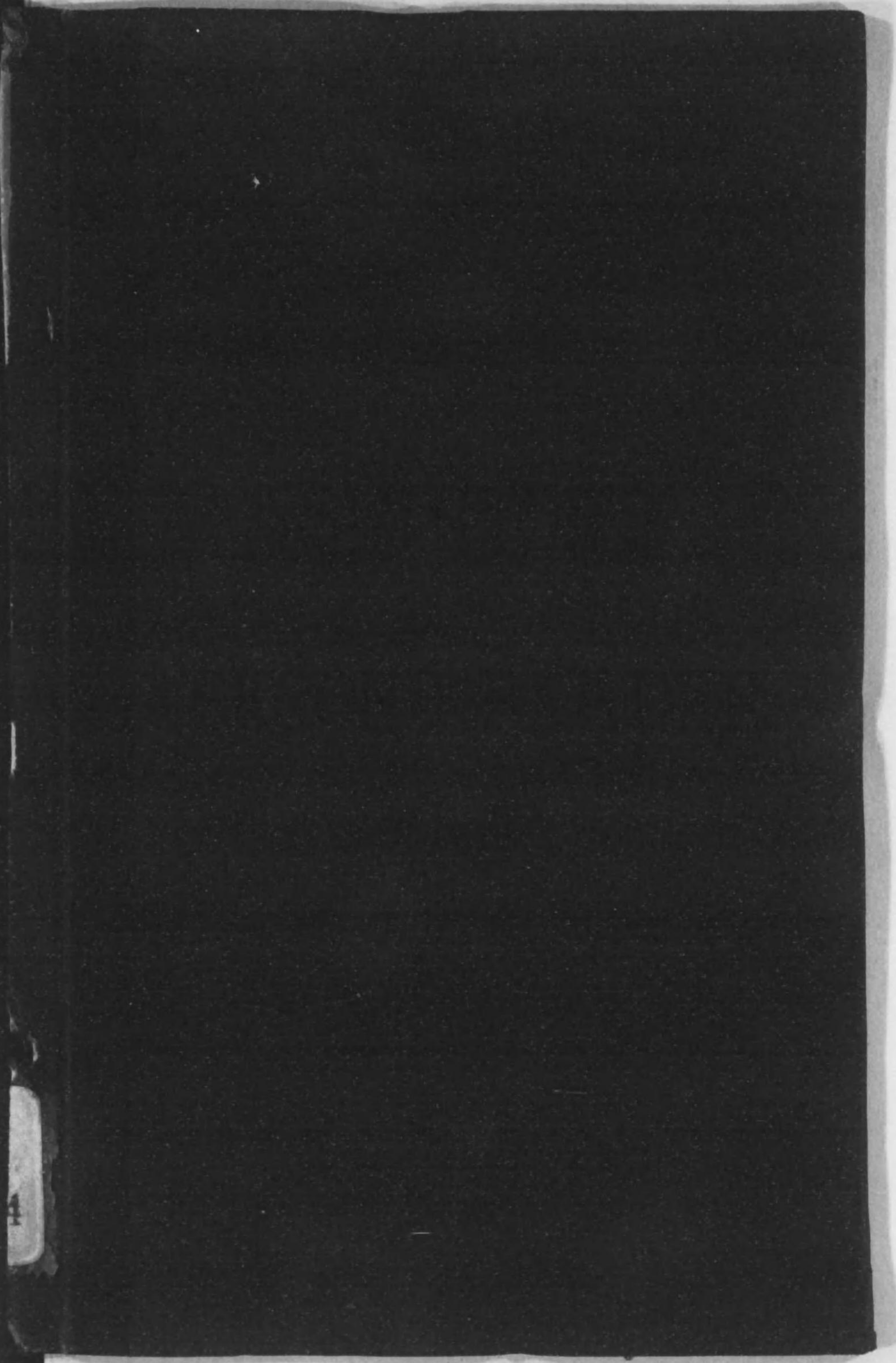
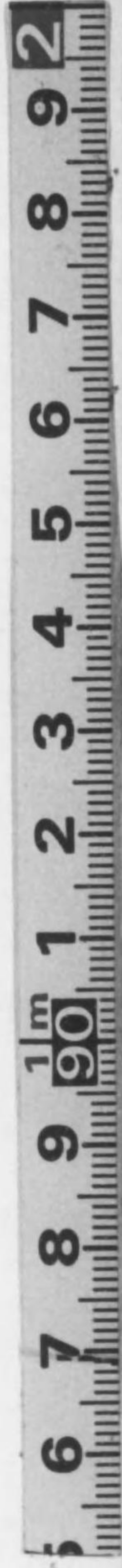
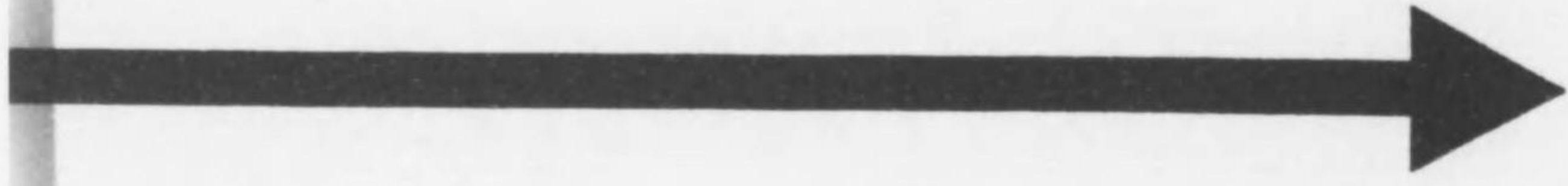




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SWINTON'S
SECOND READER



ŌSAKA:
SEKIZENKWAN.

1898.



"Pretty stars overhead,
Looking down on my bed,
Can you be God's kind eyes
Watching me from the skies?"
(*"God's Kind Eyes,"* p. 153.)

THE READER THE FOCUS OF LANGUAGE-TRAINING

SWINTON'S
SECOND READER.



PUBLISHED
BY
SEKIZENKWAN & CO.,
OSAKA, JAPAN.

1899.

"THE READER THE FOCUS OF LANGUAGE-TRAINING,"

SWINTON'S READERS.

I. Swinton's First Reader (including Primer).—This book consists of a great variety of carefully graded exercises, developing the proper use of the various *methods* of primary teaching, and presenting abundant work in script for the slate-practice of the youngest pupils. *114 pages.*

II. Swinton's Second Reader.—Graded and arranged to follow closely the work and methods of the First Reader. Introducing in easy steps the elements of language lessons. *176 pages.*

III. Swinton's Third Reader.—This book consists of a choice selection of instructive reading lessons, which are made the basis of systematic exercises in word analysis, language lessons, and composition. *240 pages.*

IV. Swinton's Fourth Reader.—Carries forward and develops the special language-work and methods of the Third Reader; introduces occasional exercises in the analysis of sentences; and gives simple instruction and practice in the art of elocutionary expression. *384 pages.*

V. Swinton's Fifth Reader (including Speaker).—This book presents language and composition work of the highest character. Each selection is accompanied by copious notes and suggestions. The elocutionary section of the book is of a novel and practical character. *480 pages.*

* * * *All the above books are handsomely bound in cloth, and in all respects of mechanical execution and illustration are of the highest order of excellence.*

TO SCHOOL OFFICERS.

The attention of School Officers is invited to the following points in this *Second Reader*.

Gradation.—In order to secure close gradation, each word on its first appearance is here, as in the First Reader, registered in the vocabulary at the head of the lesson. While this rigid recording of every word assures the closest connection between the *Second Reader* and the *First Reader*, it also affords a perfect test of the verbal gradation of the successive lessons.

Slate-Work and Dictations.—The purpose of both these classes of work is to secure practice in spelling, in the form in which it is best learned,—by writing words grouped in sentences. In the "Slate Work" the pupil copies from a model, and in the "Dictations" he has a written test of his memory of word-forms.

Language Lessons.—Under this head will be found a variety of attractive work suited to the capacity of Second-Reader classes. It comprises exercises in supplying ellipses, transforming sentences, answering questions, describing pictures, etc.; thus training the young scholar in the first elements of easy composition-writing.

Practice Sentences.—The purpose of these "Practice Sentences" is to take up at regular stages throughout the Reader each little stock of new words, and drill the pupil on them in fresh uses and varied types of sentence. This is the best possible corrective of the child's tendency to lose the full meaning of a word in reading and re-reading it in a single stereotyped connection. Systematic iteration of the vocabulary is thus substituted for accidental repetition, or no repetition at all. The importance of this entirely novel feature cannot be overstated.

Phonic Reviews.—The purpose of these occasional exercises is to afford review-drill in pronunciation. The words in these "Reviews" are arranged in phonic groups as a training in the values of phonic symbols, but the words are left unmarked with the view of furnishing a test of the pupil's mastery of preceding vocabularies.

Script.—To accustom pupils to recognize words in their written form as readily as in their printed form, an ample supply of script reading is furnished. The simple and beautiful characters employed have been engraved expressly for this Reader.



LESSON	PAGE
I. <i>Robin Redbreast</i>	17
II. <i>Our Band</i>	19
III. <i>Frank's Letter</i>	21
IV. <i>Lily Bells</i>	23
V. <i>Ida at the Beach</i>	24
VI. <i>What the Goose said</i>	26
PHONIC REVIEW.—I.	28
VII. <i>Practice Sentences</i>	29
VIII. <i>A Walk in the Woods</i>	32
IX. <i>The Little Monkey</i>	34
X. <i>Let us learn these Names</i>	36
XI. <i>The Sparrows</i>	38
XII. <i>The Bad Cat</i>	41
XIII. <i>About the Moon</i>	42
XIV. <i>Learning to Count</i>	44
PHONIC REVIEW.—II.	46
XV. <i>Practice Sentences</i>	47
XVI. <i>Fred's Three Horses</i>	49
XVII. <i>Two Little Stories</i>	53
XVIII. <i>Pop-Corn</i>	56
XIX. <i>Which is my Favorite?</i>	57
XX. <i>Hide and Seek</i>	59
XXI. <i>A Kiss for a Blow</i>	61
XXII. <i>Henry's Pigeon (Part I.)</i>	64
XXIII. <i>Henry's Pigeon (Part II.)</i>	66
PHONIC REVIEW.—III.	68
XXIV. <i>Practice Sentences</i>	69
XXV. <i>Mud-Pies</i>	72
XXVI. <i>My Tame Owl</i>	74
XXVII. <i>The Girl who could wait</i>	77
XXVIII. <i>Nothing like Water</i>	80
XXIX. <i>Hen, Egg, and Chick</i>	81
XXX. <i>George's Walk</i>	84
XXXI. <i>Sing a Song to Me</i>	88
XXXII. <i>Can you Swim?</i>	91

PHONIC REVIEW.—IV.	94
XXXIII. <i>Practice Sentences</i>	95
XXXIV. <i>The Goose and the Golden Eggs</i>	97
XXXV. <i>Merry Spring</i>	101
XXXVI. <i>Count Ten</i>	103
XXXVII. <i>Our Tobby</i>	105
XXXVIII. <i>A Funny School</i>	108
XXXIX. <i>The Prettiest Doll in the World</i>	110
XI. <i>Poor Bobbie</i>	112
XLI. <i>The Hard Lesson</i>	114
XLII. <i>Brindle and Bess</i>	116
PHONIC REVIEW.—V.	118
XLIII. <i>Practice Sentences</i>	119
XLIV. <i>Baby-Boy</i>	121
XLV. <i>The Dolls' Picnic (Part I.)</i>	122
XLVI. <i>The Dolls' Picnic (Part II.)</i>	124
XLVII. <i>Stuffy and Spitfire</i>	127
XLVIII. <i>A Frolic</i>	129
XLIX. <i>Daisy's Lapful of Sunshine</i>	131
L. <i>One Thing at a Time</i>	135
LI. <i>What John Larkin learned</i>	136
PHONIC REVIEW.—VI.	140
LII. <i>Practice Sentences</i>	141
LIII. <i>The Lamb in School</i>	142
LIV. <i>The Holiday</i>	144
LV. <i>Uncle John's and Little Ida's Letters</i>	145
LVI. <i>Our Dogs</i>	149
LVII. <i>God's Kind Eyes</i>	153
LVIII. <i>The Bear in School (Part I.)</i>	154
LIX. <i>The Bear in School (Part II.)</i>	157
LX. <i>George Washington</i>	160
LXI. <i>The Truthful Boy</i>	163
LXII. <i>About Metals</i>	165
LXIII. <i>More about Metals</i>	167
LXIV. <i>The Mill-Wheel</i>	170
LXV. <i>Brave Little Kate</i>	171
PHONIC REVIEW.—VII.	175

*. The poems XII. and XLII. are taken, by permission, from "Our Little Ones."

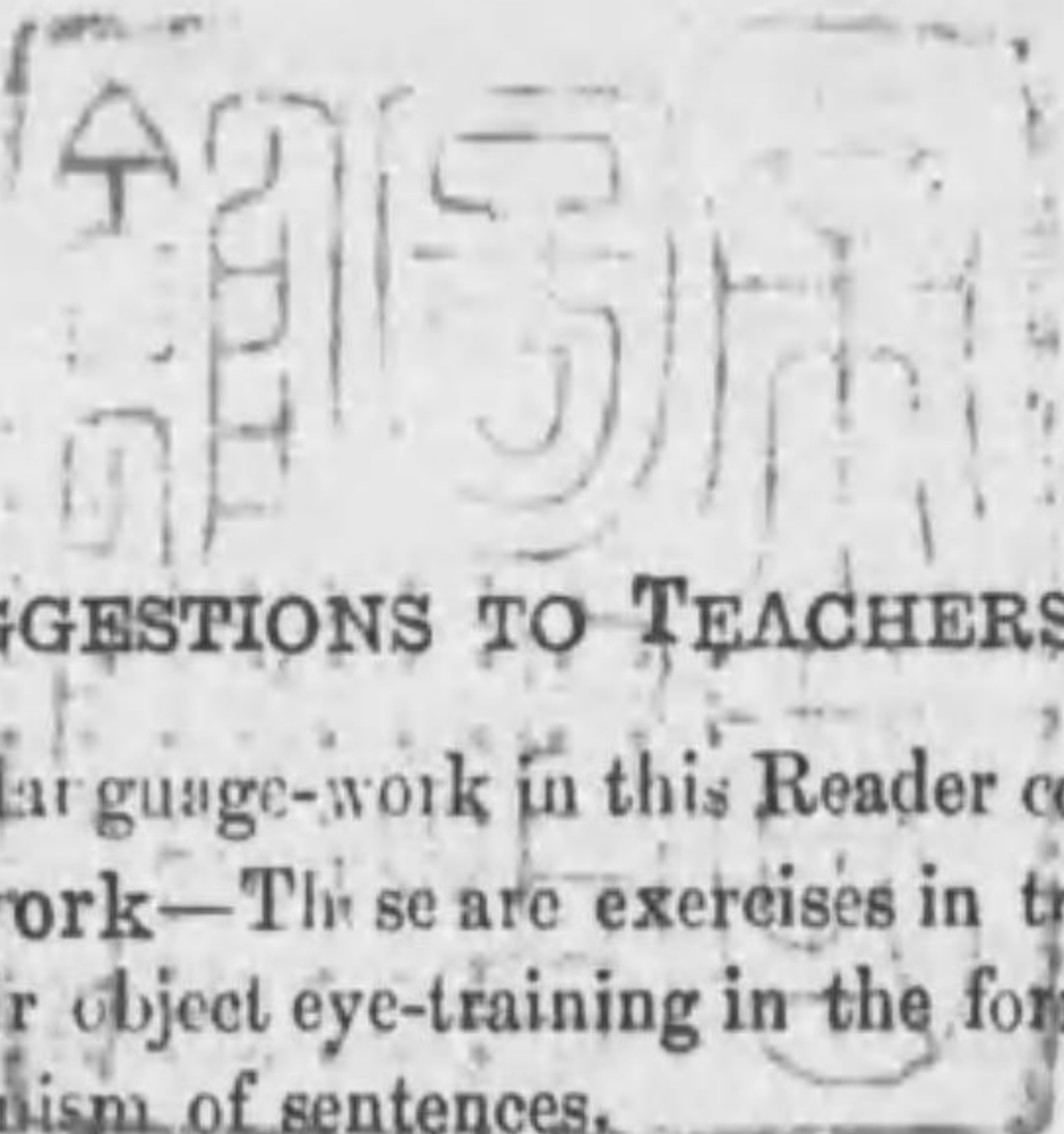
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SUGGESTIONS TO TEACHERS.

THE written language-work in this Reader consists of:—

I. **Slate work**—These are exercises in transcription, having for their object eye-training in the forms of words and the mechanism of sentences.

The copies may be made first on slate, and then on paper (two or more pupils being at the same time sent to put the work on the blackboard); after which, the class should exchange slates or papers for correction.

N. B.—Be very particular not only that the *words* are correctly copied, but that the *mechanism of the sentence* is right,—that each sentence begins with a capital letter, and ends with the proper terminal mark.

II. **Dictations**.—These exercises, like the preceding, have for their aim training in written spelling; but they are, of course, somewhat more difficult than mere copying, since here the pupil is called on to reproduce not a mere visual impression, but a recalled mental image of word-forms.

No word is used in these dictations which the pupil has not already learned from the current lesson, or these preceding.

It is recommended that the sentences be given out in the portions spaced off, since the hearing of them thus read will insensibly convey to the child a notion of rhetorical pauses. From time to time write one of the dictations on the blackboard, marking the rhetorical pauses thus (p. 25):—

“See \ddagger these pretty \ddagger shells!

I and them \ddagger in the clean sand \ddagger on the beach.”

Teach the children to read these in a sweet, pleasant tone, as a model of reading the dictation sentences written by them.

III. **Language Lessons**.—These comprise several types of easy language-work, among which are,—

1. *Copying sentences and supplying ellipses*.—The sentences are in every case based on the lesson just had; so that the words to be supplied will readily occur to the child, if the piece has been read understandingly; while the task of completing statements by supplying omitted words will encourage the habit of attentive reading. As a little help here, the number of small dots indicates the number of letters in each omitted word.

As before, slates or papers should be exchanged, and the children trained to look sharply after errors in spelling, and in the use of the initial capital and the terminal mark.

2. *Answering questions on what is seen in a picture*.—This is an exercise somewhat in advance of the preceding, since here the children are called on to express a thought of their own. In this, however, the teacher will find the little ones soon becoming apt enough; and her main endeavor will be directed to seeing that the answer is given in the form of a complete sentence rather than as a bit of a sentence,—to seeing that, for example (p. 36), pupils answer the question, “What is the man doing?” by the full statement, “The man is playing an organ” (not by the mere phrase, “Playing an organ”).

3. *Writing answers* (i. e., affirmative declarative sentences), *to direct questions*.—The *questions* are in every case simply the interrogative form of *statements* made in the lesson; so that the child's remembrance of the piece will render the task of changing from question to statement an easy one. At the same time the modifications required in the order of words, grammatical

forms, type of sentence, etc., will be sufficient to keep the little ones' wits fully at work. Thus in answering the question (p. 33), —

"Did May and Joe take a walk in the woods?"

the pupil writes, —

"May and Joe took a walk in the woods."

Here the order of words is different, the verb-form is different, the initial capital is different, and the terminal mark is different. The answers to these questions should first be called for orally, and the children shown that each answer must be in the form of a complete sentence (statement). The scholars will soon learn to give orally the answer in correct form, being guided to such changes of grammatical form as are needed by what has been happily called "the vernacular instinct." Then the teacher's main task will be to train her pupils to the correct *writing* of what they have correctly *uttered*, — to teach them the art of "talking with the pencil."

4. *Answering indirect questions*: that is, questions introduced by *Who, What, Where, How, etc.* This task calls for a little more than the foregoing, since the answer is not obtained by a mere change of form in the question; but it will be found quite within the scope of the pupils' capacity, since in each case the question will recall easily-remembered statements made in the lesson just read.

It will be seen that these several kinds of language lesson are, in fact, so many little exercises in *composition*. They lead the child to use the words of the given vocabulary in sentences of his own; thus bringing the piece much nearer to him, and increasing his ability to read the lesson by his increased understanding of it, at the same time that they give him the pleasing and novel sense of being able to say something on paper. For

example: when the little one has written the Language Lesson on p. 52, he will be able to show this:—

"Fred had three horses.
His first horse was his father's foot.
His next horse was a rocking-horse.
His third horse was a live horse. It was a pony.
The pony could trot fast.
Fred liked that one best."

Not a very lofty exercise of intellect, to be sure, but one quite suited to the child's stage of mental growth, and one that can not fail to be both pleasing and profitable. Wisely to guide the young scholar to extract from such exercises all that they contain of food for his mind, is worthy the best and most sympathetic effort of the trained teacher.

MARKS OF PUNCTUATION.

•	:
PERIOD.	COLON.
?	—
INTERROGATION POINT.	DASH.
!	,
EXCLAMATION POINT.	ASTROPHE.
,	-
COMMA.	HYPHEN.
;	" "
SEMICOLON.	QUOTATION MARKS.

PHONIC MARKINGS.

I—Vowel Markings.

Sounds of	breve. (macron. —	circum. flex. ^	dots. ..	dot. .	wave ~
a	băg	plāy	hâir	fâr, fằll	âsk, whằt	
e	bẻg	mẻ, they	thẻre			hẻr
i	bỉg	kite		machỉne		dỉrt
o	bỏg	ỏld	fỏr	ỏ	ỏne, wỏlf	
u	bủg	ủse	củrl	rủđe	pủsh	
y	hỷmn	mỷ				
oo	fỏt	schỏol				

II.—Equivalent Vowel Markings.

e, ă	prey, prăy	ē, ì	pẻrt, dỉrt
ÿ, ỉ	hỷmn, hỉm	ą, ỏ	whằt, hỏt
ÿ, ỉ	mỷ, mỉne	ó, ử	nỏne, nủn
u, o, ỏ	pủll, wỏlf, wỏol	ô, ą	fỏr, fằll
u, o, ỏ	trủe, tỏ, tỏo	ỉ, ẻ	pủque, pẻak
â, ê	âir, hẻir		

III.—Consonant Markings.

ç and çh	çellar, machỉne	like s and sh
e and eh	eurl, sehool	“ k
ğ	ğem	“ j
ğ	ğet	hard
s	hag	like z
x	exact	“ gz
n	think	“ ng
th	there	flat

(,) under c is the cedilla; (.) under s and x is the suspended bar.

DRILL ON THE VOWEL SOUNDS.

a

ăt, hằve, bằck, lằmb.
gằte, nằil, plằy, breằk.
cằre, stằre, chằir, beằr.
ẳrm, ẳunt, lằugh, heằrt.
ẳsk, clằss, fằst, grằss.
ằll, smằll, fằult, broằd.
wằs, wằsh, wằtch, wằt.

cỏme, dỏne, dỏes, sỏn.
ỏ, mỏve, shỏe, sỏup.
wỏlf, cỏuld, wỏuld, shỏuld.
hỏrse, nỏrth, shỏrt, thỏught.
lỏok, fỏot, gỏod, lỏok.
tỏo, fỏod, mỏon, schỏol.

u

fủn, sủn, tỏuch, yoủng.
ủse, ủne, pủre.
bủrn, củrl, hủrt, ủrn.
rủđe, rủle, trủe, trủth.
bủsh, fủll, pủsh, pủt.

e

ẻnd, breằd, friẻnd, guẻss.
mẻ, week, kẻy, piẻce.
thẻre, whẻre, thẻir.
ẻight, reẻins, veẻil, they.
hẻr, wẻre, tẻrm, lẻarn.

y

hỷmn.
fỷ, whỷ, buỷ, eỷe.

i

ỉnk, mỉlk, thỉnk, buỉld.
kỉte, nỉce, đỉe, aỉsle.
machỉne, polỉce, valỉse.
bỉrd, đỉrt, gỉrl, sỉr.

o

nỏt, hỏt, clỏck, frỏck.
ỏwn, bỏat, đỏor, fỏur.

ou and ow

out, count, house, mouth.
owl, cow, down, now.

DRILL ON THE CONSONANT SOUNDS.

	p ear	p each	p ig	p ush
Lip Letters	b ear	b each	b ig	b ush
	m an	m et	m ost	m uch
	w ay	w ear	w ere	w ict h
Glottis and Lip . . .	wh ey	wh ere	wh ir	wh ich
Glottis	h ad	h at	h id	h it
Lips and Teeth . . .	f ail	f eel	f ast	f ine
	v eil	v eal	v ast	v ine
	th ank	th igh	th in	th row
Tongue and Teeth . .	th an	th y	th ine	th ough
	k eg	k ey	k id	k illed
	g et	g eeso	g ig	g ild
	t ie	t ime	t ore	t own
	d ie	d ime	d oor	d own
	s eal	s ink	s ounds	
	z eal	z inc	z ounds	
	l eaf	l et	l ip	l og
Tongue and Palate .	n ail	n est	n et	n ice
	ch eer	ch est	ch oke	ch unk
	j eer	j est	j oke	j unk
	w ish er	f ish er	r ash er	ush er
	v iz ier	g raz ier	az ure	glaz ier
	r ed	r ipe	r ose	r ule
	bri ng	stri ng	swi ng	thi ng
	y e	y ear	y east	y ield

RHYMES ON THE VOWEL SOUNDS.

ä	I am säd, Make me gläd.
ä	Härk, härk! The dogs do bärk.
ä	The hare ran fäst, But came in läst.
ä	Baby small Had a great fall. Little Jack Hörner Sat in the cörner.
ä	Let us wander Over yönder.
e	Seven, eight, Shut the gäte!
ê	When she got thêre The cupboard was bâre.
ë	Nine, tēn, A good fat hēn.
ē	Say, "If you plēase," My dear Louïse.

ē ī û	Nell, have you hēard The chirping bīrd? Stroke pussy's fūr, And she will pūr.
ī ȳ	Millie, Millie, Here's a lily.
ī ȳ	"He never tells a lie," The children all would cry.
ō	Ten little tōes, As pink as a rōse.
o ōō u	Lily said, "You could;" Lulu said, "You should." Have you any wōol? Three bags full.
o ōō u	One, two, Tie my shoe! The dove says "Cōō." The cow says "Mōō." Little Ruth Told the truth.
o ũ	Cōme, boys, cōme! I hear a drũm.
ū	Each bird in Jūne Doth pipe his tūne.

SECOND READER.

LESSON I.

Robin Redbreast.

Jäck	sōng	bā'by	be-fōre'
Frōst	sōngs	Rōb'in	cheer
eōat	spring	Red'brēast	Cheer'-up



1. This is Robin Redbreast.
2. He came this spring, before Jack Frost went away.

3. So, you see, he has a coat to keep him warm. He has his songs in his bag.

4. By and by he will be singing, "Cheer-up! cheer-up! cheer! cheer!" He will have a nest in the sweet apple tree.

5. Sing, Robin, sing,
High in the tree!
Sing a sweet song
For baby and me.

6. Sing, Robin, sing,
For baby and me,
Sing for your little ones
High in the tree.

—••••—
SLATE WORK.

*Sing, Robin, sing.
For baby and me.
Sing for your little ones
High in the tree.*

LESSON II.

Our Band.

bänd	plūme	Frēd	Mam-mä'
pän	ūse	eōmb	trūmp'et
drūm	eallſ	noīse	be-gän'



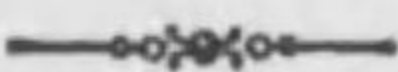
1. "Come, Tom and Fred," said Frank, "let us play band. I will put this blue plume in my cap, and then put some paper over the comb for a flute."

2. "All right," said Tom. "I must have a drum. I will get a tin pan and some sticks. And, Fred, you can use this paper for a trumpet."

3. Then the band began to walk around, and play—O, such sweet music!

4. Mamma calls this music noise; and Fred says, "I like things that make a big noise."

5. I think that most boys do.



LANGUAGE LESSON.

Copy, and put the right words in place of the dots.

*Tom, Fred and Frank played
 Frank Tom had
 a....., and Fred had a.....
 The dog ran away because
 he did not like the.....*

LESSON III

Frank's Letter.

yēars	trūe	lēt'ter	to-gēth'er
week	cān't	bēt'ter	ma'ny (mēn'y)
nīcē'ly	ēnd	in-deed'	wordz (wūrdz)
slāte	shōrt	sē'e'ond	writē
thīrd	schōol	lēarned	wrōte

1. Frank Brown was six years old. The first week he went to school he learned to write he name—

Frank

2. He wrote it many times. And he wrote it better and better each time. At the end of the week he could write it very nicely.

3. The second week his teacher showed Frank how to write these two words—

Dear Mother

4. He wrote these two words many times. First he wrote them on his slate, and then he wrote them on paper.

5. The third week his teacher showed him how to write these three words—

I love you

6. Then his teacher said to him, "Now, Frank, write a letter to your mother."

7. "O, I can't do that," said Frank.

8. "Why, yes you can," said his teacher.

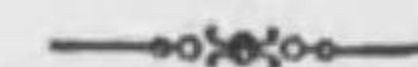
9. She then showed him how to put together all he had learned; and at the end of the third week he took home this letter:

Dear Mother
I love you
Frank

10. Don't you think this was a nice letter for a boy six years old to write?

11. "Yes, indeed," you say, "but it was very short."

12. That is true; but was it not very sweet, too?



LANGUAGE LESSON.

Copy Frank's letter, but write your own name in place of "Frank."



LESSON IV.

Lily Bells.

dew (dū)

white

Swing, lily bells,
Under the blue;
Sweet lily bells,
Bright with dew.

Ring, lily bells,
Soft and low,
Pure lily bells,
White as snow.



LESSON V.

Ida at the Beach.

Í'da	e·lēan	mīnd	lāughed (lāft)
sānd	bēach	sīnce	wāshed (wōsht)
plāce	spēnt	hōlēş	nōth'ing
wāveş	shellş	sēa	sūn'shāde
sōr'ry	nēv'er	gone	sōme'timeş

1. Little Ida and her mamma once spent a week at the beach. Ida went out every day to play in the nice clean sand.

2. Sometimes she would find pretty shells. Sometimes she would dig holes in the sand, and sit in them with her sunshade over her head. She had fine fun.

3. One day she took a sharp stick, and made the letters of her name in the sand. These are the letters—

Ida

4. They looked so nice that she ran and called her mamma to come and see them.

5. "O, do come with me," she cried, "and see what I have made!"

6. Ida's mother was glad to please her little girl; so she went with her. But when they came to the place—what do you think? There was nothing to be seen.

7. "O, dear!" cried Ida; "where can my name have gone? I have lost my name!"

8. "The waves have come up since you were here, and have washed the letters all away," said her mamma.

9. "O, that is too bad! I am so sorry!"

10. "Never mind, dear: you can write them again. The sand is like a big slate, and the sea has washed it clean for your new lesson."

11. Ida laughed, and wrote her name again better than she did at first.

—o:~o:~o:—

DICTIONATION.

See these pretty shells! I found them in
the clean sand on the beach.

Did Ida go to the place where the
waves washed away her name?

LESSON VI.

What the Goose said.

gōose	stōnes	in'to
gēese	ēat	mūch
frōgs	bād	doēs'n't



1. "I'm a goose, a big goose, and these are my little ones. Are you glad to see me?"

2. We swim in the pond most of the time. We can walk, and we can fly a little. What do we eat? O, we eat little fish and frogs.

3. Get wet? Why, no! When we come out of the pond we are just as dry as we can be.

4. One morning a bad boy began to throw stones at us. I ran after him, but could not catch him." This is what the goose said.

5. The boy did throw the stones into the pond. But he did not want to hit the geese. He didn't try to hit them. And he was not a bad boy.

6. But then a goose doesn't know much.

LANGUAGE LESSON.

Look at the picture; then copy, and put in the right words: —

*I see one big and
 . . . little
 They swim in
 Did the . . . throw ?*

PHONIC REVIEW.

ā	slate	pa'per	ba'by	waves
ē	beach	eat	geese	week
ī	white	write	mind	nice'ly
ō	coat	wrote	most	holes
ū	plume	flute	use	mu'sic

SLATE WORK.

Copy with the marks:—

sānd slāte bēlls elīan
sīng write sōngs wōte
gēuse spīnt flūte begāin

LESSON VII

PRACTICE SENTENCES.

[No word not already learned.]

I.

Robin Redbreast came in the spring with his songs in his bag. Did you see his nest? O yes; in the sweet apple-tree.

When does Jack Frost come? In the spring?

Boys, you may play band, but do not make such a noise. You don't like music? Not that kind. Tom thinks it is nice, and so do I.

See the pure white lily bells! Yes, dear, they are white as snow, and bright with dew.

Did Ida have fine fun? Did she write her name in the sand? Did the waves come and wash the letters all away?

What have you learned at school? I have learned to write nicely on my slate, and I can write nicely on paper, too.

Can you write letter? Yes, I wrote one to my mother last week. The teacher showed me how to write the words. My mother said my letter was short and sweet.

How many little ones did the big goose have? Little geese like to get wet.

The boy didn't try to hit the geese, and he was not a bad boy. Bad boys throw stones at geese and frogs.

"Come, Fred," said Frank, "and let us have a swim in the pond."

"O no, Frank!"

"Why not?"

"I'm afraid to get wet."

What a funny boy, to think he can learn to swim without getting wet!

"Minnie, let us write a letter to our teacher."

"What shall we say, Grace?"

"We will say:

DEAR TEACHER,—

Will you go with us to the beach to gather pretty shells? We will have such a nice time.

MINNIE AND GRADE."

II.

SCRIPT READING.

How do you do, Grace? That is a nice sunshade you have. Where are you going this morning? I am going to school. I am glad to see the robins. They tell of spring time. The mother sings to her little ones. Where does Robin keep his songs? He keeps them in his bag. A goose does not know much. Does she?

LESSON VIII.

A Walk in the Woods.

milk	sound	whip'-poor-will
snake	strange	pretty (prĕ'ty)

1. Alice, May, Joe, and Susie all took a walk in the woods.
2. Alice and May found some pretty, red blossoms.
3. Susie lost her boot in the mud. Joe says that he saw a big snake.
4. Now they are going home, and they hear a strange sound—*whip-poor-will!* *whip-poor-will!*
5. What can it be? Alice says, "Keep still, and you will hear it again."
6. Alice knows what it is. Do you?
7. May and Susie think that "whip-poor-will" is a very strange thing for a bird to say.
8. So do I; and I think it is a strange name for a bird, too.



Whippoorwill

LANGUAGE LESSON.

Write your answers:—

- Did May and Joe take a walk in the woods?
- Did May find some pretty, red blossoms?
- Did Joe see a snake?
- Was the bird's name whip-poor-will?

¹ TEACHER'S NOTE.—See Suggestions.

LESSON IX.

The Little Monkey.

street	bōd'y	ōr'gan	squēal
teeth	ċent	ān'gry	hānd'le
frock	round	mōnk'ey's	dānċ'ing



1. Look there in the street! See the little monkey! It has a red cap and a blue frock.

There is a cord around its little body, and a man is holding the cord.

2. The man is playing an organ. He makes the handle of the organ go round and round, and all the time the monkey is dancing and taking off his cap.

3. Just now a little boy threw a cent into the monkey's cap. What a nice bow the monkey makes! See him jump on the arm of the man!

4. Now he puts his hand in the cap, and takes out the cent. Now he gives it to the man. Now he jumps down again.

5. O, look at that boy! He poked a itick at the monkey. The monkey is very angry. He shows his teeth, and I can hear him squeal.

6. The man pulls the cord. He wants the monkey to be still. Now the little monkey dances again. Now he runs around on all his four hands.

7. Did you see the monkey put his hand in the cap, and take out the cent? Did you see him give it to the man?

8. I think the monkey has a pretty good hand if he can do that.



LANGUAGE LESSON.¹

Look at the picture, and write answers:—

What is the man doing?

What animal is on the organ?

Who are looking at it?



LESSON X.

Let us learn these Names.

dūck	pŭp'py	eōlt	eālf
dūck'ling	yōŭng	gōat	ēa'gle
owl	sheep	kīd	ēa'glet
owl'et	hōrse	lāmb	gōſ'ling

1. What is the name of a young dog?

A puppy.

2. What is the name of a young sheep?

A lamb.

¹ TEACHER'S NOTE. —See Suggestions.

3. What is the name of a young cat?
A kitten.

4. What is the name of a young cow?
A calf.

5. What is the name of a young horse?
A colt.

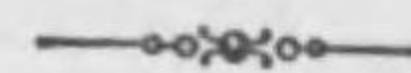
6. What is the name of a young goat?
A kid.

7. What is the name of a young goose?
A gosling.

8. What is the name of a young duck?
A duckling.

9. What is the name of a young eagle?
An eaglet.

10. What is the name of a young owl?
An owlet.



SLATE WORK.

*A puppy is a young dog.
A lamb is a young sheep.*

LESSON XI.

The Sparrows.

grōw	hōp'ping	chīrp'ing	sweet'ly
fłock	grāin	sau'cy	thōugh
çit'ty	hārm	pēck'ing	līght
bōld	up-ōn'	fārm'er	fēl'lōw
feet	trāps	thrōat	spār'rōw

1. The sparrow is a very bold, saucy little fellow. He will hop about under your feet. He seems to say, "Who is afraid? Not I."

2. Sparrows like to flock together in the city. You may see many of them hopping about, chirping and pecking and scolding.

3. The farmer tries to shoot the sparrows, or catch them in traps; for they eat his grain. I think he does not know the good these birds do. They eat the bugs that do harm to his grain.

4. There is a kind of sparrow which has a white throat. In the spring it can chirp very sweetly. Here are three of these birds.



Pretty little three
Sparrows in a tree.
Sight upon the song,
Though you cannot sing,
You can chirp of spring.
Chirp of spring to me,
Sparrows from your tree.

LANGUAGE LESSON.

Write your answers:—

*Is the sparrow a bold
little fellow?*

*Is the sparrow a saucy
little fellow?*

*Can the sparrow chirp
sweetly in the spring?*

—••••—
DICTATION.

The robin is not so saucy as the sparrow.

What kinds of grain do farmers grow?

See the flock of sparrows in the street!

They are bold, and are not afraid to come
in the tocity.

LESSON XII.

The Bad Cat.

Ĉā'ry's	ea nā'ries	pŭrr	Killed
Puss'y--căt	mew (mā)	Chirp	ēat'en

1. Mary Cary's two canaries
Chirp and sing to her:
Pussy-cat, do you hear that?
Pussy says, "Purr, purr!"

2. Gone are Mary's two canaries,
Killed and eaten too:
Pussy-cat, did you do that?
Pussy says, "Mew, mew!"

—••••—
DICTATION.

Mary's pussy can purr. Alice's canary can
chirp.

O, the poor bird is killed! That bad cat
has eaten it!

LESSON XIII.

About the Moon.

mōon	ōn'ly	be-cauſe'	strāight
pārt	shīn'ing	al'wāys	hālf
shāpe	nēar'ly	pī-et'ūre	pēo'ple

1. When do we see the moon? At night. Where do we see it? In the sky. What does it look like?



2. Sometimes the moon looks round, like this. When it looks like this, we call it the *full* moon.

3. Does the moon always look round, like the picture? No; sometimes it looks nearly straight on one side, and rounded on the other side.

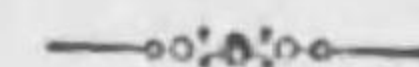


4. This is the way it looks then. When it has this shape, what do we call it? We call it the *half* moon.



5. At other times the moon looks like this. Then people call it the *new* moon.

6. The moon looks bright because the sun shines upon it. When the moon is *new*, we see only a little of the shining part. When it is *full*, we see all the bright side of the moon.



SLATE WORK.

Copy these lines, and draw the forms.

This is the full moon. ○
 This is the half moon. ◐
 This is the new moon. ◑

LESSON XIV.

Learning to count.

thūm ^{bs}	fin'gers	Count
work (wûrk)	pīnk	<u>Eight</u>



1. How many thumbs has baby, say?
How many hands for work or play?
How many toes, and how many feet?
How many fingers? Count them, sweet.
2. Eight little fingers as pink as a rose,
Two little thumbs, and ten little toes,
Two little hands, and two little feet;
That is the way to count, my sweet.

LANGUAGE LESSON.¹

Copy these two lines:—

*How many feet?
Count them sweet.*

Copy, and put in a word that sounds with "toes."

*Ten little toes
As pink as a.....*

¹ TEACHER'S NOTE.—See Suggestions.

PHONIC REVIEW.

ai, ay = ā

vain	grain	sail	a-fraid'
day	stay	play	a-way'

ee, ea = ē

street	teeth	sheep	feet
year	clean	squeal	ca'gle

ä

part	can't	farm'er	Mam-ma'
------	-------	---------	---------

SLATE WORK.

Copy with the marks:—

hälf *färm* *thūmb*

eälf *härm* *eōmb*

LESSON XV.

PRACTICE SENTENCES.

I.

Come, May and Ida, let us take a walk in the woods. Do you hear that strange sound? Do you think it is a robin? O no; that is a whip-poor-will.

Sparrows can only chirp; but Robin Red-breast can say, "Cheer-up! cheer-up! cheer! cheer!"

I have a kitten; its name is Sharp-eyes. Fred has a puppy; its name is Snap.

Did you see the eaglets in their nest? See the nest high up in the old elm-tree!

If a goose doesn't know much, do you think a gosling does? I do not think it does.

Pussy, you bad pussy! did you eat my two canaries? Don't say "Mew," mew," for I know you did. I am angry at you, pussy.

I am going to buy a goat. Then I'll have fun. It will pull me in my cart.

II.

What is the new moon?
 O, it is when we see only a
 little of the shining part
 But when we see all the bright
 side of the moon, we say it is
 full moon.

Owls fly in the light of
 the moon.

How does baby learn to count.
 She says "I have eight little
 fingers, ten little toes, two little
 hands, and two little feet."

LESSON XVI.

Fred's Three Horses.

sāme	sure (shūr)	sūn'rīse	fā'ther's
lāne	rīdes	sūn'set	bāck'wards
gāy	live	a hēad'	fōr'wards
rā'al	tired	pō'ny	world (wārld)
reīns	trot	eār'ried	rōck'ing-hōrse

1. How many horses had Fred? Let me see: one, two, three. But he did not have them all at once, and they were not all the same kind of horses.

2. His very first horse was his father's foot. O, what fine rides he had on this horse! See him ride! He will not fall off, for he holds on by the reins.



3. The reins? Why, yes: his father's hands are the reins.

4. Fred's next horse was a rocking-horse. To be sure, he had a tin horse; but he did not count that one, for he could not ride it.



5. But the rocking-horse! Yes, yes, that was a good one and a gay one. And what fun Fred had with him! His name was Ned.

6. I think if Ned had only gone straight

ahead, he would have carried Fred to the end of the world in about a week.

7. But all he could do was to rock backwards and forwards, forwards and backwards, from sunrise to sunset. It is a way that rocking-horses have. A very slow way, you will say.

8. Still, Fred was very much pleased with Ned. He never got tired of him until he had a live horse, and this was when he was about eight years old.

9. A real, live horse! Yes, that was the best of all,—better than father's foot; better than Ned, who was always going, but never going ahead.

10. Would you like to see a picture of Fred's live horse? Well, look at the end of this lesson, and you will see it.

11. "A horse!" you say: "why, that is only a pony."

12. Yes, so it was; but a pony is a little horse, and Fred, you know, was only a little boy. Fred's horse was only a pony, but how he could trot!

13. Fred used to ride to school on his pony every day. Here he goes with his books on his back, trot! trot! trot! down the lane under the apple-trees.



LANGUAGE LESSON.

Write your answers:—

Did Fred have three horses?

Was his first horse his father's foot?

Was his next horse a rocking-horse?

Was his third horse a live horse?

Was it a pony?

Could the pony trot fast?

Did Fred like that one best?

LESSON XVII.

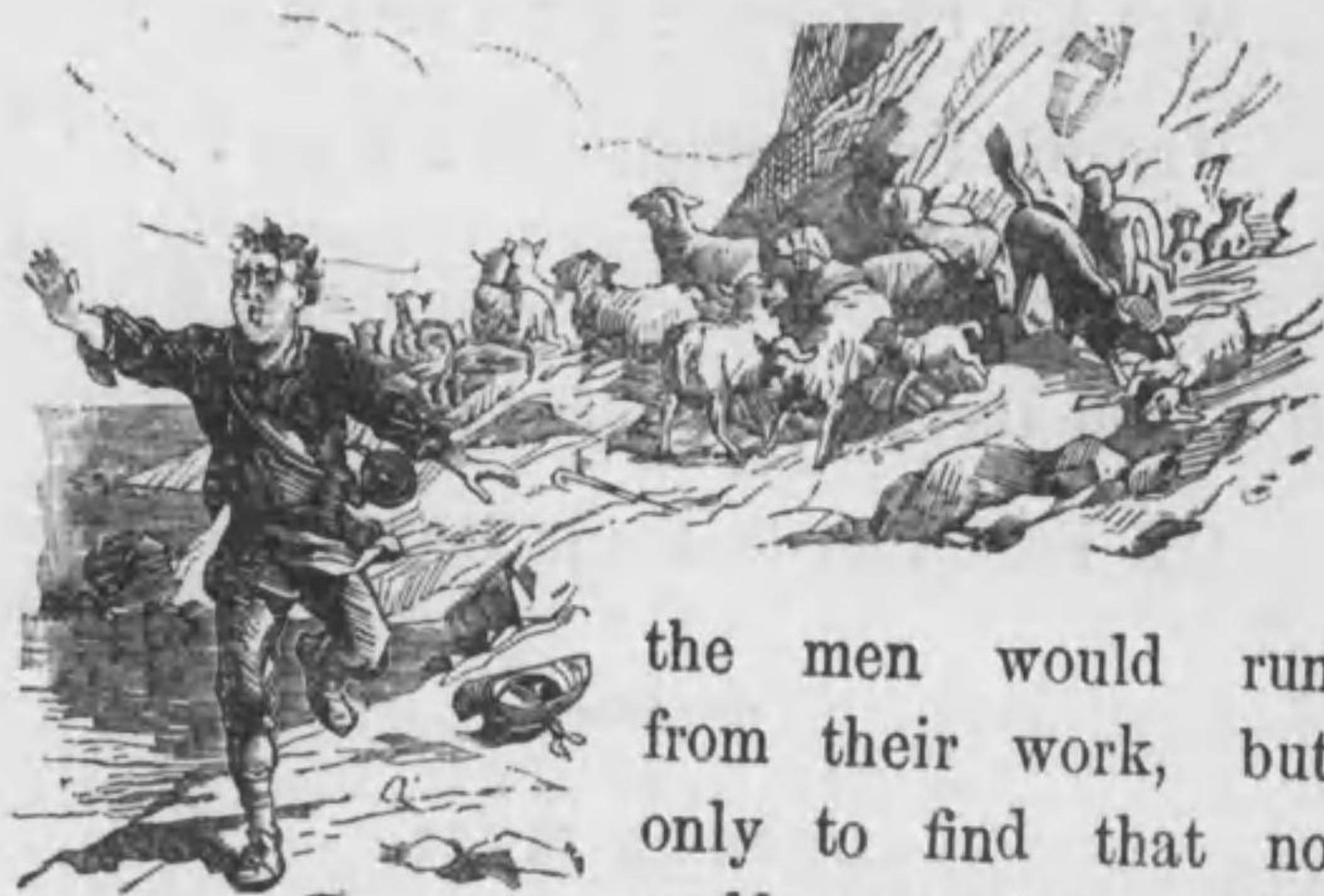
Two Little Stories.

Hēlp	fōnd	watĉ	mīnd'ed
pēlt	hārt	wā'ter	anò-th'er
sēt	shout	stō'ry	thōught
wīse	wōlf	bēgged	ōft'en
tricks	dēath	tēach'es	fłock

L

1. A boy was set to watch a flock of sheep, and was told to cry out if he saw a wolf coming.

2. This boy was fond of fun, so he would often cry out, "The wolf! the wolf!" Then



the men would run from their work, but only to find that no wolf was there. The boy thought this was fine fun.

3. But one day a wolf *did* come; and then the boy began to shout, "Help, help! the wolf, the wolf!"

4. Do you think the men minded him? No. They thought it was only one of his old tricks.

5. He shouted and cried and begged; but no one would go to him, or give him any help.

6. So the wolf caught two sheep and a lamb, and killed them.

7. Who can tell what this story teaches? Grace, you tell.

II.

1. One day some boys were playing by the side of a pond, and some of them threw stones into the water for fun.

2. Now, in this pond lived many frogs, and one frog after another was hit by the stones which the boys threw. So at last a wise old frog put his head up out of the pond, and said, "Boys, please don't pelt us so!"



3. "We are only playing," said the boys.

4. "I know it," said the frog; "but the stones you throw hurt us all the same. What is play to you is death to us."

5. Who can tell what this story teaches? Ben, you tell.

LESSON XVIII.

Pop-Corn.

Yellōw

pā'tient(-shent)

fire

gōld

Bûrst'ing

boun'cing

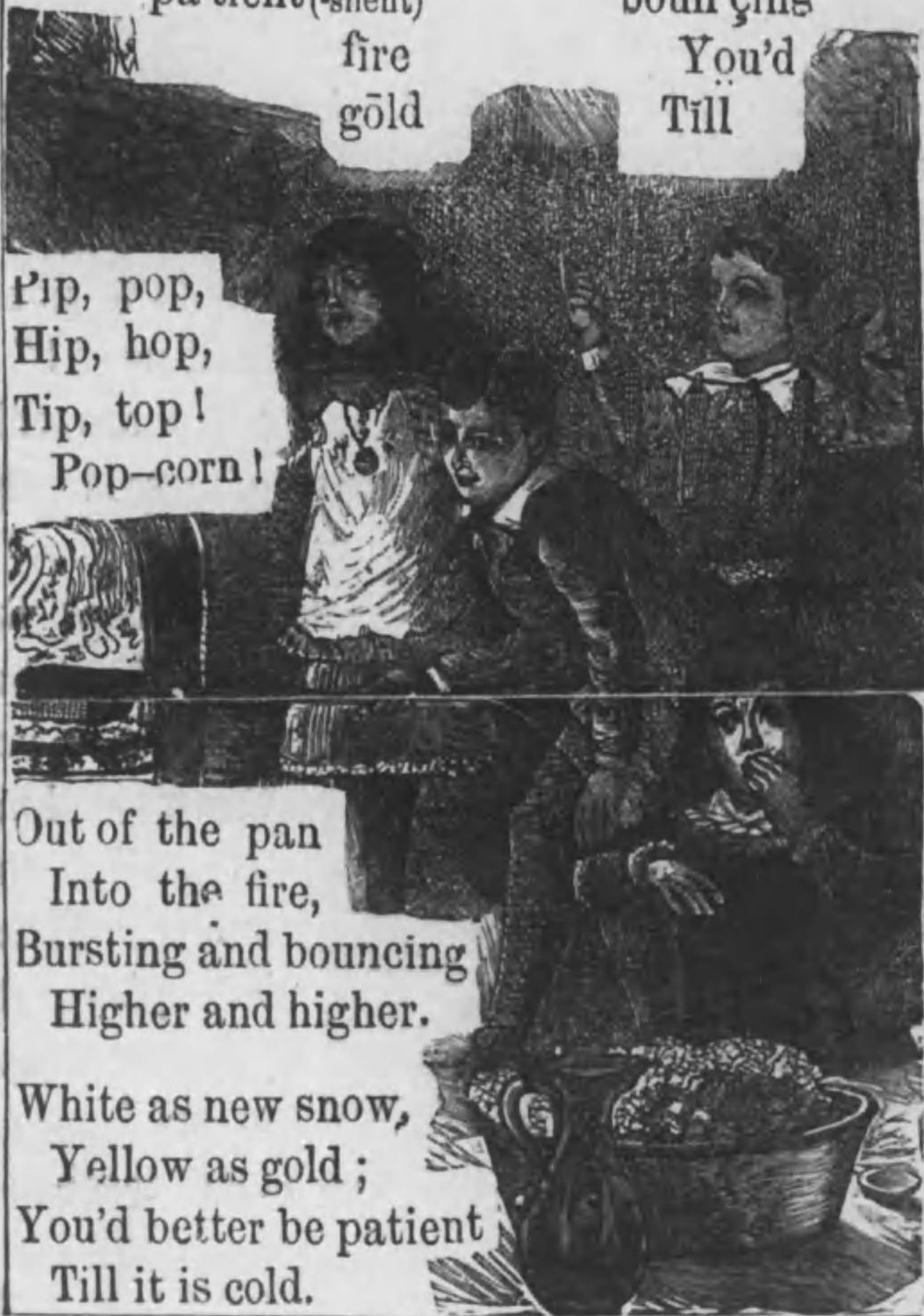
You'd

Till

Pop, pop,
Hip, hop,
Tip, top!
Pop-corn!

Out of the pan
Into the fire,
Bursting and bouncing
Higher and higher.

White as new snow,
Yellow as gold;
You'd better be patient
Till it is cold.



LESSON XIX.

Which is my Favorite?

ēlse	brāve	sup-pōse'	a-like'
rĕst	sāil'or	nō'ble	eūn'ning
ē'ven	grēat'est	sīs'ters	for-gĕt'ting
thān	fā'vor-ite	Īs'a-bel	pre-fēr'

1. I have many brothers and sisters. Do I love them? O yes, dearly. But let me see: do I love them all just alike?

2. Well, I'll call off their names, and see if there is not one that I love a little more than all the rest.

3. Yes, I do think that I love brother Harry best, for he has always been fonder of me than of any one else. Good, brave, noble Harry! I do love him very much indeed.

4. Yet, to be sure, there is Isabel. Dear Isabel! I think I love her just as well as Harry. I love both brother and sister just the same. I'm sure of that.

5. But, dear me! I'm forgetting little Ida. There could not be a brother or a sister in the world dearer to me than cunning little Ida.

6. Still, I must say that it would be right for me to prefer Alice, for she is the oldest.

7. Let me think again. There is Rose: suppose Rose should be my greatest favorite? I do think she would be if it were not for John and Frank.

8. John is away at school, and Frank is my dear sailor brother. I do not see them very often, but I have Rose with me all the time; so I don't think I love Rose any better than John or Frank.

*I've named them all, they're
only seven.*

*I find my love to all so even.
To every sister, every brother,
I love not one more than another*

DICTATION.

Is the sailor brave? Is he noble?
Do you suppose the fox is cunning?
I have two sisters. They are both my
favorites. I love them both alike.

LESSON XX.

Hide and Seek.

seek	be-hīnd'	Creep'ing	plāy'-rōom
pass	mēr'ry	hour	ēas'y chāir
sō-fā	fōllōws	floōr	Clīm'ing
be-lōw'	tāble	dōor	Lāugh'ing (lāf')

1. Up and down the play-room,
In behind the door,
Climbing on the sofa,
Creeping on the floor;

2. In below the table,
Round the easy-chair,
Goes my little brother,
Crying, "Are you there?"

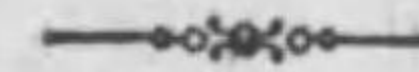


3. And, when brother sees me,
Then away I run;
And he follows after,
Laughing at the fun.
4. So at hide and seek we play,
And pass a merry hour away.

LANGUAGE LESSON.

Copy, and put in the right words:—

This is the way we at hide and seek.
I hide. My little goes the
door, and below the, looking for . . .
He cries, "Are . . . there?" When brother
. . . . me, I . . . away.



LESSON XXI.

A Kiss for a Blow.

quite	Geôrg'e's	kind'ly	un-hăp'py
strike	strück	fāce	slăpped (slăpt)
wipe	ăn'ger	sēat	kĭssed (kĭst)
tēars	hărd'er	taught	ā'pron (ă'purn)
ē'vil	răised	vēxed (vēxt)	mĭn'ute (-it)

1. George and Mary were brother and sister. They went to the same school. One day George got vexed with Mary: so he raised his hand, and slapped his sister.



2. Then his sister got angry, and raised her hand to strike him back.

3. The teacher saw her, and said, "Mary, you had better kiss your brother."

4. Mary let her hand fall, and looked up at her teacher as if she did not quite know what was said.

5. Mary had never been taught to give good for evil. She thought that if her brother struck her she might strike back.

6. The teacher looked very kindly at them

both, and said again, "My dear Mary, you had better kiss your brother. See how angry and unhappy he is."

7. Mary looked at George's face. She saw that he was very cross and unhappy.

8. In a minute her anger was gone, and love for her brother came back. She threw her arms round his neck, and kissed him.

6. Then George burst into tears. His sister took her apron to wipe away the tears, and said, "Do not cry, George: you did not hurt me much."

10. But he only cried harder than ever. No one ever saw George strike his little sister again.

LANGUAGE LESSON.

Write your answers:—

Who were brother and sister?

Who got vexed with Mary?

What did George do?

Who got angry then?

What did the teacher say to Mary?

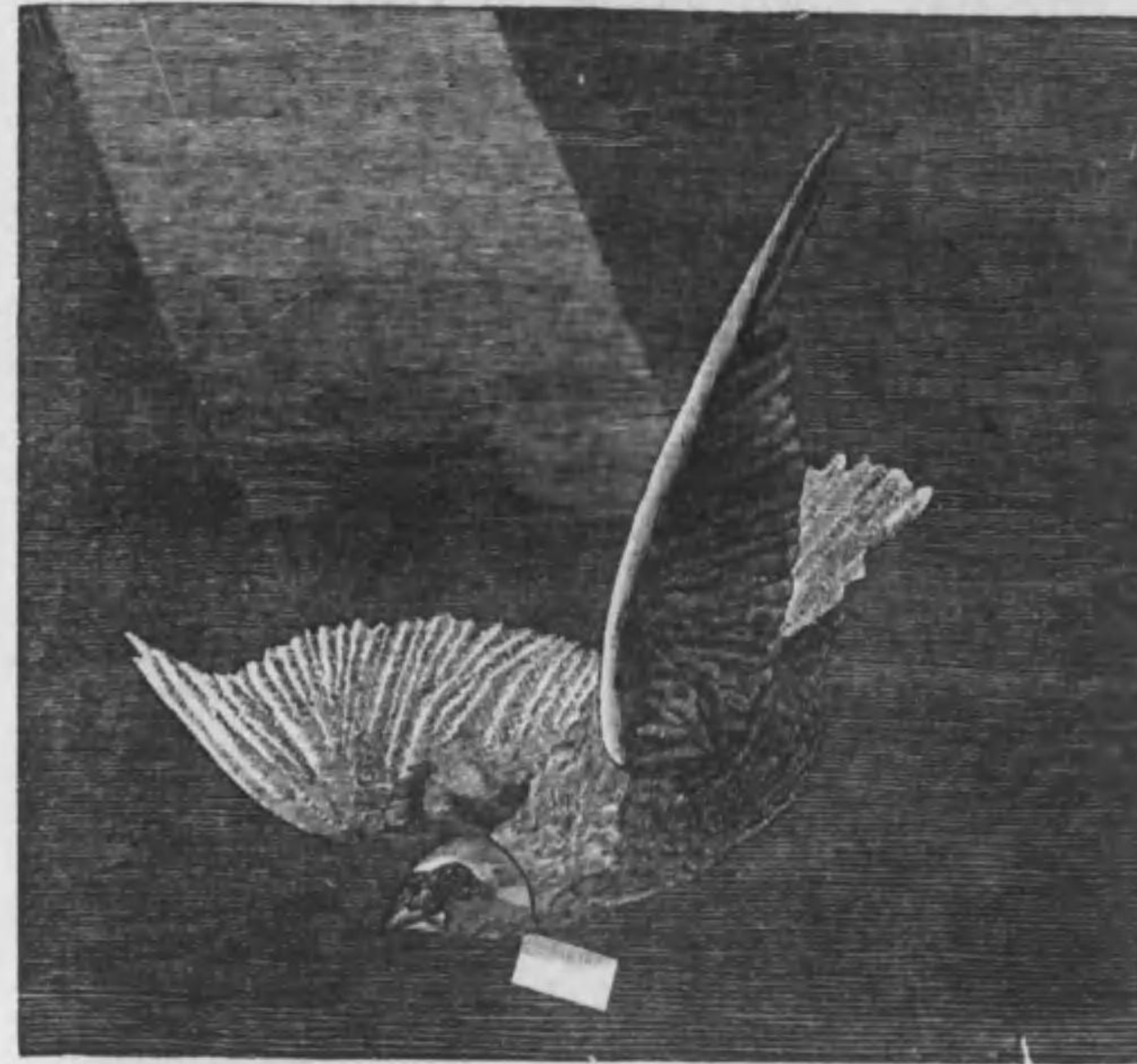
LESSON XXII.

Henry's Pigeon.

eär	ōwn	gīv'en	ēaſ'i-ly
dēal	rōde	vīſ'it	coŭn'try
free	tāme	rīv'ers	coŭſ'in
miles	tāk'en	Hēn'ry's	piġ'eon
tied	mās'ter	Fōs'ter	fārm'-houſ-es

PART I.

1. What a pretty bird the pigeon is! I am sure you have all seen pigeons, for they are very tame birds.
2. They like to live near farm-houses, and even in cities. It may be that some of you have had pigeons of your own.
3. Little Henry Foster had one that had been given him by his cousin George. Henry lived in the city, but his cousin George had his home in the country, great many miles away.
4. Now, Henry's pigeon was not just like the ones you see flying about. It was one of



a kind of pigeons that can easily find their way home, even when they are taken very far away.

5. People sometimes teach these birds to carry letters. Think of that! Is not that a great deal for a bird to do?

6. High in the air, over hills and woods and rivers, Henry's pigeon would fly straight home, with any letter you tied to its neck.

7. One day Henry went to visit his cousin George, and he carried his pretty pigeon with him.

8. The pigeon and its little master rode many miles in a car; but Henry knew that his bird could easily find the way home.

9. So the next morning Henry wrote a letter to his mother, tied it to the pigeon's neck, and set the bird free. Away it flew like an arrow.

Away it flew like an arrow

—o—o—o—
LESSON XXIII.

Henry's Pigeon.

ũn'ele	häv'ing	to-mör'rōw
sāfe	lov'ing	son

PART II.

1. Now let us see what Henry wrote. It is all in the letter which you see tied on the pigeon's neck.

HENRY'S LETTER.

Dear Mother,

*Here I am, at cousin
George's, safe and well. I
am having a good time,
and uncle is very kind.
But I do want to see you
all, — you, and dear father,
and little sister May. So
I shall come home tomorrow.*

Your loving son,

Henry.

2. Don't you think Henry's mother was glad to see the pigeon come home, and to get her little boy's letter? She was indeed!

—••••—
LANGUAGE LESSON.

Copy the letter, but put another name for "George's" and for "May," and write your own name at the foot.

—
PHONIC REVIEW.

ee, ea = ē

bee	free	seek	creep'ing
tears	ea's'y	ea't'en	ea'glet

ō

coat	goat	throat	float
cold	bold	stone	both
be low'	no'ble	so'fa	po'ny

o and oo

moon	school	goose	boot
do	to	too	two
poor	shoot	who	spoon

a and o

saucy	call	taught	wa'ter
George	horse	thought	or'gan

—••••—
SLATE WORK.

Copy with the marks: —

moon *who* *horse*

tears *pony* *saucy*

—••••—
LESSON XXIV.

PRACTICE SENTENCES

I.

Can you tell what a pony is? Can you tell what a colt is? Fred did not think a rocking-horse was as good as a real, live horse. I think most boys like a live horse better than a rocking-horse. Don't you?

See the monkey dance! Here is a cent for

you, Mr. Monkey. Now take off your little red cap, and make a nice bow.

Can baby count ten? No, but she has ten toes. She does not know it. What a cunning baby!

From sunrise to sunset is all day.

Can you not be patient till the pop-corn is cold? See how white and yellow it is! It is like snow and gold.

There is a story which teaches that, if we often say what is not so, people at last will not mind us, even when we say what is true.

There is a story which teaches that we should not try to get fun out of what hurts another.

Did you ever make a visit to your cousin in the country? Did he let you ride on his pony?

Come, Harry, let us play at hide and seek. We will pass a merry hour away. What does that mean? Why, it means that we will have a nice time.

Do not speak in anger. Speak kindly, dear little Ida.

II.

Sometimes my little brother and I play hide and seek. He climbs on the sofa, and creeps under the chair. He laughs when he sees me. O, such fun as we have

Have you read the story of "A Kiss for a Blow"?

Henry Foster gave his little cousin George a tame pigeon. Did you see the picture of it?

How glad George's mother was to get the letter.

LESSON XXV.

Mud-Pies.

Bāke	Tûrn	showr'e	shīn'gle
rāil	need	lā'dies	squīr'rel
tāil	sīze	dāin'ty	dōugh
eūrls	pieṣ	bush'y	rōad'-sīde
hēap	erūst	gōld'en	būilds

Tell me, little ladies,
 Playing in the sun,
 How many minutes
 Till the baking's done?
 Harry builds the oven,
 Lily rolls the crust,
 Susie buys the flour
 All of golden dust.

Pat it here, and pat it there;
 What a dainty size!
 Bake it on a shingle,—
 Nice mud-pies!

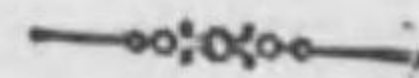
Pretty Mister Squirrel
 Bounces down the rail,
 Takes a seat and watches,
 Curls his bushy tail.
 Wish we had a shower—
 Think we need it so—



That would make the road
 side
 Such a heap of dough!

Turn them in, and turn
 them out;

How the morning flies!
Ring the bell for dinner,—
Hot mud-pies!

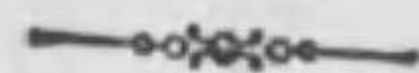


LANGUAGE LESSON.

Copy, and put in a word that sounds with "crust:"—

Roll the crust
Of golden

What two words sound with "pies"?



LESSON XXVI.

My Tame Owl.

dārk	pēn	peep	dāy'-tīme
lēft	īnk	pērch	Gōōd-bŷ'
dēsk	wīnk	mēat	lawn

1. Once I had an owl, a white owl. He was very tame, and loved to be with me.

His home was in a tree not far from my house, and every day he came to see me.

2. An owl does not love the sun, for he can see best in the dark; but my owl was so fond of me, that he came to see me in the day-time.

3. It was such fun to see him come up the walk to my house—hop-hop, hop-hop!

4. He did not look to the right or left, but would hop straight on till he came to me. I used to give him bits of meat, and he liked it very much.

5. After his dinner he would come hopping up, and perch on my desk. He would take the pen in his claw, and peep in at the ink, as if he too would like to write.

6. Then he would sit on the desk, and wink at me—wink, wink, wink!

7. It was fun to see the owl sit and wink. He looked very wise—far wiser than he was.

8. Then, after a while, he would hop down from the desk, and out on the lawn. Then he would turn and wink at me again, as much as to say, "Good-by for this time."



9. All the while he would look so wise that I always had to laugh, and every body that saw him had to laugh too.

—••••—

LANGUAGE LESSON.

Look at the picture, and write answers:—

What bird is on the desk?

What has he in his claw?

Is an owl as wise as he looks?

LESSON XXVII.

The Girl who could wait.

grōwn
breeze
nōd
fēll
hēld
bās'ket
chānged
jūice
tōuch
shāre
plūmp
chēr'ries
wāit
Prīm'rose
gār'den
a-bōve'
pīcked
rīpe



1. Primrose was a sweet little girl eight

years old. In the picture you see her sitting under the cherry-tree in her father's garden, holding up the bright red cherries.

2. These she had watched for many days and weeks. They had grown a little every day, and the sun had changed them from green to red.

3. Primrose longed to eat some of them, they looked so plump and so full of sweet juice. But her father said, "Look, but do not touch: wait a little longer."

4. It was hard to wait; for there the cherries were, just above her head, and every breeze made them nod to her. They seemed to say, "Come and eat us."

5. At last, one day, Primrose was looking up at the tree. Her mouth and eyes were wide open, when down into her mouth fell one of the red, ripe cherries.

6. When her father came home, Primrose showed him the cherry, red and ripe.

7. "Good!" said he. "Now it is time to pick them." So she ran for a basket, and held it while her father picked it full of cherries.

8. You see Primrose got her share, too. And I am glad it was a good share, for she had been very patient. She knew how to wait.

—o—o—o—

LANGUAGE LESSON.

Copy, and put in the right words:—

*One cherry and another
cherry are two.....*

*One berry and another
berry are two.....*

*At first the berries were
of a..... color but the
sun changed them to.....*

*Down into her mouth fell
one of the..... cherries.*

LESSON XXVIII.

Nothing like Water.

eŭp	pitch'er	wash'ing
mĕn	rĭch'er	drĭnk'ing

1. Water for washing,
And water for drinking:
There's nothing like water,
Fresh water, I'm thinking.

2. Put nothing but water
In cup or in pitcher,
And then, merry men,
You'll be wiser and richer.

SLATE WORK.

Copy these words:—

wash+ing	=	washing
drink+ing	=	drinking
think+ing	=	thinking
wise+er	=	wiser
rich+er	=	richer

LESSON XXXIX.

Hen, Egg, and Chick.

shell	it-sĕlf	chĭck	Glŭck-elŭck
bill	in'side	chĭck'en	swal'lōwŝ
pāir	sweet'ly	fĕath'erŝ	grew (gru)
lĕave	rĕad'y	fĕath'ered	wormŝ (wŭrmz)
feedŝ	chil'dren	eov'ered	hatched (hatcht)

1. Did you ever see a chicken just hatched? Why, it is one of the prettiest little things in the world, with its bright little eyes and soft body. But the prettiest thing about it is, that it looks just like an egg covered over with feathers.

2. It has a tiny bill, and a pair of wee legs that can just be seen. Indeed, when they first leave the nest, the little chicks look like feathered eggs running about.

3. Each little chicken, before it ran about in the world, was hid away in an egg. The hen sat on the eggs many days, to keep them warm; and the chick grew inside of the shell.

4. When the chick is ready to come out of the egg, it pecks at the shell with its bill, and makes a tiny hole. Then it pushes itself out. As soon as it is out it sits down by the side of its mother, and keeps very still.

5. Now and then it will stand close by its mother's head, and peck very sweetly at its mother's face, as if it were kissing her. By and by another little chick will come out of its shell, and soon all the chicks are out.

6. Then the old hen, the mother, is very glad for she has been waiting a long, long time for her little children, the chicks, to come out of their shells, and run about with to pick up little bugs and worms.

7. Often the hen sits down, and then all the little chicks run under her. She folds her wings over them, and keeps them warm.

8. In a little while she gets up again, and away go the little things after her. Soon she calls, "Cluck-cluck!" and then they all run to her, for she has found a little bug.

9. She picks it up and lets it fall, so that they may see it. Look! little Sharp-eyes

does see it! Now he takes it up in his little bill, and swallows it. In this way she feeds one after another. Each gets a share.

10. When the chicks are under her wings some of them will poke out their little heads; some will come out, hop up on her back, and sit there.

11. What a good, kind mother the old hen is! She thinks about her chickens all the time. She does every thing that is good for them, and likes to see them eat and play.

12. If a snake comes near to do them harm, she flies at it, and pecks its eyes out.

—o—o—o—

DICTATION.

A little chick looks like an egg covered with feathers.

It pecks sweetly at its mother's face. It is kissing its mother.

Does the old hen fold her wings over the chicks to keep them warm?

If a snake comes near to do them harm, the mother-hen will fly at it, and peck its eyes out.

LESSON XXX.

George's walk.

Quäck	eörn	tür'key	Göb'ble
äh	rōad	bush'es	Bow-wow
barked	rōast	mul'ley	should (shōöd)
ō'pened	proud	òv'en	lōng'-nēcked
spied	a lōng'	be-cōme'	talked (tawkt)



1. One fine morning little George went out to take a walk, and down by the side of the road he met a cow.
2. "Ah, good morning, mulley cow!" said George. But all the old cow would say to him was, "*Moo, moo!*"
3. By and by George came to a little pond where a mother duck and five ducklings were sailing about on the water.

4. "Good-morning, Mrs. Duck," said George. "How do you do to-day?" But the duck only opened her great mouth, and said, "*Quack, quack!*" as loud as she could. Then with her five little ducks she sailed away.



5. Pretty soon George met a little brown dog. The little dog was taking a walk too.

6. "This is a fine day, good dog," said little George. But the dog only barked, "*Bow-wow!*" and then ran away.



7. Then who should come along but a great long-necked turkey! "*O, my!* how proud you are!" said George; "but I know what

will become of you. Some day my mother will roast you in the oven, and we shall eat you for dinner”

8. But all the old turkey would say was, “Gobble, gobble!” and off he

walked, and hid away in the bushes.

9. At last little George sat down on a stone to rest, and up in a tree he spied a black crow looking down at him.



10. “O, you bad crow!” said he: “you have been eating our corn. May father will shoot you if you come again.”

11. But the old crow only cried, “Caw, caw!” and then flew away to tell the other crows what George had said.



12. So, you see, little George talked to the cow, and the duck, and the dog, and the turkey, and the crow.

13. But all they would say to little George was *Moo, moo*, and *Quack, quack*, and *Bow-wow*, and *Gobble, gobble*, and *Caw, caw*. So he ran home to tell his mother about his walk and his talk.

—••••—

LANGUAGE LESSON.

Copy, and put the right words for the dots:—

*George met . . . animals with
four legs. They were the . . .
and the*

*He met animals with
two legs. They were the
the and the*

LESSON XXXI.

Sing a Song to Me.

lärk	bīrd'ies	Plānt'ing	cloud'-lānd
bēans	Sōot'y	hēdge	stēam'-bōats
mēans	hār'vest	sēa	bläck'bird
tōm'tit	tree'-tōp	fiēld	mount'ain



1. Little robin in the tree,
Sing a song to me.
Sing about the roses
On the garden wall,
Sing about the birdies
On the tree-top tall.

2. Little lark up in the sky,
Sing a song to me.
Sing about the cloud-land,
Far off in the sky;
When you go there calling.
Do your children cry?
3. Tiny tomtit in the hedge,
Sing a song to me.
Sing about the mountain,
Sing about the sea,
Sing about the steamboats—
Is there one for me?





4. Sooty blackbird in the field,
Sing a song to me.
Sing about the farmer,
Planting corn and beans,
Sing about the harvest—
I know what that means.

LANGUAGE LESSON.

Copy, and put in words which sound with the last word in lines 1, 3, and 5:—

- 1 *On the garden wall,*
2 *On the tree-top.....*

- 3 *Do your children cry*
4 *Far off in the....?*
5 *Planting corn and beans.*
6 *I know what that.....*

LESSON XXXII.

Can You Swim?

ask	dive	splash	swim'mer
deep	sôrts	mount	him-sëlf
rëad	eôrk	drowned	with-out'
skim	fôol	bâthing	knees
ehin	Rôme	mov'ing	through

1. "How I wish I could fly, uncle! See my pigeons, how they mount away up in the sky!"

2. "Yes, Harry, it would be fine fun to skim through the air like a bird. But we

can not do that: we have not the right shape for it. Still, if we can not swim through the air, we may swim through the water. Do you know how to swim?"

3. "No, not yet, uncle."

4. "Well, Harry, you must learn. Every boy and girl should learn to swim. Your cousin Tom, I think, can swim?"

5. "O yes! Tom is a fine swimmer. He can do all sorts of things in the water. He can swim on his back. He can dive. He can swim without moving his hands.

6. He can swim round and round, with his knees close up to his chin. He can swim like a dog. He can splash with his feet."

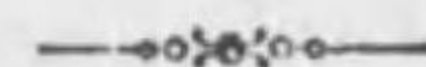
7. "Just think, then, if you two were in a boat on deep water, and the boat should be upset! He would float like a cork, but you would be drowned."

8. "That is so, uncle. I never thought of it before. I will ask cousin to show me how to swim the next time we go in bathing."

9. "Do so, my boy. It is very easy to learn. I have heard of a man who learned

to swim by watching a frog. He put it in a dish of water, then laid himself on the floor, and struck out with his arms and legs just as he saw the frog do."

10. It was said in old times, at Rome, that a man must be a fool who could not *read* and *swim*.



LANGUAGE LESSON.

Copy, and put in the right words:—

A boy that can swim is a.....

A girl that learns is a.....

A lady that teaches is a.....

A man that dives is a.....

PHONIC REVIEW.

ea, ee = ē

meat	beans	sea	steam
breeze	peep	deep	seem

ä

ah	bark	hard	har'vest
fa'ther	lark	dark	gar'den

ou and ow

shout	cloud	a-bout'	bounc'ing
brown	owl	owl'et	drowned

**SLATE WORK.**

Copy with the marks:—

ik *gā'den* *cloud*
fa'ther *drown'd* *beans*

LESSON XXXIII.**PRACTICE SENTENCES.**

I.

When can an owl see best? At night. Yes, an owl loves the moon better than the sun. A cat can see in the dark, too.

See how the cherries nod on the trees! Will you have some? If you please. Well, get your basket, and I will fill it for you, May.

You'll be wiser and richer, my merry boys, if you drink nothing but fresh, cold water.

Come and take a walk this fine morning. Let us go out and hear the sparrows chirp and the robins sing.

What does the duck say? What does the dog say? What does the turkey say? What does the cow say? What does the crow say? What does the robin sing?

The little lark sings far up in the sky. It makes sweet music. The robin sings about the roses on the garden wall.

II.

Did you hear of the man who learned to swim by watching a frog swim? Was not that a strange way to learn how to swim?

Grace and I like to play at making mud pies. We bake them on a shingle.

Then we say

"Ring the bell for dinner.

Not mud pies!

Isn't it fun to see an owl with a pen in his claw?

LESSON XXXIV.

The Goose and the Golden Eggs.

glee	sōl'id	Fōol'ish	grew (gru)
sēll	plēn'ty	gōos'e's	nōne
pīle	greed'y	rūbbed	īron (i-urn)
lāid	ādd'ed	hārd'ly	wōn'der-ful
ēv'er	mār'ket	rīch'est	eāre'ful-ly



nce on a time there was a man who had a goose he thought a great deal of. And well he might do so, for this was the strangest goose that ever lived.

2. Every day she laid an egg. "There is nothing strange about that," you will say. Ah! but the eggs this goose laid were of solid gold. Think of that!



3. Day after day this strange bird laid a shining golden egg for her master. That was why he liked the goose so much. You may be sure he did not sell these eggs in

the market. Not he: he hid them away carefully in a great iron box.

4. Every day he found a bright new golden egg in the goose's nest, and added it to the pile. He was so glad to get it that he could hardly wait for the night to pass and the morning to come. Each day seemed as long as a week to him.

5. When he saw the pile growing higher and higher in the iron box, he rubbed his hands with glee. "Ah!" said he to himself, "if it was only full, I should be the richest man in the world."

6. He could think of nothing but his golden pile. At last he grew so greedy that he wanted all his gold at once. He thought he would find plenty of eggs in the goose's body, and not have to wait and wait and wait any longer.

7. So one day he killed the wonderful bird. But when he came to look for more eggs—why, there were none to be found!

8. Foolish man! He had killed the goose that laid the golden eggs.

DICTATION.

What is the young of a goose called?
 I have read a story about the strangest, the
 most wonderful goose that was ever heard of.
 The man kept plenty of solid gold in an
 iron box. The foolish man grew greedy, and
 nabbed his hands with glee.

LANGUAGE LESSON.

Write the answers:—

*Did the goose lay a golden
 egg every day?
 Did the man hide them in
 a large iron box?
 Did he want all the golden
 eggs at once?
 So did he kill the goose?
 Was he a foolish man?*

LESSON XXXV.

Merry Spring.

sād	dēad	flow'ers	Win'ter's
vāleŝ	Ā'pril	sleep'ing	Gēn'tle

1. Merry Spring,
 Will you bring
 Back the little birds to sing?
 I am sad;
 Make me glad,
 Gentle, merry, laughing Spring.
2. Winter's snow
 Soon will go
 From the hills and vales below;
 Then your showers
 Will make the flowers
 Over all the hill sides grow.
3. Mother said,
 "They're¹ not dead,

¹ They are.

Only sleeping in their bed;
 When spring rain
 Comes again,
 Each will raise its tiny head."



LANGUAGE LESSON.

Copy, and put in words with the right sound:--

I am sad

Make me

Make me glad

For I'm

April showers

Bring May

LESSON XXXVI.

Count Ten.

seedŝ	blādeŝ	small	quĭck'ly
spēak	spāde	lārg'er	cōv'er
spēak'ing	plānts	stōōd	dūg

1. Fred's aunt gave him a new spade and a small box of seeds. As soon as he got the spade, he went out to dig with it in his own little garden at the back of the house.

2. His sister Jane went with him to hold the box of seeds; and, as he dug, she stood near him and talked to him.

3. Fred did his work quickly and well.

4. But as Jane stood talking, she let the box of seeds fall. The cover of the box came off, and all the seeds fell out on the ground.

5. Poor Jane was a good, kind girl. So she said, "Dear Fred, how sorry I am!" But Fred did not speak to her.

6. "O Fred," cried she, "why don't you speak to me?"

7. "I was waiting till I could count ten."

8. "Count ten!" said Jane. "What do you mean? What makes you count ten?"

9. "Why, aunt once told me always to count ten before I spoke, when I was angry."

10. "O Fred, how good you are! But see, I have picked them all up again. Come, let us plant them." So they put the seeds in the bed; and every morning the children went to watch for the tiny green plants.

11. At last they saw them peep above the ground, and grow larger and larger, till they were covered with sweet, bright flowers.

—♦♦♦—
SLATE WORK.

Before you speak an angry word,

Count ten.

Then, if still you angry be,

Count again.

LESSON XXXVII.

Our Tabby.

cōok	eō'zy	eōr'ner	châir
shōok	frōnt	feel'ing	hīgh'-châir
bār	saū'çer	wōn'der	serätch'ing
e'rl	Tāb'by	beâr	brëak'fast

1. Who is Tabby? Why, Tabby is our dear old puss. I must tell you how we lost her, and how we found her again.

2. One day dear Tabby was missing. Her saucer of milk stood in the corner, but no Tabby came to drink it. That night no Tabby came in to curl up in her cozy little bed.

3. Where had she gone? Where could she be? No one could tell. When we went down to breakfast, next day, no Tabby came to purr "Good-morning" to us.

4. After a day or two the cook said, "We shall have the mice coming back again. They will soon find out that Tabby is gone. We must get another cat."

5. "Yes," said mother, "we must get another cat."

6. "Another cat!" we all cried out. Was dear old puss never coming back? We could not bear to think of it.

7. Just at this minute, when we were feeling so sad, we heard a scratching at the door.

8. How quickly we all jumped off our chairs! I wonder little Nat did not fall; for he was sitting in his high-chair, and he shook out the bar in front of him.

9. Well, we opened the door, and there was Tabby, with a new kitten in her mouth. She put it down, and ran out, and came back in a minute with another.

10. How glad we all were to have our own old Tabby back again!



LANGUAGE LESSON.

Copy, and change like this:—

Tabby comes.

Tabby is coming

The mice come.

The mice are.....

We jump.

We are.....

Nat falls.

Nat is.....

Nat sits.

Nat is.....

Write your answers:—

Was Tabby missing?

Did she come back in a day or two?

Did she bring two kittens with her?

LESSON XXXVIII.

A Funny School.

trāy	Chī-nēse'	sehōl'ars	stūd'y-ing
drēss	po-lite'	sub-trāct'	knōts
noiſ'y	re-çite'	count'erſ	dōne
voiç'eſ	re-çit'ing	nūm'berſ	hâir

1. Do you see the picture of a Chinese school? How strange it looks! See the teacher in his funny dress, and the boys with their hair done up in knots.

2. Do you see the boy who is standing up with his back to the teacher? He is reciting his lesson.

3. Chinese scholars always stand in that way when they recite. They are taught to do so, and they think it is polite.

4. One of the boys has a little tray in front of him. He is learning to count, and to add and subtract. There are little counters or balls in the tray. That is the only way the Chinese learn about numbers.



5. All the other children are studying their lessons. The way they do this is very funny. They all study out loud at the top of their voices.

6. What a noise they must make! Don't you wonder how the children can learn any thing in such a noisy school?

A Chinese school.

LESSON XXXIX.

The Prettiest Doll in the World.

lāy	eûrled	těr'ri·bly
pāint	tröd'den	pret'ti-est (prīt'-)
sāke	lēast	pret'ti-ly (prīt'-)



I once had a sweet little doll,
The prettiest doll in the world;

Her cheeks were so red and so white,
And her hair was so prettily curled!
But I lost my poor little doll,
As I played in the fields one day;
And I cried for her more than a week,
But I never could find where she lay,

I found my poor little doll,
As I played in the fields one day.
They say she is terribly changed;
For her paint is all washed away,
And her arm trodden off by the cows,
And her hair not the least bit curled;
Yet for old times' sake she is still
The prettiest doll in the world.

LANGUAGE LESSON.

Write, and change into questions: thus,—

Were her cheeks red and white?

Her cheeks were red and white.

Her hair was prettily curled.

I lost my poor little doll.

She is still the prettiest doll in the world!

LESSON XL.

Poor Bobbie!

cāge	stīr	bēat	qui'et-ly
māte	dīe	brēast	prī'son
stāirs	wīres	heārt	whōle
-cāred	spōke	hāp'py	-erūshed (krūsh't)
fōod	-elōsed	Bōb'bie	bīrd'-seed

1. "O sister Nell, look at this dear little robin! Frank caught him in a trap, and I am going to put him in the pretty cage up stairs."

2. "Robins can not live in prison, Mary. They are children of the open air and the bright sunshine."

3. "But my robin will be so happy! I will give him plenty of bird-seed and worms. I am sure he will live."

4. Mary put the bird into the cage, but it would not look at the food: it only beat its breast against the wires.

5. "Never mind," said the little girl: "he

will soon be used to it." And so she went to bed.

6. Next morning she went to see her robin. How changed he was! His bright black eyes were closed, and his feathers were broken, but he was still beating his little breast against the bars of his prison.

7. He seemed to say, "Let me out to the sunshine,—let me out to my mate in the sunshine!"

8. "Let him out," said Nell, "or he will die."

9. "O no! he will not die. He has been a whole day in his cage. By to-morrow he will be used to it."

10. The next morning Mary went to look at her bird again. He lay very still, and the little girl was pleased, for she thought he was now used to his cage.

11. She spoke to him: "Bobbie, Bobbie!"

12. But he did not look up; he did not stir. He cared nothing for his prison now. Poor Bobbie was free at last. His little heart had broken.

DICTATION.

Is a cage to a robin like a prison to a man?

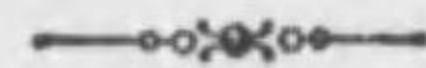
Mary's bird beat its breast against the wires.

He wished to be out in the sunshine with his mate.

Poor Bobbie sat quietly on the perch.

Did he care any thing for his prison now?

No, his little heart had broken.



LESSON XLI.

The Hard Lesson.

stĕp lĕnḡ hărd sue-ġeed'
lĕss ĭ'dle wŏn't wished (wĭsh't)

1. "This lesson is so hard!" said Mary. "I can not learn it, and I won't try."

2. "My child," said her mother, "how do you know you can not learn it, if you will not try?"

3. "It looks hard," said Mary, "and I know it is no use to try. It is so long that I should never get through it, even if I did try."

4. Mary was not an idle girl, but she had made up her mind that she could not learn the lesson. She had given it up just because it looked hard.

5. Her mother said no more for a short time; but soon she saw Mary take up her book again, and look at the lesson as if she wished she knew it. Then she said, "Mary did you ever walk a mile?"

6. "O yes, mother, very often."

7. "Did you do it all at once?"

8. "No: I did it step by step."

9. "Then try the lesson in that way. Learn a part at a time; and, if you keep on, you will soon know it all."

10. Mary did as her mother told her, and in less than an hour she knew her lesson.

11. Never say you can not do any thing till you have tried. Think of these lines:—

"If at first you don't succeed,
Try, try again."

LANGUAGE LESSON.

Write your answers:—

Did Mary have a hard lesson to learn?
Had she made up her mind that she could
not learn it?

Did her mother ask her if she ever walked
a mile all at once?

Did Mary say that she did it step by step?

Did Mary's mother tell the little girl to try
her lesson in that way?

Did Mary know her lesson in less than an
hour?

—•••••—
LESSON XLII.

Brindle and Bess.

Bēss	Brīn'dle	ē'ven-ing
Hōrnſ	croōk'ed	tō'ward
switch	spēck'led	milk'ing-pāilſ

1. Brindle is speckled,
White, black, and red;



Bess has two crooked
Horns on her head.

2. When the day's over,
When evening's come,
Brindle and Bess
Turn toward home.
3. They stop by the bars,
And switch their tails,
Till the girls bring
Their milking-pails.

LANGUAGE LESSON.

Copy, and put in right words for the dots:—

Brindle was a speckled Her color was , , and
The other cow was named
She had two crooked on her head.
The two stopped by the till the brought their —

PHONIC REVIEW.

ô = ŭ

does	done	son	some
none	front	oth'er	noth'ing

û, ê, and î

burst	hurt	turn	tur'key
learn	were	perch	pre-fer'
bird	chirp	stir	third

o = û

word	world	work	worm
------	-------	------	------

SLATE WORK.

turn *were* *bird*

even *open* *ink*

LESSON XLIII.

PRACTICE SENTENCES.

I.

Wasn't it a wonderful goose that could lay golden eggs? That is the goose for me. But is the story true? Who can tell?

"The flowers are not dead," said Mother; "in spring they will come back."

Let us go and plant some seeds. Then every day we will watch for the little green plants to peep above the ground.

Will you give the kitten some milk in a saucer? She will purr to you because she is pleased.

II.

A cage is a prison for a robin. He will break his heart if you keep him there. Here come Brindle and Bess. Tell the girls to bring their milking pails.

Can you walk a mile all at once? O no; we must walk it step by step. And that is the way we must learn our lessons—little by little.

LESSON XLIV

Baby-Boy.

lips	pēarls	clōthes
rōgue	a-sleep'	Be-nēath'
thrōne	Be-hōld'	cūn'ning-ly

1. Behold, a little baby-boy!
A happy babe is he;
His face how bright,
His heart how light!
His throne his mother's knee.
2. His lips are red, his teeth are pearls,—
The rogue, he has but two;
His golden hair
How soft and fair!
His eyes how bright and blue!
3. His tiny hands are white and plump;
And, waking or asleep,
Beneath his clothes
His little toes,
How cunningly they peep!

LANGUAGE LESSON.

Copy, and put in words that will sound with the last word in the first and third lines:—

His face how *bright*,
 His heart how !
 His golden *hair*
 How soft and !

LESSON XLV.

The Dolls' Picnic.

wife	Dīnks's	Mīdg'et	jām-tārts
bōard	pī-c'nic	slīp'pers	wōod'-bōx
filled	pūffed	bīrth'dāy	bēl'lōws
lūnch	pōpped	in-vit'ed	fīre'-shōv-el
blōw	fāir'y	spīce'-cāke	gōd'mōth-er

PART I.

1. Ther was a picnic in Farmer Brown's garret. The farmer and his wife had gone to the city, and left little Tim and Fanny to

take care of baby Ben. So the children thought they would have a picnic.

2. It was Doll Dinks's birthday. Doll Dinks was a black baby, one year old, and he squeaked. He had a birthday every two weeks.

3. Doll Midget had blue eyes and yellow curls. She was invited to the picnic.

4. Tim got a big tin-pan, and filled it full of water. First the dolls were to be taken out to sail, and then they were to have a lunch.

5. The lunch was a spice-cake and two jam-tarts. Tabby, the fat kitten, was invited to the picnic, too.

6. The children put Tabby on a small table, so that she could look on.

7. The lunch was put in an old wood-box. As soon as the boat was ready, Doll Dinks and Doll Midget went on board. The boat was one of Farmer Brown's old slippers.

8. Then away the dolls sailed. Tim made the wind blow with the bellows, and Fanny puffed out her cheeks as hard as she could.

9. But I must tell you that baby Ben wanted to help with the fire-shovel. So the children told him he had better be the fairy godmother. The fairy godmother always hid in the wood-box, and popped out just at the right minute.

10. Ben said that was all right, and so they made a place for him in the wood-box. There he kept so very still that the children thought he must have gone to sleep.

—o—o—o—
LESSON XLVI.

The Dolls' Picnic.

fit	erūmbs	hō'lōw	saw'dūst
rībs	splāsh	lōve'ly	tūm'bled
crēpt	driēd	drāggēd	blew (blā)
nōse	a-līve'	kitch'en	s eām'perēd

PART II.

1. All at once there was a loud splash, and the boat was upset. It was all because that fat kitten, Tabby, had tumbled off the table into the pan.



2. The dolls could not swim, so Tim and Fanny kindly dragged them out of the water. Tabby scampered off down stairs all dripping wet.

3. Doll Dinks was hollow, and could float; but poor Doll Midget was drowned. Her nice clean clothes were wet through, and her lovely hair came all out of curl.

4. "Now," said Fanny, "we must take Doll Midget to the kitchen-fire, and dry her, or she will never be fit to come to the picnic."

5. "O no," said Tim, "she's dead! But I can make her alive again." So he put the end of the bellows between her ribs, and blew just as hard as he could.

6. The first thing Fanny knew, a puff of sawdust flew out of Doll Midget's side into her eyes. She threw her apron over her head, and began to cry.

7. Tim kept shouting, "She's alive again! She's alive again!" But poor Fanny cried all the harder. So Tim said they would wake up the fairy godmother and eat the lunch.

8. Then Fanny dried her eyes. They crept up softly to the wood-box. There lay baby Ben fast asleep.

9. There were crumbs of spice-cake and jam-tart on his frock, and a bit of jam on the end of his nose. The lunch was all gone.

"O, you rogue!" cried Fanny.

10. Ben opened his blue eyes, and looked so cunning, that Tim and Fanny had to laugh. Then they all said, "Let's put off the rest of the picnic till next time."

LESSON XLVII.

Stuffy and Spitfire.

Ä-hä'	down'y	Spëck'le	Stüff'y
pärt	hür'ry	quar'el	Spit'fire
feed	shäb'by	a-shāmed'	ēar'ly
mēal	al'mōst	hēn'-cōop	wīn'dōw
down	Dāi'sy	fōught	my-sēlf'



1. Mrs. Speckle came off her warm nest in the hen-coop with seven pretty chickens.

2. The soft, downy little things were gentle and kind to one another, all but Stuffy and Spitfire.

3. They were so naughty and greedy, that, when little Daisy went out to feed them in the morning, they would run after the meal she threw about, and peck each other.

4. One morning Spitfire got up very early, and out on the garden walk he spied a nice fat worm.

"Aha!" thought he, "I'll have a good breakfast all to myself."

But Stuffy spied the worm too; and as soon as he saw it in Spitfire's mouth, he ran as fast as he could to pull it away.

6. They fought over the worm a long time; and then they began pecking each other, and peeping in such an angry voice that Mamma Speckle had to hurry and part them.

7. The naughty chickens had pecked the down off each other's neck. They were such shabby little things, that the old hen was quite ashamed of them.

8. Daisy had seen it all from the window. She thought it was almost as bad for chickens to quarrel with one another as it was for little boys and girls.

9. Don't you think Daisy was right? I am sure you do.

—o:0:0:—
LANGUAGE LESSON.

Write your answers:—

How many chickens did Mrs. Speckle have?
Were Stuffy and Spitfire naughty and greedy?

What did they fight about one morning?
Did they pick the down off each other's neck?

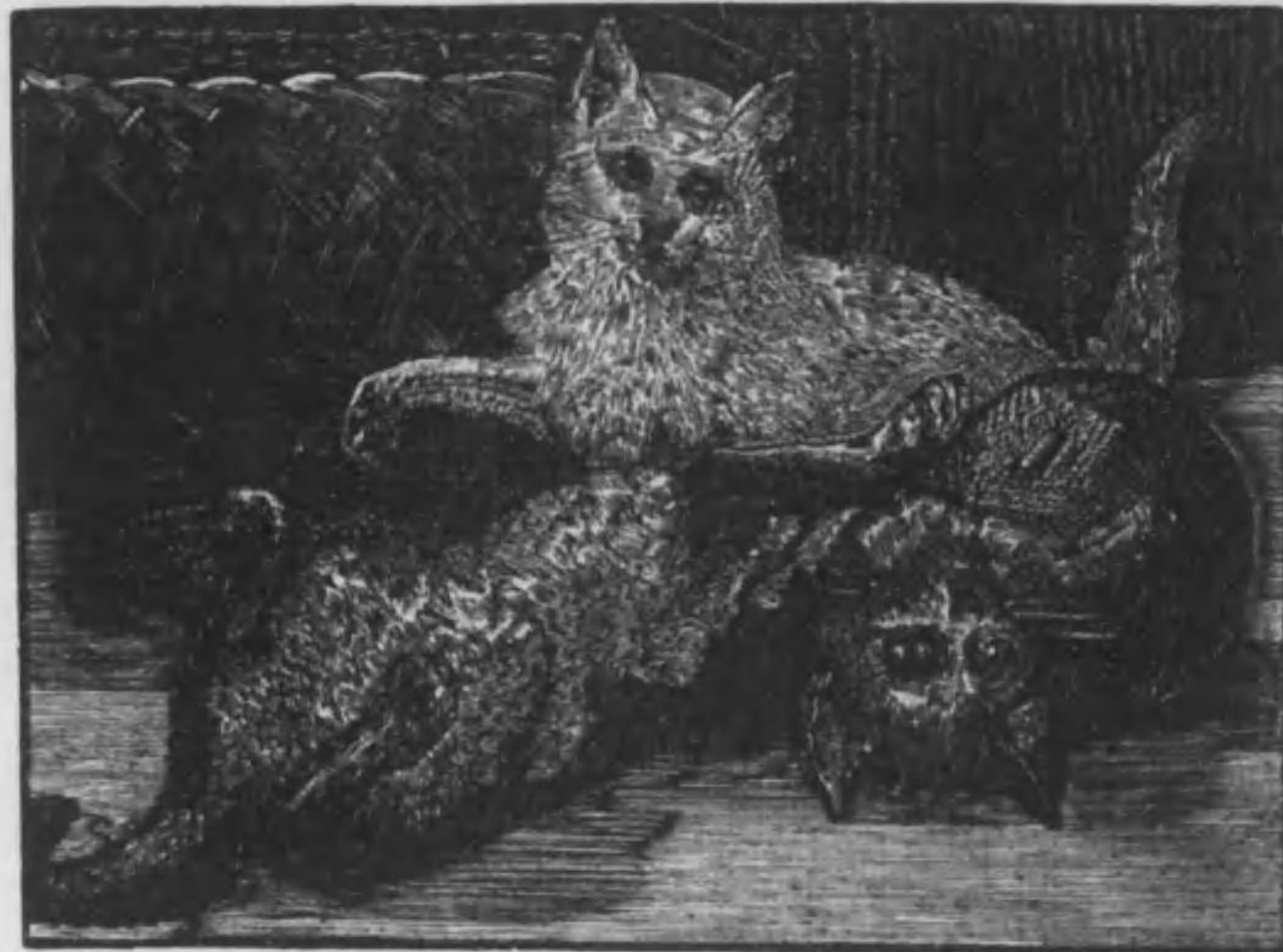
How did the old hen feel about it?

—o:0:0:—
LESSON XLVIII.

A Frolic.

Blëss	grāve	seūr'ry	qui'et
liēs	stārt	frō'lie	lēap

1. A ball's a ball, and nothing more,
When it lies upon the floor;
See how grave and still its air!
Not a bit of frolic there.



2. What is this? Can Pussy's touch
Change the quiet thing so much?
See it start, and turn, and hop!
Pussy can not make it stop.
3. See them scurry! See them leap!
See the two fall in a heap!
Now they roll, and now they run:
Bless me! balls are full of fun.

—
Copy the second verse.

LESSON XLIX

Daisy's Lapful of Sunshine.

ärk	shōwn	Nō'ah's	än'i-mals
lāce	rōom	spilled	gränd'pä's
mine	loose	där'ling	pässed (pást)
smile	veil	prēs'ent	scīs'sors (-zurz)
eüt	än'gel	tīght'ly	sew'ing (sō')

1. Daisy had been very naughty.
2. Grandma had given her a little pair of scissors for a present, and sister Nell had shown her how to use them.
3. She was told that she must not cut any thing but paper with them. For two or three days she cut many paper dolls out of pink and white paper. Another day she filled her Noah's ark with brown paper animals.
4. But this morning Daisy's scissors had cut all the round black dots out of sister Nell's lace veil. So she was made to sit still in mamma's sewing chair for half an hour.
5. Half an hour was a long time for Daisy.

to sit and not talk; and every little while a tear would roll down her cheek.

6. When the halfhour had passed, mamma kissed away her tears, and said, "Now, darling, come to the window, and we'll get some sunshine in our faces."

7. I think the little angel who brought the sunshine to Daisy must have loved her very much; for he spilled it all over her face—in the corners of her eyes, on her cheeks, and all around her mouth.

8. Mamma caught the sunshine too; for, as she looked down into Daisy's face, Daisy cried, "I see it, Mamma! It jumps from your face to mine!"

9. Mamma called it sunshine, and so did Daisy. But I think it was a happy little smile; don't you?

10. One morning her mamma found Daisy standing by the window in grandpa's room, and heard her saying in a soft voice, "Please, dear sun, come put some sunshine in my apron."

11. She was holding up the apron with one



hand, while she wiped the sunshine from the window with the other. Then, holding the apron tightly not to lose the sunshine, she ran to grandpa, who was sitting in his easy-chair.

12. Daisy climbed up into his arms, opened her apron, and shook it in his face. Then she rubbed his cheeks with her soft hands, and said, "I'm rubbing some sunshine in your face, grandpa, because you look so sad."

13. "Now he has got some!" cried Daisy.

14. Do you think her grandpa could help catching some of the sunshine as he looked into little Daisy's happy face?

—o:~o:~o:—
LANGUAGE LESSON.

Copy, and change like this:—

Nell showed.	Nell was showing.
Daisy cut.	Daisy
Daisy sat.	Daisy
Mamma kissed.	Mamma
The angel brought.	The angel
Daisy stood.	Daisy

Copy, these statements:—

Don't is short for *do not*.
We'll is short for *we will*.

LESSON L.

One Thing at a Time.

Wha't-ěv'er	rùle	cheer'ful	mīght
Mō'ments	trī'fled	ūse'less	hālvēs

1. Work while you work,
Play while you play,
That is the way
To be cheerful and gay.
2. Whatever you do,
Do with your might;
Things done by halves
Are never done right.
3. One thing at a time,
And that done well,
Is a very good rule,
As many can tell.
4. Moments are useless
When trifled away;
So work while you work,
And play while you play.

LANGUAGE LESSON.

Copy, and put in words to sound with the last word of the first line:—

*Play while you play.
That is the...
To be cheerful and....*

LESSON LI.

What John Larkin Learned.

Lărk'in	lō	be-tween'	lēaveſ
-eăck'ling	yărd	nīne'teen	few (fū)
-erōw'ing	stēm	be-gīn'ning	dōz'en
draw'ing	hēat	bēan'pōd	rōost'er
hăng'ing	hŭng	brīght'-eĕd	frŭit

1. John Larkin was a little boy who was fond of seeing things *grow*.

2. He had a pretty little garden, where he

could watch the tiny plants come up from the seeds which he had planted.

3. By the side of the garden, with a fence between, was a yard for the hens and chickens.

4. John saw the hens go to their nests and lay their eggs. Each hen laid one egg almost every day, and then came cackling off her nest. By the time the hen had laid a dozen eggs, or more, she began to *sit*.

5. Once only in the day she would leave the nest, quickly eat a little food, drink some water, roll in the dust, and then hurry back to her nest. Sometimes she would not leave the nest for two or three days.

6. John saw the eggs from day to day, but he did not see them *grow*.

7. At last, after the hen had been sitting nineteen days, he saw a plump, bright-eyed little chick standing by the side of its patient mother.

8. Soon he saw two or three more; and the next day there were a dozen little chicks running about after the old hen.

9. After that, John saw them eat and grow; and before the end of the year they became cackling hens or crowing roosters.

10 As John Larkin was so fond of seeing things grow, he planted some beans one day in spring.

11. A few days after he had put one in the ground, up came the bean itself on a short stem.

12. It seemed as if something were pushing it up from below; but it was the light and the heat in the air above that were drawing it up.

13. Very soon the bean opened. One half hung over a little to one side, and the other half hung over a little to the other side. They stood out from the tiny stem, the first two leaves of the little plant.

14. Up between them the stem went on growing; more leaves came out,—small at first, then growing larger.

15. Then flowers came out upon the plant. Inside of these flowers the young fruit was beginning to grow; and when the flowers

dropped off, lo! there where the flower had been the fruit was hanging.

16. What was this fruit? Why, it was a bean pod. And inside of that pod were the beans, each like the one that John had planted.

17. John had learned two very wonderful things,—how the chick comes from the egg, and how the fruit comes from the seed.

18. You see John Larkin was a boy who kept his eyes open. He found out some new and strange thing almost every day.

—o—o—o—
SLATE WORK.

A plant has a stem

A plant has leaves

A plant has flowers

A plant has fruit

PHONIC REVIEW.

		â	
ask	bas'ket	aft'er	dance
		â and ê	
chair	stair	care	share
there	where	their	hair
		a and ô	
call	small	al'most	saw'dust
corn	cork	horns	sorts
		ô = ü	
monk'ey	cov'er	moth'er	doz'en
lov'ing	shov'el	love'ly	won'der
		ew = ü	
dew	blew	few	flew

SLATE WORK.

dance chair small

dozen hour often

LESSON LII.

PRACTICE SENTENCES.

"Let us have a picnic, Daisy."

"O yes! that will be such fun!"

"Shall we invite Doll Dinks?"

"Yes; we'll invite Doll Dinks, and Doll Midget, and dear old Tabby."

Baby Ben, you are a cunning little rogue.

Stuffy and Spitfire, you are very naughty chickens. How you do quarrel, and all about a worm!

Do you think that there is any fun in a ball? You think not? Aha! wait till you see Pussy playing with it!

See the sunshine, Daisy! Rub some of it on grandpa's cheeks.

I had a doll with pretty red and white cheeks. But one day I left her in the fields where I was playing. What do you think? The rain washed all the nice paint away. But I love her still.

LESSON LIII

The Lamb in School.

fleece	whêr-ěv'er	eōurse
ġêr'tain	snōw-white	re-plied'



1. Mary had a little pet lamb with snow-white fleece. Wherev'r she went, her lamb was certain to go too.

2. One day it followed her to school. Of course this was against the rules, and it made the children laugh to see a lamb in the school-room.

3. So the teacher turned the lamb out of doors. The little pet would not go away, but played about on the grass near by until Mary came out.



4. As soon as the lamb saw Mary coming it ran up to her, and laid its head on her arm, as much as to say, "Now I'm not afraid: you will not let anybody hurt me, will you?"

5. "What makes the lamb love Mary so?" asked the children.

"O, Mary loves the lamb, you know," replied the teacher.

LESSON LIV.

The Holiday.



äft'er-nōon	hō'l'i-dāy
plēas'ant	sūm'mer
shāde	blōoms
glāde	mōnth
sprāy	gēn'tly
wild	Hur-rā'

Come out, come out for merry play,
 This is the pleasant month of June,
 And we will go this afternoon
 Over the hills and far away.

Hurra! we'll have a holiday,
 And through the wood and up the glade,
 We'll go in sunshine and in shade,
 Over the hills and far away.

The wild rose blooms upon the spray;
 In all the sky is not a cloud;
 And merry birds are singing loud,
 Over the hills and far away.

Not one of us behind must stay,
 But little ones and all shall go
 Where summer breezes gently blow,
 Over the hills and far away.

LANGUAGE LESSON.

Look at the picture, and write answers: —

What is the boy doing?

What animal is the little girl playing
 with? How many girls can you count?

LESSON LV.

Uncle John's Letter.

plān	tāste	ūse'ful	Au'gust
erāb	pōl'ka	would'n't	New'pōrt
erawl	per-hāps'	sēa'-wa:ter	Chi-ea'go

CHICAGO, Aug. 10, 1883.

DEAR LITTLE IDA,—

'So you are at Newport!

How do you like the sea? Not much, perhaps,—it is so big. But wouldn't you like to have a nice little sea that you could put in a pan?

The sea is very useful, and if I were near it I would carry it all home to water the garden with. When I saw it last it was very fond of fun. Have the waves ever run after you yet?

Did you ever taste the sea-water? The fishes are so fond of it that they keep drinking it all day long.

Did you ever try, like a crab, to run two ways at once? See if you can do it, for it is good fun.

If you would catch a little crab for me, and teach it to dance the polka, it would make me very happy. Wouldn't it be a good plan to have a little crab come, for an hour a day, and teach baby to crawl?

Don't forget my little crab to dance the polka.

Your loving uncle

JOHN.

LITTLE IDA'S LETTER.

Newport, Aug. 14, 1883
 Dear Uncle John.
 The sea is very pretty most of the time, but it doesn't taste good at all. I get my

mouth full of it almost every time I go bathing, so I know just how it tastes.

I think you are a funny man to ask me to teach a crab to dance the polka.

And Mother says Baby doesn't crawl—he creeps.

I often go with Susie to the beach to look for pretty shells.

This morning I wrote my name in the sand with one of them. It looked like this:

Ida

LESSON LVI.

Our Dogs.

Rāgs	sāve	shāg'gy	Mās'tiff
lānd	gāmes	bōld'ly	Blāck-and-Tān
fēch	spōrt	pōō'dle	eōmbed
thick	fōre	eārl'y	Spān'iel (-yēl)
Spitz	hīnd	tow'el	roūgh (rūf)

1. I am a white, shaggy Spitz. My coat is thick and warm, for I came from a land of snow.

2. How I do love to run and jump and frolic! Yes, I know I make a good deal of noise by my barking.

But that is the only way I can speak. So I'm going to bark as much as I please.





3. And I am a water dog. I don't mean that I live in the water: I mean that I am not afraid of water.

4. No, indeed! I love it! You know I love to swim and fetch your stick when you throw it far out. But I love even better to jump boldly in when I can save a drowning man.

5. Last week little Miss Mary fell into the water. But I heard her cry out and very quickly brought her safe to land.

6. I may be rough in my play, but I have saved the lives of many a boy and many a girl.

7. How do you do? I am little Black-and-Tan. You knew me, though, before I told you.

8. I like to play with you. Throw the ball as far as you can; I will fetch it back. I will not tire of the sport if you do not.

9. O, I am full of fun! I wish I could laugh, but I can only bark.



10. I am a poodle, and my name is Rags. But I don't like my name. Mastiff has a much finer sound.

11. I know more tricks than all the mastiffs in the world. why, just look at me! I can



sit up as well as any one can.

12. I can walk on my fore legs. I can walk on my hind legs. I can walk on one fore leg and one hind leg. I can even dance! How do you like my pretty, curly coat?



13. I am a Spaniel. And I know more tricks than the best poodle that ever lived.

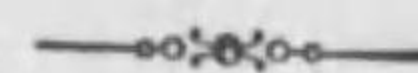
14. I can play that I am dead. I can play games too. Did you never see me play ball with the boys?

15. Every morning I fetch a towel and a comb to my little master. I like to be combed and washed. Come, boys, come, girls, let us have a frolic!

LANGUAGE LESSON.

Write your answers:—

- Is a Spitz dog white and shaggy?
 Can a water dog save a drowning man?
 Is a black-and-tan full of fun?
 Does a poodle know many tricks?
 Does a spaniel know more tricks than a poodle?



LESSON LVII.

God's kind Eyes.

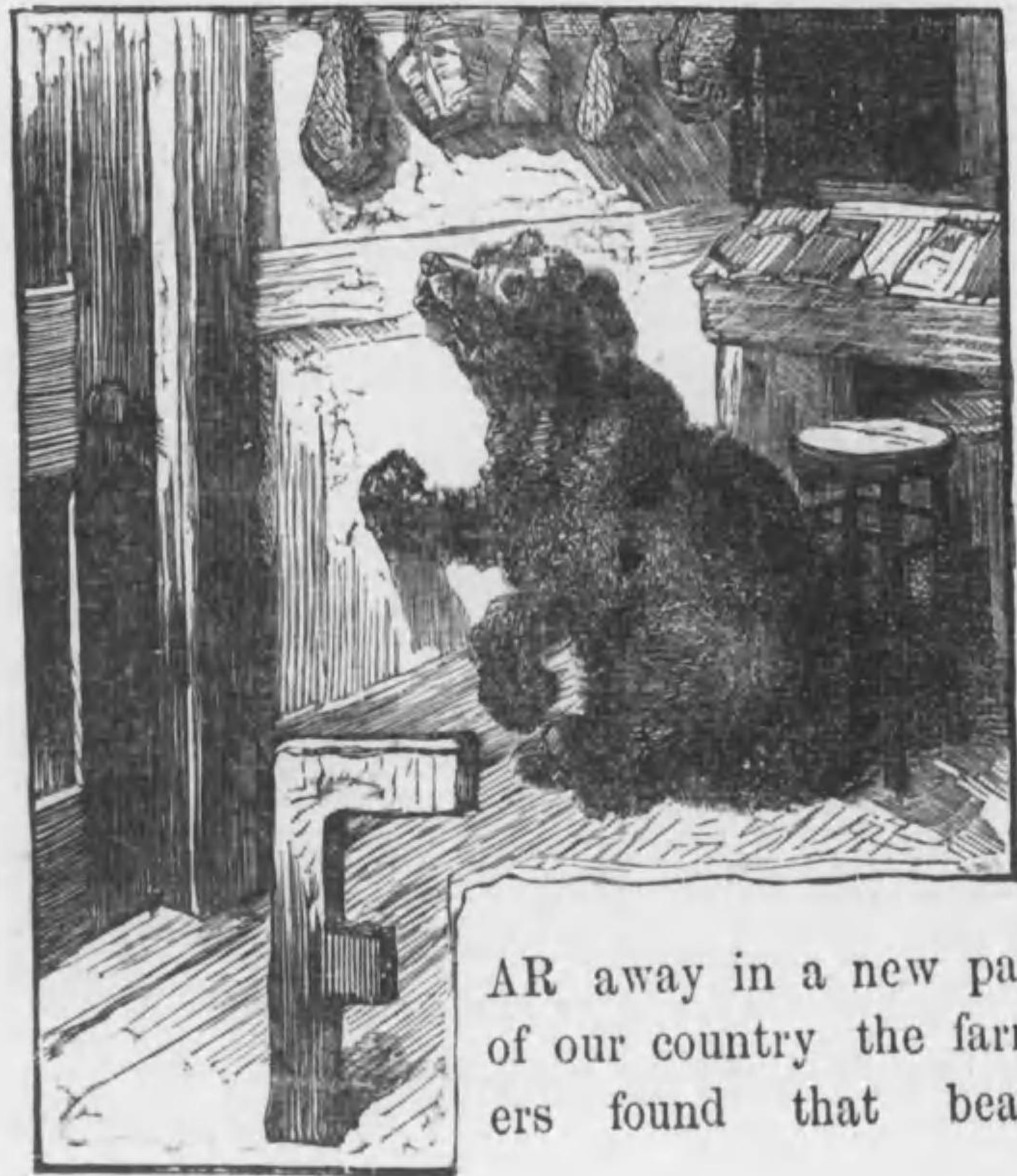
Göd's stärs Over-hēad' prāy

1. Pretty stars overhead,
 Looking down on my bed,
 Can you be God's kind eyes
 Watching me from the skies?
2. Pretty stars, kind watch keep
 Over me while I sleep!
 Watch me well, stars, I pray,
 Till I wake in bright day.

LESSON LVIII.

The Bear in School.—Part I.

fēd	hūng	hūnt'ers	plāy'ful
pēgs	hūnt	re-çĕss'	plāy'māte
shōt	chāse	elūm'sy	sug'ar (shōōg'-)
stōve	frīendz	be-cāme'	mā'ple



AR away in a new part of our country the farmers found that bears

would come at night, and do much harm in the corn fields.

2. "We must stop this," they said. So they all met and went out on a bear hunt. After a long chase, they killed two bears.

3. With one of the baers was a cub; and, when the old bear was shot, one of the hunters took the cub home to his son.

4. The cub was just like a fat young puppy, with black hair, and thick, clumsy paws. It was fed and brought up about the house, and soon became as tame as a dog.

5. Jack—for that was the name they gave him—was very playful. He would follow his young master all around. After a while, he used to go with him every day to school.

6. At first the other boys were afraid of Jack, but before long he became a great favorite. He would play about, in the woods near the school till recess. Then the children would give him a good share from their lunch baskets. Some would give him an apple, others a cake, others a piece of maple sugar. He was a great pet.

7. In winter Jack was let in at recess to warm himself by the stove. He knew very well where the lunch baskets were hung on pegs on the wall; and, if he did not get his share of the good things, he would help himself.

8. Things went on in this way for a long time; but one day Jack could not be found.

9. Had he met some of his bear friends in the woods, and gone away with them? That was what the children thought; and for many a day they looked and longed for their playmate to come back.

—o:0:0:—

LANGUAGE LESSON.

Copy, and put in the right words:—

The cub was just like a fat young.....
It used to go with its young.....every
day to.....

The children would give him a.....of
their.....

One day he could not be.....

The children were very.....

LESSON LIX

The Bear in School.—Part II.

gūnŝ	s-câre	s chōol'-house	them-sēlves'
plāin	trăcks	s chōol'dāys	mūnched
skīn	mārks	for-gōt'ten	wom'en (wīm')

1. Ten years passed away. The old teacher was dead. The boys and girls were now men and women. Jack was forgotten. But the old school-house was still there, though a new set of boys and girls filled its seats.

2. Well, one cold winter's day, when the school-house door was opened at recess, in walked a great black bear!

3. Then what a scare there was! Some boys ran to the door, others jumped up on the desks. Two or three little girls hid themselves under the table. One big boy jumped out of the window.

4. But the bear did not harm any one. He walked quietly up to the fire, and warmed himself. He seemed to be very much at

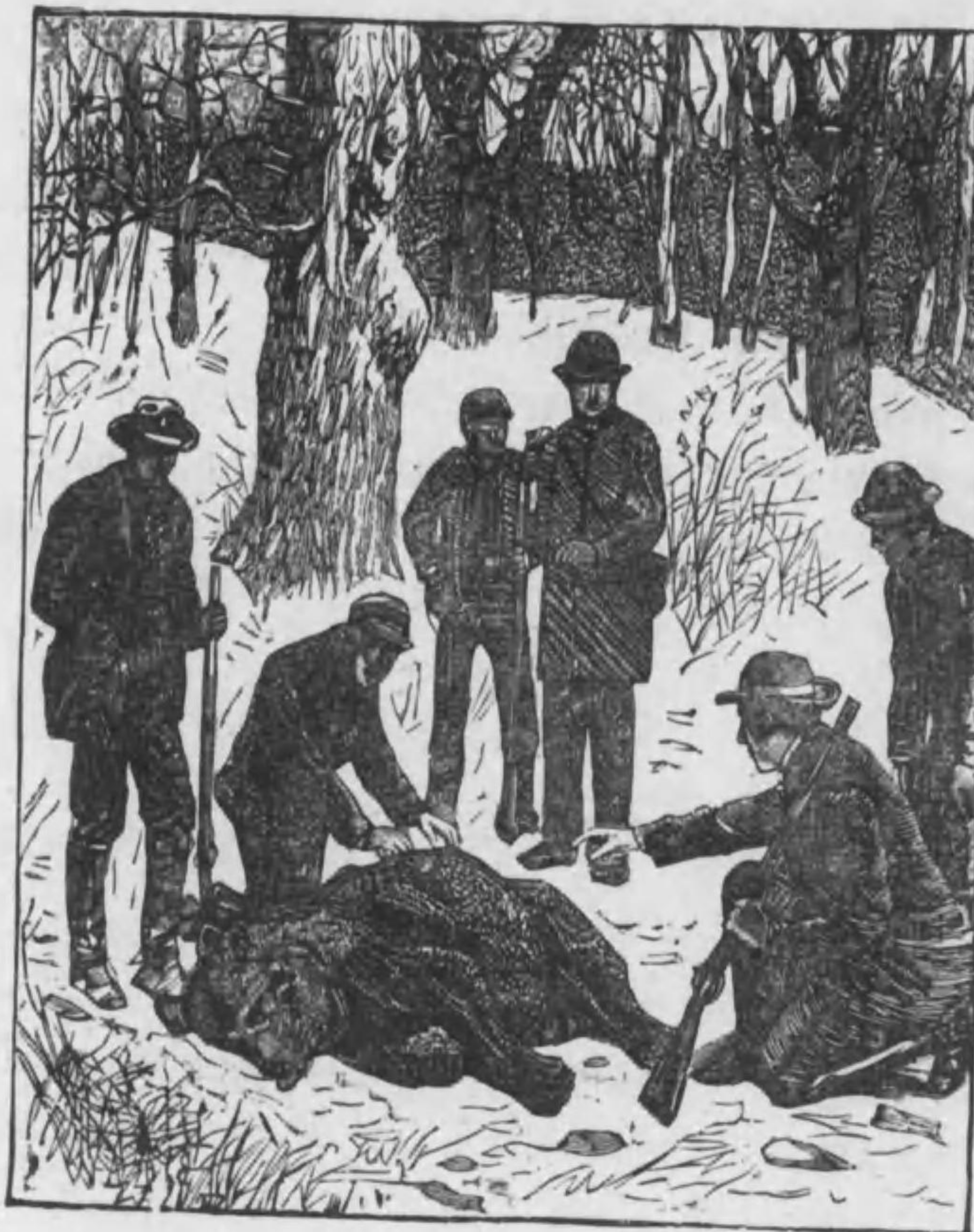
home, and looked around as pleased as could be.

5. After sitting by the fire a short time, he walked up to the wall where the lunch baskets were hanging. Raising himself on his hind feet, he put his paw into the baskets, and helped himself to an apple and a piece of maple sugar. He munched, and smiled a bear smile. Then he walked quietly out of the school.

6. While Mr. Bear was having this good time, the boy who had jumped out of the window ran through the street shouting, "A bear in the school! A bear in the school!"

7. Then six young men started with their guns to shoot the bear. His tracks were very plain in the snow, so they soon came up with him, and killed him.

8. Just then one of the young men gave a great cry. "Why, it's Jack! Look at these marks on his skin!" Then they all looked, and knew it was the friend of their own school-days.



9. Yes, it was Jack, who had come back to make them a visit! He had known the old school-house again; but, poor fellow! he did not know that his old playmates were gone.

LANGUAGE LESSON.

Write your answers:—

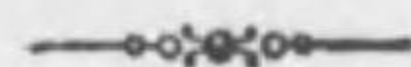
What animal walked into the schoolroom one day?

What did the children do?

What did the bear do?

How many men started after the bear?

Did they shoot him? What did they find out?



LESSON LX.

George Washington.

lie	truth	answer
chips	rather	truth-teller
hate	hatchet	Washington
blame	thousand	President
stern	truthful	United States

1. When George Washington was a little boy, his father one day made him a present of a hatchet.

2. George was very proud of his hatchet. He went about trying it on boards and logs and such things, to see how sharp it was, and what large chips it would make.

3. At last, as George was playing in the garden, he came to a young cherry-tree that his father had planted. With two or three blows of his hatchet he cut the tree in two.

4. Now, George's father thought a great deal of this tree. But George was so pleased with his hatchet, that he did not think what he was doing.

5. By and by his father came into the garden, and saw his favorite cherry-tree cut in two and killed. Then he was very angry. He called George to him, and asked him in a stern voice if he knew how the tree had been cut down.

6. Did George answer, "I don't know, father"? O no! Did he lay the blame on any one else? O no!

7. Little George Washington was a truthful boy. His father had taught him to tell the truth always, and to hate a lie.



8. So he ran up to his father, and burst into tears, saying, "Father, I did it. I can not tell a lie. I cut it with my hatchet."

9. George's father took the little lad in his arms, and kissed him. "My dear son," he said, "I would rather lose a thousand cherry-trees than have you tell one lie."

10. When this little truth-teller grew to be a man, he was brave and wise. He was the first President of the United States, and we call Washington "the Father of his Country."

George Washington

Write your answers:—

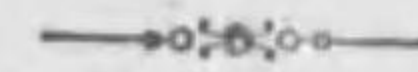
Did George Washington's father make him a present of a hatchet?

Did he go about trying it on boards and logs?

At last did he cut down his father's favorite cherry-tree?

When George's father saw this was he very angry?

Did he ask George if he cut down the cherry-tree? Did George say, "Father, I can not tell a lie. I cut it with my hatchet"? What did George's father say then?



LESSON LXI.

The Truthful Boy.

truth	rēa'son.	elēar
youth	hōn'est	eūrl'y-head-ed

1. Once there did live a little boy
With clear and noble eye,—

A boy who always told the truth,
And never told a lie.

2. And when he trotted off to school,
The children all would cry,—
“There goes the curly-headed boy
Who never tells a lie.”

3. And every body loved him so,
Because he told the truth,
That every day, as he grew up,
They called him “honest youth.”

4. And when the people that stood near
Would ask the reason why,
The answer would be always this:—
“He never tells a lie.”



LANGUAGE LESSON.

Copy and put in the right words:—

They called him honest youth,
Because he told the.....
The children all would cry,
He never tells a.....

LESSON LXII.

About Metals.

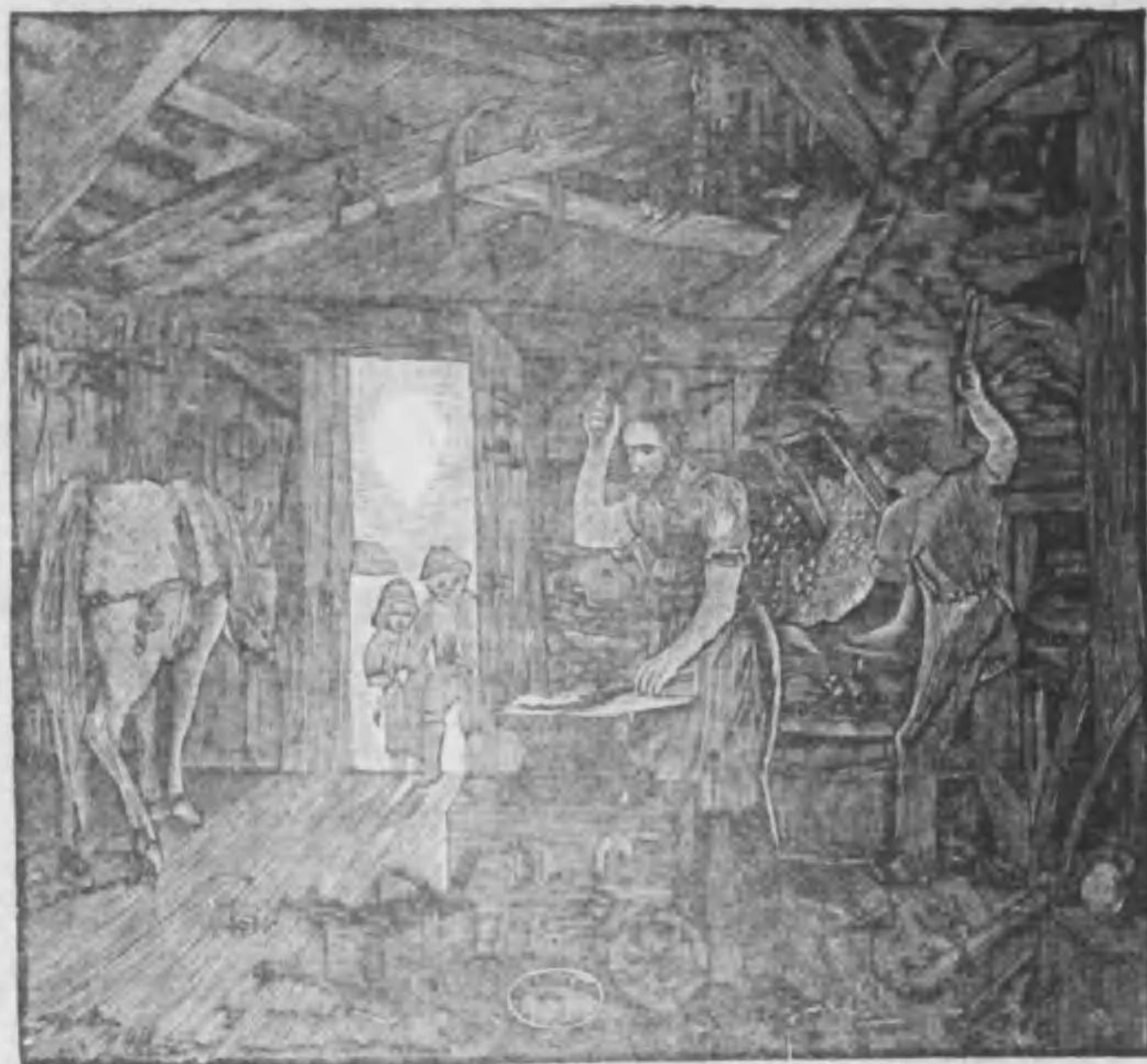
Zīn-e	fōrge	kitch'en	fire'-plāce
mēlt	tōngs	hām'mer	blāck'smith
sheets	coīns	bul'lets	hōrse'-shoes
steel	Lēad	boil'ers	toūgh'er (tūf'er)
spārks	ān'vil	with-out'	knīves
nāīls	hēav'y	Cōp'per	pipe

1. Iron is very hard and strong, and there is a great deal of it in the world. I don't know what we should do without it, so many useful things are made of it.

2. Look around the room, and see how many things you can name that are made of iron.

3. The blacksmith works in iron. He has a forge: he blows the fire with a great pair of bellows, to make the iron hot.

4. Now he takes it out with the tongs, and puts it upon the anvil. Now he beats it



with a hammer. How hard he works! The sparks fly about,—pretty bright sparks. What is the blacksmith making? He is making nails and horse-shoes.

5. There is a way to make iron very hard. Then it is called steel. Knives and scissors are made of steel.

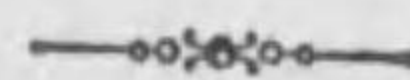
6. Copper is not so plenty as iron, nor so useful; but it is tougher. You have all seen copper boilers and pans. What fine, strong

wire is made of copper! Some coins, too, are copper. What a pretty color it has!

7. Zinc is made into sheets. Have you not seen sheets of it under the stove or in front of the fire-place?

8. Lead looks a little like zinc, but is softer and very heavy. It will melt in a hot fire. Water-pipe and bullets are made of lead.

9. Tin looks a little like zinc too, but it is brighter. It is very useful in the kitchen. Think of all the pans and cups and pails and dishes that are made of tin.



LESSON LXIII.

More about Metals.

râre	cōurse	cōst'ly	Quīck'sil-ver
glâss	spōonŝ	bēat'en	dēn'tists
thīn	piēce	mīr'rorŝ	tēn'-dōl'lar
gīld	al'so	wēath'er	pī-et'ūre-frāmeŝ
tūbeŝ	mōn'ey	ēdg'eŝ	hānd'sōme

1. Gold is rare and costly, and has a beautiful yellow color. Some coins are made of

it. A ten dollar gold piece is called an eagle. Did you ever see one? Of course you have often seen gold watches and gold rings.

2. When gold is beaten out into thin leaves, —so thin that you can almost see through them,—it is used by dentists, and on the covers and edges of books, and to gild picture-frames.

3. Silver is bright and shining, and is also made into money. A silver dollar is a very handsome coin. You know how pretty silver spoons and silver cups are. Sometimes large dishes are solid silver; and there are silver watches too. Silver is costly, but not near so rare and costly as gold.

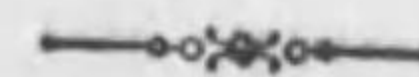
4. Quicksilver is a strange thing. Did you ever hold any in your hand? How heavy it is! How it shines! and how it runs about! You can not pick it up if you try; for it does not stick together all in one piece, like iron or lead. It runs almost like water; but it does not make your hand wet.

5. Quicksilver is put on the back of glass to make mirrors. You have seen quicksilver

in little glass tubes, hung up by the door, to tell about the weather.

6. All these things that we have read about—iron and copper, zinc, lead, and tin, gold and silver and quicksilver—are called *metals*. There are many other metals, but these are the most useful ones.

7. All metals are dug out of the ground. Gold is the most rare and costly metal. Iron is the most useful metal.



LANGUAGE LESSON.

Copy, and put the right words in place of the dots:—

Iron is very and

Copper is than iron.

Zinc is made into

Lead is very

Tin is than zinc.

Silver is made into

Gold is the most and metal.

. . . . is the most useful

LESSON LXIV.

The Mill-Wheel.

fłōws	fōam'ing	a-loud'
wheel	flāsh'ing	work'eth (wârkh')
dŭst'y	spärk'ling	grind'ing

1. Round and round it goes!
As fast as the water flows;
The dripping, dropping, rolling wheel
That turns the noisy, dusty mill,
Round and round it goes.
2. Turning all the day,
It never stops to play,
The dripping, dropping, rolling wheel,
But keeps on grinding golden meal;
Turning all the day.
3. Sparkling in the sun,
The merry waters run
Upon the foaming, flashing wheel,
That laughs aloud, but worketh still,—
Sparkling in the sun.

LESSON LXV.

Brave Little Kate.

a-gō'	brīdge	bēam	atôrm'y
a-eröss'	brōök	stā'tion	ōn'gīne
trāin	rēach	nēar'est	lān'tern
tōrn	rāil'rōad	fāint'ing	worse (wûrs)

1. I am going to tell you a true story of a brave little girl.
2. Near a large town in a new part of our country there is a place where a railroad track crosses a brook on a high bridge.
3. Not far from this bridge lives the little girl I am going to tell you about. Her name is Kate.
4. One stormy night not long ago, as little Kate stood looking out of the window, watching for her father to come home, she saw that a train was coming along the track.
5. She could not see the cars,—the night was too dark for that,—but she *could* see the bright light on the front of the engine.

6. While the little girl was looking, and just as the train had got to the brook near by, all at once the engine light seemed to fall and go out.

7. Kate looked again, but no light was to be seen. Then the little girl was afraid that something was wrong.

8. She got a lantern, and ran down towards the railroad track. When she got there she found that the bridge was gone,—that the rain had washed it away.

9. Then Kate knew that far below in the foaming water lay the engine and the train she had seen from the window.

10. Now, Kate had often watched the trains go by, so she knew just when to look for them.

11. As she stood there by the broken bridge, it came into her mind that *another* train would soon come rushing along.

12. The brave girl made up her mind to save this other train if she could. She started to run back to the nearest station, a mile away.

13. To reach this station she had to cross a long, high bridge over a broad river.



14. It is not easy to cross this bridge even in the daytime; and this was night,—a dark, stormy night. Worse

than all, just as Kate got to the bridge the wind blew out the light in her lantern.

15. But little Kate did not give up. The brave girl crept along the beams on her hands and knees, till she reached the other side of the river. Then she jumped to her feet, and ran on again till she came to the station.

16. Her clothes were torn and wet, and she could hardly speak. All she could say was, "Stop the train! stop the train!" Then she fell fainting to the ground.

17. Kate was just in time. In a minute more the cars came along, and the men at the station ran out and stopped them.

18. Was not Kate a brave girl? Think of all the people in the cars, men and women and children! and all of them saved by one little girl!

How glad they were, and how happy Kate was!

19. Children, how much good even a little girl can do if she is quick to think and brave to act!

PHONIC REVIEW.

a = ă

watch	wash'ing	quar'rel	what
-------	----------	----------	------

ó = ū

col'or	mon'ey	month	be·come'
--------	--------	-------	----------

u = ō

full	pull	bush'y	bul'lets
------	------	--------	----------

u, o, and ō

true	truth'ful	rule	fruit
lose	shoes	youth	move
food	room	blooms	poo'dle

oi

nois'y	voic'es	coins	boil'ers
--------	---------	-------	----------

n = ng

an'gry	fin'ger	lin'ger	lon'ger
ink	pink	wink	drink

e and ċ

pic'nic	curl	col'or	zinc
place	twice	spice	re·cess'

g and ġ

gild	an'ger	for.get'	fin ger
cage	forge	change	an'gel

th and th

think	thick	thin	thought
bathe	though	moth'er	weath'er

SILENT LETTERS.

knives	climb	answer	sea
breast	honest	pigeon	golden
does	table	touch	build
evil	taught	true	ready
George	dough	young	lamb
cousin	juice	though	light
shingle	field	head	death
oven	people	high	great
straight	dead	heart	break
thought	whole	pearl	evening
none	rogue	bright	bellows
knots	tight	would	noble
toward	pleasant	piece	fruit
veil	reason	edge	friend

明治卅五年二月廿五日印刷
明治卅五年三月一日發行

スキントソ氏第二リーダー上製

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兼者 者 所 所 所 所

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石田忠兵衛

大阪市南區心齋橋通二丁目六番邸

淵上松太郎

大阪市東區安土町四丁目

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