy than the muskrats. Just as I was going to put my hand on it, it hid itself in a muskrat's hole, from which there was no escape. I could not rescue it, and neither could its mother. The next morning, when I went to look at the ducks and give them their breakfast, there lay the poor duckling, close by the muskrat hole.

Children often think they know what is best for them quite as well as, if not better than, their parents. And when they are told not to do this or that, they are not satisfied to obey quietly. They ask, "Why not?" I think children might sometimes be told why they are bidden to do this, or forbidden to do that; but they should obey their parents promptly, whether they are given reasons or not.

Sometimes there are reasons which children cannot understand. Sometimes there are reasons that children should not be allowed to know. Sometimes it is simply

not convenient to enter into a discussion about it. In the Bible, children are commanded to obey their parents—not the reasons their parents may give them.

The young ducks could not understand why their mother did not wish them to go out of that enclosure. They could not comprehend the dangers which surrounded them. They could see the birds flying about in the air. They heard the hum of the bees as they sought for honey, or returned loaded to the hive. They could not understand why they might not wander about too. The red clover looked very beautiful, and the white clover was so fragrant that they longed to ramble in it. They probably thought their mother was too strict because she wished to keep them with her. Instead, they wanted to see all the pretty things they could glimpse now and then through the cracks of the rabbit house.

Children sometimes feel unpleasantly because they are not permitted to play in the street. Ah! They are as ignorant of danger as the poor ducklings! They are too young to understand the peril. Even if their mother should explain it to them, they could realize little about it. It is by far the better way for children to feel that their mother knows best, and to be satisfied that her reasons are good and sufficient, even if they do not know what her reasons are.

A wise person once said that, in most cases he had observed, those persons who had learned to obey their

parents promptly, most readily yielded to the claims of God. They were the most likely to become converted. And those who had always liked their own way generally had a long, severe struggle in giving up sin.

“Children, obey your parents in the Lord: for this is right.”
—Ephesians 6:1

Questions

1. Where did Lily the duck make her nest?
2. Why does a duck need to be much more particular about her nest than a hen?
3. Whose care is continual for everyone and everything?
4. What does a duck, which is sitting on eggs, do when she goes in search of food?
5. How long did it take for the ducklings to appear?
6. Who were the ducklings' worst enemies?
7. The ducklings were always safe as long as they stayed close to whom?
8. What do children sometimes think when it comes to knowing what is best for them?
9. What could the little ducks not understand about going outside of their enclosure?
10. Why did the little ducks probably feel that their mother was sometimes too strict?

What Do You Think?

11. Why do you think that children sometimes think that their fathers and mothers are too strict?
12. What do you think about when you do not understand your parents' reason for something?

accustomed

bidden

brood

convenient

converted

counsel

down

enclosure

glimpse

ignorant

intruded

lurking

muskrats

peril

severe

strict

sufficient

venture

Lesson XXXVI

The Blind Boy

It was a blessed summer day;
The flowers bloomed, the air was mild;
The little birds poured forth their say,
And everything in nature smiled.

In pleasant thought I wandered on,
Beneath the deep wood's ample shade,
Till suddenly I came upon
Two children, who had hither strayed.

Just at an aged beech tree's foot,
A little boy and girl reclined;
His hand in hers she kindly put,
And then I saw the boy was blind.

The children knew not I was near—
A tree concealed me from their view;
But all they said I well could hear,
And I could see all they might do.



“Dear Mary,” said the poor blind boy,
“That little bird sings very long:
Say, do you see him in his joy?
Is he as pretty as his song?”

“Yes, Edward, yes,” replied the maid,
“I see the bird on yonder tree.”
The poor boy sighed, and gently said,
“Sister, I wish that I could see.

“The flowers, you say, are very fair,
And bright green leaves are on the trees,
And pretty birds are singing there—
How beautiful, to one who sees!

“Yet I the fragrant flowers can smell,
And I can feel the green leaf’s shade,
And I can hear the notes that swell
From those dear birds that God has made.

“So, Sister, God to me is kind,
Though sight, alas, He has not given;
But tell me, are there any blind
Among the children up in heaven?”

“No, dearest Edward, there all see—
But why ask me a thing so odd?”
“Oh, Mary, He’s so good to me,
I thought I’d like to look at God.”

Ere long, disease its hands had laid
On that dear boy, so meek and mild.
His widowed mother wept, and prayed
That God would spare her sightless child.

He felt her warm tears on his face,
And said, "Oh, never weep for me:
I'm going to a bright, bright place,
Where Mary says I God shall see.

"And you'll be there—dear Mary too;
but, Mother, when you get up there,
Tell Edward, Mother, that 'tis you—
You know I never saw you here."

He spoke no more, but sweetly smiled
Until the final stroke was given;
When God took up the poor blind child,
And opened first his eyes in heaven.

Francis L. Hawks

"Then Jesus answering said unto them, Go your way, and tell John what things ye have seen and heard; how that the blind see, the lame walk, the lepers are cleansed, the deaf hear, the dead are raised, to the poor the gospel is preached." —Luke 7:22

Questions

1. On what type of day did the story take place?
2. How was the air that day?
3. What did the writer suddenly come upon?
4. Where did the children sit?
5. What could the writer hear and see?

6. What did the children hear singing?
7. Why could the boy not see the bird?
8. What could the boy smell?
9. Why did Edward ask his sister if there were blind children in Heaven?
10. Whom had Edward never seen?

What Do You Think?

11. Even though Edward was blind, how did he feel about God?
12. Are you as thankful to God as Edward?

ample	hither	meek
concealed	lame	reclined
disease	lepers	widowed
forth	maid	yonder

Appendix A

Roman Numeral Chart

1.	=	I	30.	=	XXX
2.	=	II	31.	=	XXXI
3.	=	III	32.	=	XXXII
4.	=	IV	33.	=	XXXIII
5.	=	V	34.	=	XXXIV
6.	=	VI	35.	=	XXXV
7.	=	VII	36.	=	XXXVI
8.	=	VIII			
9.	=	IX			
10.	=	X			
11.	=	XI			
12.	=	XII			
13.	=	XIII			
14.	=	XIV			
15.	=	XV			
16.	=	XVI			
17.	=	XVII			
18.	=	XVIII			
19.	=	IX			
20.	=	XX			
21.	=	XXI			
22.	=	XXII			
23.	=	XXIII			
24.	=	XXIV			
25.	=	XXV			
26.	=	XXVI			
27.	=	XXVII			
28.	=	XXVIII			
29.	=	XXIX			

Appendix B

Dictionary Definitions

accommodating adj. willing or helpful

Mother needed help with the baby, and Jasmine was very accommodating.

accustomed adj. familiar with, usually through repeated use

Louise has grown accustomed to changing diapers.

acknowledge v. to act with respect toward someone

I try to always acknowledge my father's wishes.

actually adv. really; truly

Janice actually knows how to make pancakes.

additional adj. more; added

Elmer brought an additional sandwich for Buddy.

admit v. to agree that something is true

Edgar admitted that what he did was wrong.

adieu n. or interj. good-bye; farewell (from French)

Adieu, my friend. I will see you next month.

adult n. a grown-up person

Most adults look very old to children.

advice n. an idea from another person on how to be or act

Roy's father gave him some advice on how to be helpful to his mother.

afterwards adv. at a later time

I will do my chores and play afterwards.

age v. to get older

Each day of our lives we age a little more.

alight v. to settle or land after flying

The bird alighted on the porch railing.

almanac n. a book containing information, usually about weather

Check the almanac to see what the weather might be in September.

aloud adv. spoken out loud

Joel read the paragraph aloud.

ample adj. more than enough for what is needed

There is ample food here for both of us.

anthem n. a song or hymn

We sang some pretty anthems in church yesterday.

appear v. to look or to seem

The sky appears to be clear today.

appearance n. the way something or some things look or seem

Mark had the appearance of a hard-working lad.

approve v. to say that something can be allowed or accepted

The teacher approved Tony's penmanship exercise.

ardent adj. warm and strong, as with love

Father has an ardent love for Mother.

astonishment n. complete surprise

To Kay's astonishment, the dish slid from her hand, hit the floor, and broke.

astray adv. out of the right way

The guide lost his way and led the group astray.

attach v. to bond to; to become loving toward

The new mother is so attached to her first little baby.

attend v. to take care of; to pay attention to

Mother attended to Clay's cut right away.

attendance n. the act of being somewhere

Joe was happy to see the attendance of his parents at his game.

autumn n. the season from September 21 to December 21; the fall of the year

The leaves turn beautiful colors in autumn.

await v. to wait for

Ginny happily awaited her father's return home.

awe v. to fill with respect and wonder

I was awed by the idea that God created billions of stars.

beacon n. a light, usually used for a signal

How the beacon did shine forth from the lighthouse!

before prep. in front of

Alex stood before his father and recited his verse.

behavior n. the manner in which a person acts
Jolene's behavior is always very good.

behold v. look; pay attention to
Behold the picture I have painted!

being n. a person
Man is a human being, but God is a spiritual Being.

bend v. to form a curve
The road bends around the mountain.

beneath prep. under
Your shoes are beneath your bed.

besides adv. also; in addition to
The food was tasty, and besides it cost very little.

bestow v. to give as a gift
Rachel's aunt bestowed a new doll upon her.

betray v. to be unfaithful to
Judas betrayed Jesus into the hands of the enemy.

bewilder v. to confuse; to make not to understand
Isaac was bewildered by his puppy's strange behavior.

beyond adv. farther away
They went into the woods beyond Joe's house.

bid v. to invite or to command
Mother had bidden Greg to take out the garbage.

blossom n. the flower part of a plant

The apple tree was covered with blossoms this spring.

boisterous adj. noisy and rough

We played some boisterous games at the picnic.

border n. the outer part or edge

We played on the border of the field next to the woods.

bounty n. an act of giving very much

Barry received his own horse through the bounty of his aunt.

bow n. a curve or an arch

We could see the bow of the curved roof.

breeze n. a soft wind

The soft breeze rustled the leaves in the tree.

brier n. a thorn

Sean had many scratches from walking through the briers.

brood n. a group of newborn animals; a litter

The mother hen watched over her brood of chicks.

brow n. the line of hair above the eye; eyebrow

Joan's eyes got wide, and she raised her brows in surprise.

bud n. a small, new bump on a plant stem; the beginning of a new growth

The buds are just appearing on the flowering plants.

bushel n. a large basket or container often used to carry fruit

We picked a whole bushel of apples.

business n. activity; things that are done

The business of the afternoon consisted of weeding the garden.

calculate v. to plan or think out beforehand

I calculated that we could mow all three lawns in one afternoon.

cane n. a stick with a curved handle used to help support one when walking

The old man could barely walk without his cane.

captive n. someone or something who is captured or being held

The captives were placed in a jail cell.

cease v. to stop

The dog ceased his barking when Patty let him in the house.

certainly adv. surely; without a doubt

God certainly loves us.

charge n. the state of having control over or care of someone or something

Father gave Alice charge over the puppy.

cheer n. a state of mind or heart

I hope that Elise will be of better cheer today.

childhood n. the time of being a child

My father said that he had a sled in his childhood.

choice adj. very good; having much reason to be chosen

That farmer grows only the choicest apples.

chuckle v. to laugh softly or quietly

Father chuckled slightly at the face the baby made.

claim v. to declare ownership of something

Robert found a wallet on the sidewalk, and John claimed it.

cleanse v. to wash or make clean

Father cleansed Marty's cut before he applied a bandage to it.

clerk n. a salesperson in a store

I paid the clerk, and he put the things I bought in a bag.

coarse adj. rough; poor quality

He wore very coarse, home-made clothing.

coax v. to urge or persuade

Lena's little sister coaxed her to play dolls.

cob n. an ear of corn, often with the kernels removed

Father feeds corn cobs to the pigs.

cocoon n. a protective case that an insect weaves about itself

The silkworm weaves a cocoon around itself.

common adj. ordinary

Irene used a common jelly jar for a vase to hold her flowers.

companion n. a friend or playmate

Reggie played ball with his companions.

complete v. to finish; to make whole

Alvin completed his science project.

comply v. to do as one is told or ordered

Father told Rudy to empty the garbage and he complied.

conceal v. to hide

We could not find Tanya. She had concealed herself in the closet.

confess v. to tell or make known

Ambrose confessed that he was the one who took the ball.

confine v. to hold within certain borders

Mother said, "Confine yourselves to the yard."

conquer v. to overcome, as in battle

The Roman army conquered most of the world in its day.

conscience n. a person's inner sense of right and wrong

Reuben's conscience was bothering him because he had spoken unkindly.

consent n. permission; approval; an okay to do something

Sheila received her mother's consent to go to the store.

consider v. to think about

I considered buying a bicycle, but decided to save my money.

constant adj. all of the time

The refrigerator made a constant hum without ever stopping.

continental adj. being one of something in a whole continent or country

The Rocky Mountains are the continental divide.

continue v. to keep up or keep going

Harry continued to play ball all day.

contrary adj. being the opposite of or against what is needed

The mule was being contrary and would not move.

convenient adj. comfortable or suitable

It is not convenient for me to leave in the bad weather.

convert v. to change from not having faith in God to having faith in God

Irene converted to Christianity when she was fourteen.

correct v. to make right; to fix errors

Grover's older sister corrected the errors on his paper.

cottage n. a small home out in the country

We went on vacation to a small cottage on a lake.

counsel n. advice or instruction

Dave sought counsel from his father about how to grow his beans.

countenance n. a face; the look on a person's face

Dick could still remember his father's countenance.

covenant n. a promise of God, or agreement with God

God made a covenant that He would never again destroy the earth with a flood.

creature n. an animal; something or someone that God created

All of God's creatures are wonderfully made.

creep v. to move very slowly and quietly

Fran crept past the sleeping baby.

cricket n. a game played with a ball and a bat with eleven players on a team

Ethan likes to play cricket.

crimson n. a deep red bordering on purple

I chose crimson to paint the sunset.

crop n. the result or harvest of a planting

Our corn crop was very large this year.

croquet n. a game played by hitting wooden balls with wooden mallets through wickets

Croquet is a nice lawn game.

crystal adj. clear like crystal or glass

The water in the stream was crystal clear.

cultivate v. to break up and loosen the ground to help plants grow

John often cultivates the soil in his garden.

dainty adj. small, delicate, and beautiful

Mother prepared some dainty little treats on crackers.

deal v. to do business or perform work

Frank deals with other people honestly.

deceit n. untruthfulness

The boy's parents did not trust him because of his deceit.

declare v. to make clear; to say for all to hear
Homer was declared the winner of the game.

deepen v. to make deeper or to increase
The red color of the sky deepened as the sun set.

demonstrate v. to show how to do something by doing it
Mother demonstrated to Elley how to knead bread dough.

descend v. to come down or to go down
Sometimes angels descend from heaven to earth.

destruction n. the act of completely breaking or ruining something
The destruction of the glass occurred when it fell on the stone floor.

devour v. to eat
Amos devoured a whole bowl of chips.

dew n. water droplets that form on the grass and other plants during the night
The dew was so thick that it looked like it had rained.

diamond n. a very expensive stone often used in jewelry
The lady had a diamond in her ring.

differ v. to be different; to do differently
This tree differs from that one in the shape of the leaves.

direct v. to guide a person's actions
Father directed the boys as they cleaned the garage.

disagreeable adj. causing discomfort or displeasure

The naughty girl had a very disagreeable attitude.

disappoint v. to make unhappy, usually by not doing what was expected

Rita disappointed the baby when she did not give him the pretzel.

disciple n. a follower in a certain belief

Everyone should be a disciple of Jesus.

disease n. a long or serious illness

Cancer is a deadly disease.

distinctly adv. strongly and clearly, as in speaking

Marge spoke very distinctly to be heard above the noise.

disturb v. to upset; to break into one's rest or thinking

Please do not disturb me while I do my schoolwork.

donate v. to make a gift of

Tom donated all his money to the missionary.

doubt n. a point of not being certain about something

Mother had some doubt whether Mary was telling the truth.

down n. feathers, often goose or duck

Janet has a pillow stuffed with down.

downstream adj. farther toward the end of a stream than the beginning

The raft was downstream from us.

downtown n. the business center of a city
Let's go downtown and visit some of the shops.

dozen n. twelve of something
Those twelve pies make an even dozen.

draw v. to pull or cause to move in some way
Cherry drew herself back from the fire so as not to be burned.

drift n. a large heap of snow created by the wind
The wind piled a drift almost as high as the house.

due adj. in the proper time or way
Good efforts will pay off in due time.

eagerness n. excitement to do something or get started doing something
Chuck was full of eagerness to ride his new bicycle.

educate v. to teach, usually in school studies or courses
Bill's father was educated at Dartmouth College.

elderly adj. old
The elderly man had trouble walking.

enclosure n. something that closes something or someone in
The farmer built a pen as an enclosure for his pigs.

English n. the language spoken in England and America
People speak English in England and America.

enlighten v. to make one understand; to teach or explain
Let me enlighten you about this riddle so that you may understand it.

ere prep. before
The sun was up ere I rose this morning.

escape n. a way to get away from something hurtful
God made a way of escape from hell for us.

eternal adj. everlasting; lasting forever
Only in Jesus may we have eternal life.

everlasting adj. lasting for all time
Heaven is an everlasting place.

excellent adj. of the highest quality; of the best kind
These are excellent peaches. They could not be better.

exclamation n. an excited shout
"I didn't do it!" was Henry's excited exclamation.

excuse n. a reason given for not doing something
His excuse for disobeying was that he forgot.

expand v. to grow or get larger
The balloon expanded as Wilma blew into it.

experience n. something that happens to a person
Falling in the lake was a bad experience.

experiment n. a test or trial done to learn the outcome
Scientists perform experiments to see if they can make new chemicals.

faint v. to get discouraged; to give up

We should never faint in well-doing.

fair adj. beautiful; pleasant to see

The young girl was very fair.

faithful adj. loyal; always obedient, even in temptation

The faithful dog never left his master's side.

false adj. untrue

To speak a false word is to lie.

familiar adj. being known well by someone

All the rooms in my house are very familiar to me.

fare v. to get along, or see things turn out

Shirley fared quite well in the spelling bee.

farthing n. a small coin

A farthing was a very small amount of money.

fashion n. a style or shape, usually of clothing

Very tall hats were the fashion in Abraham Lincoln's day.

fidget v. to move restlessly or nervously

The girl fidgeted as her mother scolded her.

firmament n. the sky or the heavens

The firmament seems filled with sparkling stars tonight.

firmly adv. strongly; with no intention of giving in

Ron firmly refused to go with those bad boys.

fleecy adj. like a wool fleece or lamb's coat

Regina had a fleecy collar on her jacket.

flurry n. a snowfall of very few snowflakes

It is just a flurry. It is barely snowing.

folks n. people

Folks are coming from all over to see the parade.

fond adj. having affection for; liking or loving

Mr. Horn is very fond of his only daughter.

forbid v. to command that something is not allowed.

My mother has forbidden me to go.

forest n. a large area of trees; an area of woods

There was not much sunlight in the thick forest.

forewarn v. to warn

Larry's father forewarned him that he would be punished for lying.

forsake v. to give up; to do no more

Ken has forsaken many of his bad habits.

forth adv. forward in movement, time, or order

The crew sailed forth on their voyage.

foundation n. the beginning, start, or founding of something

The foundation of our club took place on June 3.

fragrant adj. sweet-smelling

The fragrant flowers smelled beautiful.

frequently adv. often

I like to eat quite frequently.

fresh adj. newly made or changed

Tim took a shower and put on fresh clothes.

fret v. to worry

Andrea fretted about whether Lily would come.

frighten v. to scare; to cause to fear

Sadie was frightened by the big dog.

frolicsome adj. playful

The puppy was very frolicsome.

gardener n. a man whose job it is to tend a garden

Their gardener grows some wonderful things.

garment n. a piece of clothing

Mother said to hang your garments in the closet.

generally adv. usually

We generally go to the feed store on Saturday.

genuine adj. real; not fake

Al found a genuine arrow used by Cree Indians.

geography n. the study of the people, places, and customs of the earth

We will study American geography this year.

German n. the language spoken in Germany

Do you speak German?

gleam v. to shine, usually with reflected light

The bicycle gleamed in the sunlight.

glimpse n. a very short look

I only got a glimpse of the car as it flashed past.

glorious adj. beautiful; wonderful; extremely pleasant

Won't heaven be just glorious?

glower v. to look at very gravely, even angrily

The father glowered at his disobedient son.

granite n. a very hard type of rock

The rock ledge had a base of granite.

grant v. to allow or to give

Ansel's father grants him a very large allowance.

grave adj. very serious

Father's face was very grave as he looked at the broken lamp.

grieved adj. very sad

Susie was very grieved because her grandmother died.

groschen n. a German coin

The man paid him three groschen.

grumble v. to complain; to murmur

Clancey was grumbling to himself about breaking his model plane.

guide n. a person who knows and leads the way
The Indian guide led the settlers through the mountains.

guilty adj. having done something wrong or bad
He was guilty of breaking the dish.

gust n. a sudden blast of wind
That gust of wind broke my umbrella.

habit n. a regular pattern of actions caused by doing them over and over
Connie created a habit of brushing her teeth because she did it every morning.

handiwork n. work done personally with one's hands
That knitted sweater is a piece of Grandma's handiwork.

handsome adj. having a pleasing appearance (in men)
He was a very handsome young man.

harm n. hurt
The dog did great harm when he bit Clancey.

haughty adj. very proud, thinking that one is better than others
The boy was haughty and thought that he was better than others.

heap n. a pile
The dirt was piled in heaps around the yard.

heavens n. the sky; the firmament
The heavens are as blue as the sea today.

helpless adj. unable to help one's self

The mother lifted the helpless baby.

hither adv. to this place; here

Bid the dog to come hither.

horizon n. the line that seems drawn in the distance separating the earth from the sky

Watching the sunset, we saw the sun sink below the horizon.

household n. the home, property, and possessions of a family

Mother tries to keep our household in order.

however conj. but

I would like to go; however, I cannot.

human adj. of a man or a woman

Animals are not human.

hut n. a small, rough-looking building

The hunter rested in a small hut in the woods.

ignorant adj. having no knowledge

Lacy was ignorant of the fact that her cat had run away.

illness n. sickness

Judy had been in bed with a long illness.

immense adj. very, very large

I had no idea that a steamship was so immense!

immortality n. the state of never dying

Through Jesus we can find immortality.

indignant adj. purposely showing that one's feelings are hurt

Baby Lucy was quite indignant that the other baby took her doll.

industrious adj. hard-working

That industrious boy has two jobs.

infinite adj. having no end or limit

A circle is an infinite line.

inherit v. to receive something passed on from someone else

Roland inherited this table from his mother when she died.

innocent adj. having done nothing wrong

Horace was innocent of getting mud on the floor.

inquire v. to ask

Erica inquired as to whether I would be home tomorrow.

insist v. to require a certain thing or a certain way

Jacob insists that we only ride his bicycle on the sidewalk.

instruction n. teaching; lessons; schooling

Bart is receiving instruction in playing the piano.

intend v. to mean to do something

Jody intended to sleep, but the crying baby kept her awake.

intrude v. to come or come in without being invited or wanted

Butch would have intruded into the girls' game.

invite v. to ask to come

I invited Beth to my birthday party.

isthmus n. a narrow strip of land through the water connecting two larger land areas

The isthmus of Panama connects North and South America.

ivy n. a climbing vine

Look, that ivy has covered the entire wall of the house.

jackknife n. a large pocketknife

Troy opened his jackknife and put a point on the stick.

join v. to meet or get together with

I will join you for a game after I do my chores.

journey n. a trip

It was a three-day journey by car to visit our relatives.

joyous adj. filled with joy or happiness

The starving children became a joyous group when the food arrived.

keep v. to care for as a parent; to give a place to live

That old man keeps four children.

kernel n. a whole grain; the inner portion of a seed

Look at that bag of popcorn kernels.

labor v. to work

Josh labored in the vineyard all day.

lame adj. unable to walk due to injury or illness of the leg
The man was lame because he had lost his leg.

leper n. a person with leprosy, a disease that destroys the flesh on one's body
The leper kept his whole body covered so that no one would see the decay.

likeness n. an image or picture of someone
The picture was a likeness of her mother.

lurk v. to hang around waiting to strike; to lie in ambush
The fox was lurking behind the barn hoping to catch a chicken.

ma'am n. madam - a word of respect used in speaking to a lady
Good morning, sir, and hello, ma'am.

maid n. a young lady; a maiden
The gentleman asked the young maid whether her father was about.

mallet n. a barrel-shaped hammer made of wood or sometimes leather
He tapped on the tool with a soft mallet.

manage v. to handle; to take care of
Angie had a difficult time managing the baby.

mansion n. a very large, expensive house
Some very rich people live in mansions.

master v. to take charge of; to rule over

Alan had mastered his feelings and usually was a good boy.

meek adj. showing patience and long-suffering

Janice was a meek little girl.

melody n. the musical part of a song, not the words

Randy is humming a very happy melody.

mild adj. soft and gentle

Denise is so mild-mannered that she gets along with everyone.

mindful adj. keeping in mind

Walking down the old road, Fred was mindful not to step in the puddles.

missionary n. a person who goes to another land to tell others of Jesus

Brother Jones is a missionary to Africa.

moist adj. slightly wet; damp

Mother wiped his feverish brow with a moist cloth.

morsel n. a small piece of food

Each chocolate drop was a tasty morsel.

mound n. a hump or heap of earth

There was a slight mound over the grave where he was buried.

munch v. to chew with a crunching sound

I can hear Dilbert munching on those peanuts.

murmur v. to speak in a very low tone so as to be only heard by someone very close by

He murmured to himself that he was not happy.

muskrat n. a water-preferring rodent like a beaver

There were a number of muskrats which lived near the shore of the stream.

mystery n. something that is unknown or cannot be explained

Why God loves us is a mystery to me.

nature n. the world that God has created to surround us

The flowers, animals, trees, and birds are all part of nature.

nectar n. a sweet liquid found in flowers

The bee was sucking nectar from the flower.

ne'er adv. never

The lame horse shall ne'er race again.

neglect v. to give no attention to

That girl often neglects her lessons.

nestle v. to settle snugly or comfortably

Leslie nestled under her father's arm.

nobly adv. showing outstanding character

He nobly resisted his greatest temptation.

noonday n. twelve o'clock noon; the middle of the day

They were to have their meal at noonday.

notice n. attention

The naughty boy did not pay much notice to what his mother said.

oblige v. to command or expect something

Her mother obliges her to obey.

observe v. to watch or to see

We both observed the plane flying over us.

obstinate adj. stubborn

The obstinate mule refused to move.

odor n. a smell

There was a delicious odor coming from the kitchen.

ordain v. to cause; to put in order

God has ordained that the sun rise every morning.

order n. a command

Charlie's mother gave him an order to go to his room.

otherwise adv. in a different way or manner

I do not know how I could have otherwise helped him.

outburst n. a loud or violent exclamation

Roy let out quite an outburst when the hammer struck his thumb.

outright adv. without thought or worry

Kelly squealed outright because she was so pleased with her new dress.

overcome v. to get past a difficult problem
We overcome temptation through the power of Jesus.

pail n. a bucket
Max brought a pail full of water from the barn.

parch v. to partly burn
The bread baked too long and was slightly parched.

pardon n. forgiveness
I ask your pardon, Kelly, for breaking your doll.

parlor n. a room used for conversation; a living room
All the guests seated themselves in the parlor.

partake v. to share in; to take part of
Rhonda let Phoebe partake of some of her cookies.

particular adj. special or separate from all others
Our dog only likes to play with one particular ball.

party n. a group of people
There was a large party of girls at the sewing class.

pass v. to die and pass on to the next world
Hank's grandmother passed away last evening.

peep v. to peek, usually from under or behind something
Shelly peeped at us between the bars on her baby crib.

peculiar adj. unusual
Rodney found a very peculiar looking bug in the yard.

perchance adv. maybe; possibly
Perchance we will go to the park today.

perfect v. to make perfect
George did the problem over and over until he perfected the answer.

peril n. danger
The baby did not realize the peril of playing with the electrical outlet.

perish v. to die
Two people perished in the snowstorm.

persuade v. to get a person to agree about something
Ed persuaded Ralph to help him paint the fence.

piazza n. a porch or balcony
Grant is outside on the rear piazza.

piece n. coin; piece of gold or silver coinage
He paid three gold pieces for the horse.

piece n. a musical performance; a song
I really enjoyed that piece. Didn't you?

pitcher n. a container for holding and pouring liquid
Nancy took the pitcher and filled everyone's glass.

pitifully adv. in a manner to make one feel sorry for someone
Robbie cried pitifully when he skinned his knee.

plow v. to break up the ground for planting; to cultivate
The farmer plowed the field in early spring.

pluck v. to pull off or pick out
We will need to pluck the chicken's feathers before we can cook the chicken.

pocketbook n. a wallet or small handbag
The lady took some money out of her pocketbook.

pod n. a seed case or shell found in some plants such as peas and beans
After we removed them from the pods, we cooked the peas.

ponder v. to think about, sometimes very seriously
Sam pondered over what he might do when he grows up.

possession n. something that a person owns
A pocketknife and a ball were among the boy's possessions.

prepare v. to make ready
Mother prepared the dinner before the rest of us arrived home.

proceed v. to move forward; to continue
Elaine proceeded slowly with her sewing project.

profit v. to receive gain for something or some act
Lou profited when he sold the marble for more than he paid for it.

promptly adv. quickly or immediately
Sara promptly did exactly as her mother told her.

prosper v. to succeed or do well

Sandra's babysitting business has grown and prospered.

protect v. to cover or guard from harm

My umbrella protected me from the rain.

punctual adj. on time; always on time

Regis is a punctual young man. He is always on time.

pursue v. to chase

The dog pursued the rabbit around the yard.

puzzle v. to confuse; to make one unable to understand

The strange question on the test puzzled him.

quarter n. a one-fourth part

Kathy gave each of the four birds a quarter of her piece of bread.

ray n. a single line or beam of light

Only a few rays of light were able to peek through the crack in the door.

realize v. to learn that something is true or real; to understand

I just realized that my grandmother is my mother's mother.

reap v. to gather; to harvest as a crop

He who is friendly will likely reap friends.

recline v. to lean back or lie on one's back

Teresa reclined on the grass and watched the clouds.

recompense v. to return or pay back

Derek was able to recompense Victor for what he borrowed.

redeem v. to buy back; to bring back

Jesus will redeem us from our sin.

reflect v. to think

The girl was sorry once she reflected upon her actions.

regret v. to feel sorry after doing something

Sandy regretted that she had been mean to Katie.

regular adj. continuing without stop or miss

My heartbeat is very regular. It never stops or misses.

rejoice v. to give joy; to have joy; to make joyful

Christie rejoiced to see her mother coming.

relate v. to tell

Wilson related how they found the dog.

release v. let go

Amy released the rabbit from its cage.

relish v. to eat or drink with great pleasure

Andrew relished eating his chocolate sundae topped with cherries.

reluctantly adv. unwillingly and often slowly

The baby reluctantly gave back the toy.

remainder n. the part of something that is left over

Rory gave Jim the remainder of his lunch.

reprove v. to tell one of one's wrongdoing
His mother reproved him for his disobedience.

require v. to demand or expect
Bill's father requires him to take out the garbage every day.

reserve v. to keep back; to keep in store
Mother reserved some doughnuts for the children who were coming later.

resist v. to work against; to stand against
Veronica resisted the temptation to cheat on the test.

resolve v. to decide on a plan of action
Jack resolved to always obey his parents.

resolve n. a decision on a plan of action
She formed the resolve to always do her chores without being told.

respond v. to answer or reply
The boy responded to the question with the wrong answer.

reveal v. to show or make known something hidden
He lifted the cover of the chest and revealed the treasure inside.

reward v. to give something as a result of an act or deed; to recompense
The dog obeyed and Ivan rewarded him with a biscuit.

rise v. to get up
Stan rose from his chair and walked across the room.

roll n. a list of names, as for a school class or other group
The teacher called all the names on the roll to see if any were missing.

ropewalk n. a walkway with rope railings
They walked up the ropewalk onto the boat.

rough adj. not well-dressed or well-mannered
Some rough-looking men worked on the fishing boat.

ruler n. the person who is in charge
Father is the ruler of our household.

Sabbath n. the Lord's day
Most people worship on the Sabbath.

sacred adj. holy
The Bible is a sacred book.

satisfied adj. pleased or content
Rebecca was satisfied that she had completed sewing her skirt.

scamper v. to run playfully
Missy scampered across the floor after her ball.

scan v. to look quickly at something
Roger scanned the yard quickly to see if he had left any toys out.

scarlet adj. bright red
Brett wore a scarlet scarf.

scholar n. one who studies; a student, usually a very good student
Jed studies all the time. He is quite a scholar.

score n. twenty

One dozen plus eight equals a score.

seam n. a joint or connection between two pieces

Jenny has pinned the pieces of her skirt together, and is now sewing the seams.

seasoning n. a spice for cooking; a flavoring

Pepper is my favorite seasoning.

seek v. to look for or try to find

Dan was seeking his father, and he searched the whole park.

seize v. to take; to grab onto

One baby seized the toy from the other baby.

select v. to choose or pick

Jeannie selected a blue dress to wear today.

sensible adj. having or making common sense

It would be sensible to come in out of the rain.

settle v. to decide or put in order

Mother settled the question as to which answer was correct.

severe adj. very harsh, difficult, or even harmful

Several settlers died during the severe winter.

shadow n. partial darkness

In the shadow of twilight we could hardly see the path.

shelter n. something that offers protection from rain, snow, wind, etc.

When the storm came up, they ran into the shelter of the tent.

shew v. to show

He shewed me something that I never saw before.

shore n. the land at the edge of a body of water

Candy stood on the lake shore and dipped her toes in the water.

shrill adj. sharp, high-pitched, as a whine

The whistle had a very shrill tone.

shy v. to draw back or move away from

As he walked down the street, Carl shied away from the strange dog.

sickbed n. the bed of a person with a long sickness

He was not able to leave his sickbed for many months.

sight n. where people are able to see

Mother wanted to keep the baby within her sight.

slack adj. not diligent; slow; lazy

That boy is very slack in his studies.

sleigh v. to travel on a large horse-drawn sled called a sleigh

We sleighed down the icy road to Grandma's house.

slothful adj. lazy

The slothful boy did not do his chores.

snatch v. to grab quickly

Emil snatched the fly right out of the air.

snip v. to cut

Nellie snipped the ribbon with her scissors.

sow v. to plant, as with seed

We sowed our corn this spring, and we hope to harvest it this fall.

sparrow n. a small, brown bird

Sparrows are very common in most places.

sprinkle v. to scatter loosely about

Father sprinkled grass seed around the yard in order to grow a lawn.

sprout n. a small, tender new growth on a plant

The first little sprouts are coming up from those seeds that we planted.

squeal v. to shout a shrill cry

"Eek!" squealed Sissy as the mouse ran past her.

stake n. a stick for driving into the ground as a marker or a support

We drove stakes into the ground to hold the tent steady.

stale adj. having lost freshness

The bread was no longer fresh. It had become stale.

startle v. to cause instant or sudden fear

Trudy was startled by the unexpected loud noise.

starve v. to die from lack of food

People in poor countries sometimes starve because of lack of food.

state n. a condition or way of being

The soldiers were in a state of constant readiness.

stem n. the stalk or trunk of a small plant

When you cut the flowers, cut them at the bottom of the stem.

steward n. a servant who is given care of certain lands or possessions

We are all stewards over what God has given us to use for Him.

straightway adv. immediately; without delay or hesitation

Pearl obeyed her mother's command straightway.

stray v. to wander away, and possibly become lost

Two little calves strayed from the herd.

stream n. a very small river

The stream flowed right past our house.

strict adj. expecting complete obedience

Father is very strict. It will not do to disobey.

stroke v. to rub gently in one direction

Rosemary stroked her cat softly.

struggle n. an act of earnest trying; a large, difficult effort

It was a difficult struggle for Kevin to push the heavy wagon up the hill.

suddenly adv. with no warning or notice; quickly
The dog suddenly jumped up and began barking.

sufficient adj. enough
Some children do not have sufficient food on which to live.

suit v. to be acceptable; to be what one desires
The blue dress suits Sally just fine.

sunbeam n. a ray of light from the sun
The sunbeams gleamed on the water.

sup v. to eat supper or dinner
It is dinner time. Please stay and sup with us.

superintendent n. the person who oversees or is in charge of something
The superintendent is the person who is in charge of the school.

support v. to fill the needs of another
Father supports four of us children.

suppose v. to think a certain way about something
I suppose that Alice is happy that she is going on a trip.

surround v. to enclose; to be on every side
The little boat was surrounded by water.

suspend v. to hang
Balloons were suspended from the ceiling for the party.

task n. a job or a chore

Every child should have certain tasks to do around the home.

temptation n. the act of being tempted or wanting to do wrong

It was a great temptation to Brian to snatch a few more cookies off the plate.

tend v. to care for; to watch over; to feed and water

The gardener tended his plants daily.

term n. a division of the school year

At our school, we have two terms each year.

thoroughly adv. giving completeness in every detail

Anne did the job thoroughly, making sure every dish was completely clean.

toil v. to work or labor

The farmer toiled in the field all day.

transformation n. the act of changing from one form into another

The transformation of a caterpillar into a butterfly is truly amazing.

trial n. a test of one's patience

Losing her only doll was a trial to Ginger.

triumph n. the joy of success or of winning

Willie jumped in triumph after winning the race.

trudge v. to walk heavily, usually through something, as deep snow

Nelson trudged through the high grass.

trundle n. a small wheel or roller

Otis rolled the trundle-bed under the main bed.

truthfulness n. the quality of always telling the truth

Nick's parents trusted him because of his truthfulness.

twig n. a small branch or stem

Morris gathered some small dry twigs to start a fire.

twilight n. the light in the sky between sunset and full night

Just a few stars could be seen during the gray of twilight.

unusual adj. not ordinary; different from normal

It is unusual for the sun to be seen while it is raining.

urge v. to strongly advise or suggest

Joey's sister urged him to do the right thing.

utter v. to speak; to talk

Randall uttered a short reply to the question.

valley n. a low place between two mountains

We could see the whole valley from the mountain top.

valuable adj. being very expensive, or very important in some way

Albert's only picture of his mother, who went to heaven, is very valuable to him.

vase n. a pretty container, similar to a jar, often used to hold flowers

She put several long-stemmed roses in the vase.

venture v. to go forth where danger may be present
The rabbit ventured into the yard, hoping that the cat had left.

verdant adj. green
The verdant hillside was lush with plant life.

very adj. exact
This is the very shirt for which I was looking.

vex v. to trouble or upset someone
The girl's disobedience vexed her mother.

view n. a field of vision; an area able to be seen
You can get a better view of the pony from this window.

vineyard n. a field of grapevines
We had a great crop of grapes in our vineyard this year.

violently adv. marked by wild or strong actions
The wild horse bucked violently, trying to throw the rider.

void adj. having or containing nothing
The building was void of any people.

volunteer v. to offer advice or help without payment, for free
James volunteered to cut Mrs. Smith's grass because Mr. Smith was ill.

wages n. money earned from doing a job
Ernie's wages were two dollars for cutting the grass.

wander v. walking around, going to no special place
They wandered around in the woods for hours.

wane v. to decrease or lessen
The light was waning as the sun set.

weep v. to cry; to shed tears
Angeline wept over her lost kitten.

West n. the western part of the country
John's family is going on a trip to the West.

whate'er pron. whatever
Whate'er befalls me, I shall trust God.

whisk v. to move very quickly
The squirrel whisked up the tree trunk.

wicket n. a small wire hoop on the ground used for playing croquet.
Kim hit her croquet ball right through the wicket.

widow v. to make one a widow; to become a widow
The lady, of course, has been widowed since her husband died.

will n. one's desire or wish
We should always wish to do God's will.

wilt v. will
I know Thou wilt bless me, Lord.

wispy adj. light and frail, as with hair
The little baby had light, wispy hair.

withhold v. to hold back; to keep from giving
Father withheld Richard's allowance because he did not mow the lawn.

witness n. one who tells what he has seen

The witness told them how he saw the accident happen.

yield v. to bring forth; to bear fruit

The orchard yielded more apples than ever this year.

yonder adj. some ways away; over there

Look, there are berries on yonder bush.

Glossary

adjective (adj.) A word that describes a noun. It usually tells a quality, quantity, or tells the extent or what makes it different from another noun.

adverb (adv.) A word that modifies a verb, an adjective, or another adverb.

conjunction (conj.) A word that joins words or word groups.

interjection (interj.) A word that interrupts. An interposed remark or exclamation.

noun (n.) A word that is the name of a subject such as a person, animal, plant, place, thing, substance, or idea.

pronoun (pron.) A word used as a substitute for a noun.

verb (v.) An action word or state of being word.