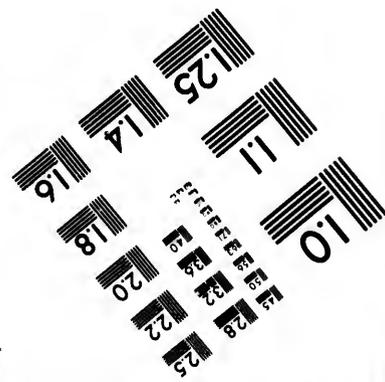
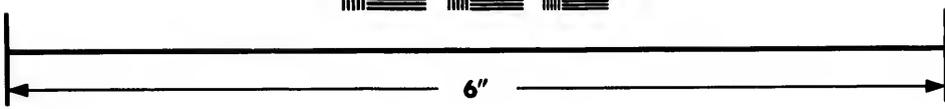
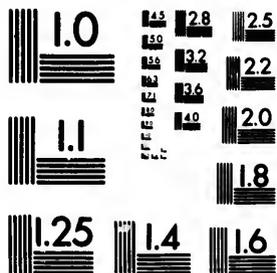


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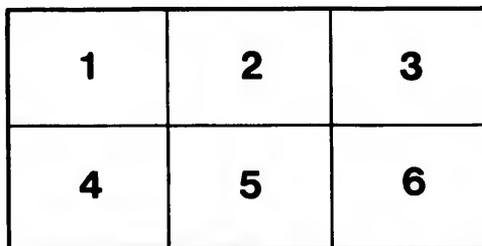
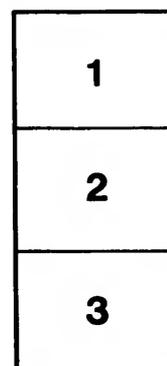
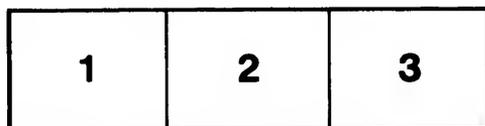
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PREFACE.

IN ORDER to read, that is, to get thought from the written or printed page, it is necessary to have power to recognize the word-forms in which thought is expressed. Word-recognition is not reading, it is only a condition of reading. This power of recognition may come about in either of two ways. According to the former of these, the teacher may give the pupil the value of the written or printed symbol, that is, he may tell the word. This is the method of dependence. Success in learning to read will depend upon the power of the memory to make arbitrary associations. It will be necessary to resort to multitudinous devices in order to secure interest and to fix associations. According to the latter method the teacher puts the pupil in a position to discover by his unaided effort the value of the word-forms. This is the method of self-help. The memory is called upon to remember nothing more than the combining values of the various letters of the alphabet. Interest springs not from contemplation of something external to the mind, but is the natural accompaniment of the activity of the mind which finds itself growing in power to make familiar the unfamiliar.

When it is said that the letters of the language have a more or less definite combining value, it is implied that the language is in the main phonetic. Every word is not purely phonetic, but even in the most irregularly-formed word there is an approach to phonetic form. Phonic representation is the basis of written language. It follows that the plan to be followed in teaching primary reading, is to first develop power to interpret purely phonetic forms. A pupil

who has had practice in interpreting such, has but little difficulty with irregularly-formed words when he meets them in sentences, for the approach to phonetic form gives a rough idea of the pronunciation, and the context supplies the rest.

The first thirty pages of this book indicate clearly the steps to be taken in teaching the pupil *how to discover words*. The first steps in *reading* are also indicated. It is expected that all teaching at first will be from the blackboard. *Hence, the early lessons are only illustrative.*

Pages 9 to 14 introduce a few words necessary to sentence-making. These words should be thoroughly known as wholes before proceeding to subsequent lessons.

On page 15 — which does not by any means represent the work for a single recitation — the pupil, through the analysis of a few familiar words arrives at a knowledge of several elementary sounds and their corresponding symbols. Then the process is reversed. A word being placed before the pupil, he utters the sounds corresponding to the separate symbols, and by a synthesis of these sounds arrives at a knowledge of the word. A pupil familiar with the elements indicated, is in a position to discover for himself at least twenty-five familiar words. These words may be used in sentences.

On page 17 additional elements are presented and the number of words that the pupil can discover by unaided effort is greatly added to. On page 22 and subsequent pages the full work to be done is not indicated, but the details are sufficiently set forth in the previous two lessons.

By the time the pupil reaches page 23 or 25 he is able to interpret so many word-forms that the teacher can write many sentences or even short stories for reading. As soon as sentences are placed before the pupil he must feel that his work consists not in naming words but in getting and giving thought. Speaking generally, it will be found safer and better to have all exercises in word-recognition carried on independently of reading exercises. Nothing is more

important than a clear distinction between the two exercises. In the former the pupil is concerned with the mechanical difficulty in reading. He is becoming acquainted as it were with a new notation. Interest springs from the fact that he finds himself growing in power to interpret forms. In reading he begins to use his acquired power of word-mastery in discovering thought as it is expressed in sentences. In order that he may be able to give his attention to the thought side of the process it is well to employ words that he can interpret readily.

It will be found that the main difficulty in interpreting word-forms at first is that of combining the elements. This may arise from two causes. In the first place, pupils may vocalize the consonants, and in the second place they may proceed to page 15 without preparatory exercises in ear-training. During the first few weeks at school pupils should have daily exercise in analysis of words into their elementary sounds and synthesis of sounds into words. *The elements should be sounded softly both by teacher and pupils.* The word "cat" for example analyzes into c-a-t and not into kuh'-ah'-tuh'. The pupil who vocalizes or explodes his consonants will probably insist that b-u-t spells "butter," just as the child learning by the alphabetic method insisted that it spelled "beauty." The phonic drills at the end of the first few lessons are suggestive. They develop power to grasp a combination of elements as a unit, are the best possible drill in the use of the elements, and indicate how phonic analysis may assist the pupil in learning to spell.

Pupils at first must of necessity read slowly. Slow reading is not to be confounded with word naming. Slow reading may be expressive; word naming is never so. What is necessary to real reading is that the pupil shall cultivate an expectant or anticipative attitude. Just as in combining the elements of a word to arrive at the meaning of the whole a pupil must learn to glide from one element to another, so in reading sentences, he must learn to pass from one word to the next, looking for a thought when sufficient words

have been uttered. This expectation of a thought as the result of effort should ever be present in the act of reading. A pupil trained to expect thoughts in his reading would never read the sentence "The book is on the desk" as "The` book` is` on` the` desk`,`" but as "The book` is` on` the desk`." When the thought is gathered in this way, the whole sentence should be read again. The idea is, that both in thought-getting and thought-giving the pupil should be concerned primarily with thought, and not with word-forms.

Lessons having in them the element of continuity are best for purposes of reading, more especially when the blackboard is used in teaching. The teacher will write on the board one sentence at a time. The idea in the first sentence leads pupils to look for a related idea in the second. This leads to the need for another idea, which is given in the third sentence, and so on.

All the words in the reader are familiar. The construction is simple. The style is natural. It is believed that the lessons as a whole have greater literary value than those usually placed before very young pupils. The key-words at the beginning of the lessons are for the pupil a pronouncing dictionary. Every lesson after page 20 can be prepared at seats by the *pupil alone*. As interest in reading, after the first few weeks, springs from the satisfaction experienced in discovering worthy thought, and not from devices employed by the teacher to secure interest, it has not been deemed advisable to burden the book with illustrations. In other words, this book is supposed to be used primarily to teach reading. Such illustrations as are given will be useful not only in teaching the lessons, but will become the basis for language exercises.



TABLE OF PHONIC MARKING.

LONG VOWELS.

ā, as in āte. á, " cáre. ä, " ärm. à, " lüst. a, " all.	ē, as in ēve. ě, " ěrr. ī, " ĩre. ō, " ōde. ū, " ūse.
ōo, as in fōol.	

SHORT VOWELS.

ă, as in ăm. ě, " ěnd. ĩ, " ĩn.	ǒ, as in ǒdd. ŭ, " ŭp. ǒo, " ǒok.
---------------------------------------	---

DIPHTHONGS.

oi, oy, as in oil, boy.	ou, ow, as in bough, now.
-------------------------	---------------------------

SUBSTITUTES.

a, for ǒ, as in what. é, " á, " thére. e, " ä, " feint. ĩ, " ě, " polıce. ĩ, " ě, " sır. ó, " ù, " són. o, " ōo, " tǒ. o, " ōo, " wǒlf. ó, " a, " fǒrk. ō, " ě, " wǒrk. u, " ōo, " fǔll. û, " ě, " búrn. u, " ōo, " rǔde. y, " ĩ, " flȳ.	y, for ĩ, as in myth. e, " k, " eän. ç, " s, " çıte. çh, " sh, " çhäıse. eh, " k, " çhäos. ğ, " j, " ğem. ŋ, " ng, " ĩnk. s, " z, " äş. ş, " sh, " şure. x, " ğz, " exăct. gh, " f, " läugh. ph, " f, " phlǒx. qu, " k, " pıque. qu, " kw, " quıt.
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THE ALPHABET.

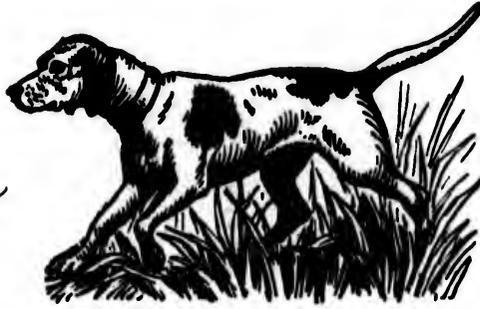
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Dd	Ee	Ff	Dd	Ee	Ff
Gg	Hh	Ii	Gg	Hh	Ii
Jj	Kk	Ll	Jj	Kk	Ll
Mm	Nn	Oo	Mm	Nn	Oo
Pp	Qq	Rr	Pp	Qq	Rr
Ss	Tt	Uu	Ss	Tt	Uu
Vv	Ww	Xx	Vv	Ww	Xx
Yy	Zz	&	Yy	Zz	∅

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

EXERCISE I.

dog



a dog

This is Duke

cat



a cat

This is Kitty.

cow



a cow

This is Daisy.

See my dog! See Duke
 See my cow! See Daisy
 See my cat! See Kitty

I like Duke.

Duke likes me.

I like Kitty.

Kitty likes me

I like Daisy.

Daisy likes me.

This is my dog Duke.

My dog Duke likes me

The dog: the cat: the cow

A dog: a cat: a cow.

man



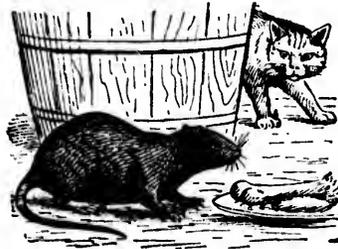
The
man.

This is Tom.

Tom likes me.

Tom likes Duke

rat



The
rat.

This is a rat.

See the rat!

Kitty sees the rat.

See Tom! I like Tom.
I like Tom Tom likes me.

See the rat! See this rat!
See the cow! It is my cow.

That is a man. It is Tom.
Tom likes Daisy: Daisy is
my cow.

Duke sees Kitty.
Kitty sees the rat.
It is my Kitty.
It is my dog Duke

Is this a cow? Is it Daisy?
Is that a man? Is it Tom?

pan



a
pan.

This is a pan.

This is my pan.

Cat: pan: rat: man:

a fan



the
fan.

See this fan!

Is it my fan?

It is my fan.

Kitty: Duke: Daisy:

a man: a fan:

The man has a fan.

Tom has a fan.

Kitty has a rat.

My Kitty has a rat

Duke sees the pan.

My dog Duke sees the pan.

See the cow and the cat!

See Daisy and Kitty!

Kitty has a pan.

Has my Kitty a pan?

My dog: My cat: My cow:

Duke: Kitty: Daisy.

EXERCISE IV.

15

LEARNING THE ELEMENTS.

The Word:	Slow Pronunciation:	The Elements:
cat	c--a--t	c a t
man	m--a--n	m a n
pan	p--a--n	p a n
rat	r--a--t	r a t
fan	f--a--n	f a n

COMBINING THE ELEMENTS.

The Word as Elements:	The Elements Combined:	The Word:
fat	f - a - t	fat
mat	m - a - t	mat
map	m - a - p	map
nap	n - a - p	nap
rap	r - a - p	rap
pat	p - a - t	pat

EXERCISE IV.— *Continued.*

See the man!
 It is Tom.
 He has a trap.
 Kitty sees the trap.
 The rat sees Kitty.

WORD DRILL.

can, cap, man, mamma,
 tap, ran, an, at.

BLACKBOARD DRILL.

at — f, c, r, s, m,
 an — p, f, m, c, r.
 ap — m, c, n, r, t.

ELEMENTS KNOWN.

ă, c, m, n, p, t, f, r.

LEARNING THE ELEMENTS.

hat	h--a--t	h a t
lad	l--a--d	l a d
dog	d--o--g	d o g
ham	h--a--m	h a m

FINDING OUT WORDS.

top	t - a - p	top
hot	h - o - t	hot
lad	l - a - d	lad
rag	r - a - g	rag
rod	r - o - d	rod
mad	m - a - d	mad
not	n - o - t	not



See the frog and the dog Duke!
Duke can run. The frog can
hop.

Duke runs at the frog.

Hop, frog, hop!

The frog has hopped into the
pond.

Duke can not get him

WORD DRILL.

hand, had, lamp, land, mad,
rag, lot, loft, doll, not, from

BLACKBOARD DRILL.

og—l, h, d, f, fr .

ot—l, d, n, h,

op—m, t, h, p, st.

NEW ELEMENTS.

h, l, d, g, ð.

LEARNING THE ELEMENTS.

pen	p--e--n	p e n
nest	n-e-s-t	n e s t
bed	b--e--d	b e d
that	th-a-t	th a t
has	h--a--s	h a s
pin	p--i--n	p i n

FINDING OUT WORDS.

pen	p-e-n	pen
peg	p-e-g	peg
net	n-e-t	net
beg	b-e-g	beg
leg	l-e-g	leg
sat	s-a-t	sat
sad	s-a-d	sad
red	r-e-d	red



Here is Ned's dog Ben,
 He has a bell on his neck,
 He can beg for bread.
 Ben and Duke are friends

WORD DRILL.

bad, sand, than, sod, bend
 sent, them, hen, held, lend,
 let, get, melt, men, met, rest,
 red, dress.

BLACKBOARD DRILL.

en—p, d, m, t, h.
 et—s, b, l, g, m, n, p
 ed—r, l, b, f, sh.
 ell—b d, t, f, sh, sp

NEW ELEMENTS.

ē b s th s

Sam lost his top.
It fell into the well.
He asked Tom to get it.
Tom went into the well.
He got the top for Sam.
Sam was glad.

Nell has a big doll.
What a big doll it is!
She got it from papa.
Nell likes the doll.
The doll has a red dress.

Ripple, ripple, little rill,
From the spring upon the
hill!

EXERCISE VIII.

NEW ELEMENTS.

ü w ng

PRACTICE IN USING THE ELEMENTS.

cut must will well
 hunt run went west
 ring sing wing

Ding, dong! Ding, dong!
 The bell is ringing.
 Sam is running.
 Duke is jumping.
 Nell is singing.
 Papa is coming.
 See Papa and Nell and
 Sam and Duke!

Sing, little cricket, sing a
 song!
 Summer is short, but winter
 is long.

NEW ELEMENTS.

j k v x

PRACTICE IN USING THE ELEMENTS.

jam	kit	give	box
jug	keg	live	fox
jet	rock	vest	vex

The red fox lives in his den
in the hills.

He would like to get Tom's
hens.

See him run across the fields!
He is at the chicken-shed.

He is springing at the hens.

Ah! Duke sees him, and Tom
sees him.

Run, fox, run!

Will Tom and Duke get the
fox?

SAMPLE DRILL EXERCISE.

Is the pen on the desk?
It is in the box on the desk

My hat is on the peg.
Tell Sam to hand it to me

Duke and Kitty are my pets
I give them bread and milk

Daisy is in the meadow
She is standing under the
elm.

This is my cup and my
mug.
I can print cup and mug.

See the little dog Jip!
He limps as he runs

The hens are in the shed.
The fox can not get them.

NEW ELEMENTS.

ā ē ī ō ū ŷ

PRACTICE IN USING THE ELEMENTS.

gāte hēre mīle rōll tūne m̄y
 lāte sēm tīme mōre tūbe sk̄y
 plāte swēet mīght nōse cūbe cr̄y

READING LESSON.



It is a fine night.
 The sky is clear
 and bright
 Set us get skates
 and go on the
 lake.

Papa will let us
 go if we get in
 by nine o'clock

We shall have a fine time
 As Jack has no skates he
 may slide

NEW ELEMENTS.

ā ē ī ō ū ŷ

PRACTICE IN USING THE ELEMENTS.

gāte hēre mīle rōll tūne mŷ
 lāte sēem tīme mōre tūbe skŷ
 plāte swēet mīght nōse cūbe crŷ

READING LESSON.



It is a fine night.

The sky is clear and
bright.

Let us get skates and
go on the lake.

Papa will let us go
if we get in by
nine o'clock.

We shall have a fine time.

As Jack has no skates he may slide.

BLACKBOARD DRILL.

(The terminations only are given.)

ail, ain, ate, ale, eam, eet, ear, ide,
ight, ine, ice, oat, oar, y.

(THE LITTLE PLANT.)

See the little seed.

We shall plant it in the shade.

It will get the rain.

The rain will make it grow.

By and by we shall have a little plant.

The little plant will
grow and grow.

Then we shall have
a tree.

The tree will have
wide branches.

We shall sit under it.



NEW ELEMENTS.

$\bar{o}o$ \bar{oo} ; oi oy ; ou ow ; \hat{a}
(under o) (under o) (under i) (under y) (under u) (under w)

PRACTICE IN USING THE ELEMENTS.

$\bar{b}ook$	$soil$	$mouth$	$\hat{c}\hat{a}re$
$\bar{l}ook$	$toil$	$sound$	$sh\hat{a}re$
$\bar{c}ool$	joy	cow	$\hat{h}\hat{a}ir$
$\bar{f}ool$	boy	bow	$\hat{b}\hat{a}re$

THE TRAIN.



Toot! toot! toot!
 Here is the express train.
 It is near the cross road.
 See, boys, how it runs
 along!

How loud a sound it makes!
 See the old cow!
 She must get off the track.
 Tell the man to hold his team.

BLACKBOARD DRILL.

ool, oon, ood, oot, oil, oy, owl, ow,
 own, are, air.

JACK AND THE ROBIN.



Jack sits in the window.
He has a frown on his face.

The robin sits on a twig outside.
Hear how he sings.

“Cheer up!” he says, “cheer up!
The rain will soon be over.
The clouds will roll away.
Then you may come out to play.”
“Cheer up! my boy, cheer up!”

It is seven o'clock.
The children sit before the fire.
Lucy tells them a fairy tale.

NEW ELEMENTS.

sh ch wh z y

PRACTICE IN USING THE ELEMENTS.

short

whip

buzz

church

when

size

splash

cash

pity

noisy



THE WIND-FLOWER.

The lightning flashed.

The thunder rolled.

The rain dashed on the rocks.

The wind shook the old elm trees.

It whistled in the poplars.

But the little wind-flower only
danced more and more.

When a heavy gust came it bent its
head down to the ground.

It pulled its velvet hood around its
face.

It sent its roots down into the soil.

Then the storm passed, and the sun
came out.

The little robin began to sing.

The noisy jay chattered in the tree-
top.

The bees buzzed in the clover.

The little wind-flower lifted up its
pretty face and smiled.

Every lily in the meadow
Waits in patience for the
rain,

Every birdie in its home nest
Waits for food, nor waits
in vain.

NEW ELEMENTS.

ēr ìr òr ùr ȧ qu̇ ò̇

PRACTICE IN USING THE ELEMENTS.

hēr wōrk hūrt tȯ lēarn
 bīrd wōrry fall dȯ wōrds
 mīrth hūrry call quīte quīck



THE SPIDER.

“It is always work, work, work,”
 said little Ben.

I can never learn to spell these words.
 Just then a spider fell down from
 the roof.

It almost dropped on his hand.
 But it did not quite reach him.
 It had spun its beautiful thread and
 was hanging by it.

It just took time to say "Excuse me!" and then it began to run up the thread to its home.

But it very soon slipped, and down it came lower than before.

Up again it went with another run. But again it fell before reaching the top.

It took a short rest and up it ran a third time.

"Will he get up?" said Ben.

"No! he is slipping down again."

"Ah! but he only fell an inch."

"Try again! little spider. You are very near your home. Hurry up! Hurry up!"

The spider did hurry and was soon back in his cobweb home.

"You have given me a lesson, little spider," said Tom. "I will just try again."

THE FRIGHTENED RATS.

A man had a rat in a trap.
He did not kill him.
He fixed a bell on his neck and let
him go.

The rat ran back to his home.
But the bell frightened the other rats.
They all ran off.

**LULLABY.**

A little boat sails on the sea,
My baby is laughing at me,
Blow, breezes, blow!
But now more slowly it goes,
And tired wee eyelids close,
Sow, breezes, low.

EXERCISE XIX.

35

NEW ELEMENT.

ò

PRACTICE IN USING NEW ELEMENT.

sòme còme dònè nònè lòve dòve



The fire is burning in the stove.
On the stove the kettle is singing.
Mother is putting the tea into the pot.
Polly is setting the dishes for tea.
A step is heard at the door.
Little Bessie knows who it is.
She runs to the door to meet him.
What takes place then ?
When papa comes in he takes off
his overcoat and cap.
There is a parcel in his pocket.

In the parcel is something children
like to eat.

What do you suppose it is ?

The little girls think they know.

They will be sure to know after tea.

THE BROKEN EGG.

Tom looked up into the tree.

He saw a nest.

He threw his cap at it.

An egg fell down.

The mother-bird had only three
little ones.

She should have had four.

Now the day is over,
Night is drawing nigh,
Shadows of the evening
Steal across the sky.

Now the darkness gathers,
Stars begin to peep,
Birds and beasts and flowers
Soon will be asleep.

NEW ELEMENTS.

ä ä a

PRACTICE IN USING THE ELEMENTS.

ask	fär	fall
cälf	cär	dawn
hälf	lärge	cause

AUTUMN.

All day the leaves have been falling;
 All day the crows have been calling
 Caw! caw! let us fly to our far
 away home.

All night the wind has been blowing;
 All night the clouds have been snow-
 ing;
 The summer is ended and winter
 has come.

BLACKBOARD DRILL.

ar, aw, all, awl, ast.

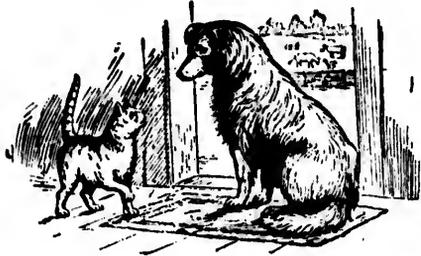


THE DANDELION.

Oh! dandelion, yellow as gold,
What do you do all day?
I just wait here in the long green
grass,
Till the children come to play.

Oh! dandelion, yellow as gold,
What do you do all night?
I wait and wait till the cool dew falls
And my hair is long and white.

And what do you do when your hair
grows white
And the children come to play?
They take me up in their dimpled
hands
And blow my hair away.



WORD-KEY.

wĥere mēadōw sūre_{sh} lāughēd_t
 nōthing caught gōphērs_t dōing_t
 shōuld wātching busy_t cōurse

TRAY AND TABBIE.

“Where were you all day?” asked Tabby-cat of old dog Tray.

“Where should I be?” asked Tray.

“I was watching the cows in the meadow.

“And I had a busy time of it, too.

“Old Brindle and her calf would not stay with the herd.

“They wanted to visit my master’s oat-field.

“I don’t understand why they like oats better than the sweet grass.

“I am sure if I were a cow I should not want to eat the grain.”

“If you were a cow,” laughed Tabby-cat, “you would want to do the very same thing.”

“No!” said Tray, “for it would be wrong, and I never do wrong.”

“You don’t,” said pussy. “Then how about the ham you stole last week?”

Old Tray just gave a low growl but said nothing.

“Of course, I never steal,” went on Tabby. “I earn my food. This morning I caught three gophers, and now see the big rat I have.”

“You never steal!” said Tray. “Then what were you doing in the cream jug last week?”

WORD-KEY.

<i>two</i>	<i>hŭngry</i>	<i>òthèr</i>
<i>cèll'ar</i>	<i>chēēse</i>	<i>mouse</i>

THE TWO MICE.

Two little mice met on the cellar steps. Let us call them Gray-back and Sharp-eyes.

One little mouse was going up, the other was going down.

"I'm so hungry," said Gray-back.

"I know where to find some cheese," said Sharp-eyes.

"Where?" asked Gray-back.

Just then they saw the old black cat at the top of the steps, so they ran away as fast as they could.

Kitty was hungry, too.



When the day's over,
When tea time has come,
Brindle and Bess
Walk slowly home.

They stop by the bars
And switch their tails.
Till the girls bring out
Their milking pails.



Birds in a nest,
Nest upon a tree;
Under mother's breast,
Warm as warm can be!

Mother keeps you warm,
Father brings you food,
Safe within your nest,
Happy little brood!



WORD-KEY.

wāṭēr

bāit

dīn'nēr

THE LITTLE FISHERMAN.

In the water is a fish.
 On the log is a boy.
 In the boy's hands is a rod.
 To the rod is fixed a line.
 At the end of the line is a hook.
 On the hook is a bait.
 The fish will jump at the bait.
 The boy will lift the rod.
 The rod will lift the line.
 The line will lift the hook.
 The hook will lift the fish.
 The boy will have fish for dinner.



 WORD-KEY.

fīeld	tākes	lēad	knōws
pāil	strāin	pōur	crēam
town	stōre	drives	būt'-tēr

 MILKING TIME.

It is six o'clock.

Tom drives the cows home from
the field.

The old cow with the bell on her
neck takes the lead.

She knows it is time to go home.

Nell will take a pail and milk the
cows.

She will strain the milk and pour
it into pans.

The cream will rise to the top.
 From the cream butter will be made.
 The butter will be taken to town
 and sold at the store.

Then Nell will get a dress and Tom
 will get a hat.

Little Bess will get a big doll.

 EXERCISE XXVIII.

WORD-KEY.

a-wāy tired cōr'nēr amōng
 pushed āgainst' light mōrn-ing
 thēy windōw wound sūrelŷ_{sh}

 THE LITTLE VINES.

“Let us run away,” said two little vines one day. “We are tired of this dark corner.”

So they ran up the wall, wound in and out among the branches of the big maple-tree and pushed themselves against Ethel's window.

“What do you see in there?” asked the first vine.

“Only a little girl in a bed,” said the second.

“How pale and thin she is!”

“Surely she is ill!”

“Yes! I think she is. Let us keep away from the window. We are shutting out the light.”

Just then Ethel’s eyes opened.

“Good morning, little vines,” she said. “I am so glad you came to see me. Where are your flowers?”

“Just wait till to-morrow,” said the vines.

When Ethel awoke next day, there were two morning-glories blushing outside of the window. Then Ethel clapped her hands.

“How glad I am we ran away!” said the first vine to the second.

THE BIRDS ARE GOING.

“Do you see all the birds, mamma? Where are they going?”

“They are flying away to the South. It will soon be very cold here. The flowers will die, and snow will cover the ground. But in the South it is warm and bright.”

“Will the birds ever come back, mamma?”

“Oh, yes, they will come back in the spring. It will grow warm again. The snow will melt, and the flowers will bloom. Then the birds will return.”

“Will my little doves go away, mamma?”

“No, they will remain here all winter. You must give them a warm house, and you must feed them every day.”



NORTH AND SOUTH.

A bird flew out of the sunny South,
The warm, sweet South, where
the flowers are,
And carried a song in his beating
heart,
To the cold, white North, away
so far.
The sweet South sighed for the
bird that had gone,
But the cold North smiled, and
loved the song.

WORD-KEY.

hěavŷ

clōsēr

teār

blēw

THE WIND AND THE SUN.

“I am stronger than you,” said the wind to the sun.

“No,” said the sun, “I am the stronger.”

“Let us see,” said the wind.

Just then a man came by. He wore a heavy coat.

“I can tear that coat off,” said the wind.

So it blew and blew.

But the more it blew, the closer the man held his coat.

“Now let me try,” said the sun.

So it beat on the man’s head.

Then the man grew so hot he took his coat off.

“You see,” said the sun, “I am the stronger.”

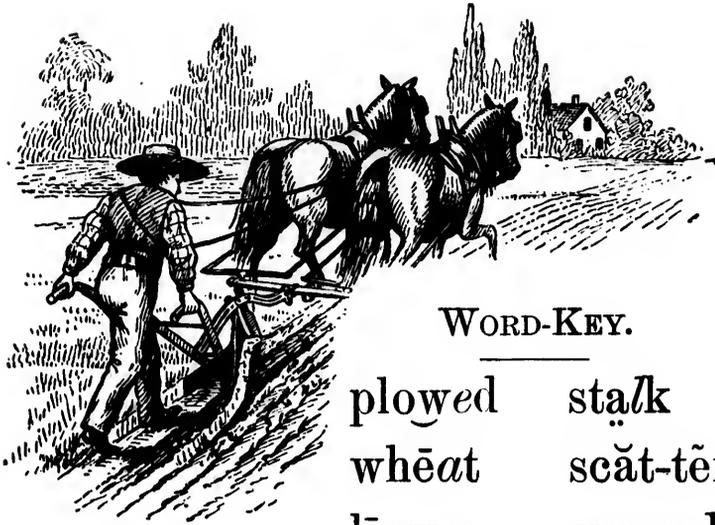


WORD-KEY.

dāiṣiēṣ mēadōw drēam'ing skiēṣ

DAISIES.

At evening when I go to bed
 I see the stars shine overhead;
 They are the little daisies white
 That dot the meadows of the night.
 And often when I'm dreaming so,
 Across the sky the moon will go;
 It is a lady, sweet and fair,
 Who comes to gather daisies there.
 For when at morning I arise,
 There's not a star left in the skies;
 She's picked them all and dropped
 them down
 Into the meadows of the town.



 WORD-KEY.

plowed	stalk
wheat	scat-ter
leaves	ground

 WHERE THE BREAD COMES FROM.

“Get up! get up!” said the farmer to his horses, and the land was soon plowed.

“See how I scatter the grain!” said his son John, and the wheat was soon in the ground.

“Patter! patter!” said the rain-drops. Then the grain began to sprout, and tiny green leaves peeped through the soil.

“Just look at me!” said the sun, and the little leaves grew tall and strong.

“Hold on!” said the south wind. Then the little plant sent its roots down deep into the ground. Its stalk became firm. The leaves turned yellow.

“Whirr! Whirr!” said the old reaper. “The grain is almost ripe.”

“Whirr! Whirr!” it said again, and the wheat was bound into sheaves.

“Whiz! Zoom!” said the thresher, and the grain was in the bags.

“Gr-r! Gr-r!” said the old mill, and the snow-white flour was in the bins.

“Pat-a-cake! Pat-a-cake!” said little Nellie, and the buns were soon ready for tea.

“Good! Good!” said little Tom. “Those are the best buns in the world.”



 WORD-KEY.

pret'tiĕst

noise

whistle

bright

noisy

woods

 THE BLUE-BIRD AND THE RED-BIRD.

A red-bird was singing in the tree-top. "Tweet! tweet! I am the prettiest bird in the woods. I am bright like the sun. I go through the woods like a flash of light. How I can sing, too! When I begin, the leaves keep still."

“Why do you make such a noise?” asked the blue-bird. “You sing like a crow, and you are not at all pretty. If you had a suit like mine, you might talk. See! I am blue, just like the sky.”

“Oh, blue is very ugly,” said the red-bird. “I can’t bear it. Why do you not get a red vest like mine?”

“Come! Come! little birds,” said an old owl. “You are too noisy. You are both pretty when you are good.”

“Well, blue is not so very ugly after all,” said the red-bird.

“And you do sing very well, too,” said the blue-bird.

Then they both began to chirp and whistle, and the woods rang with their music.

WORD-KEY.

beaūtiful wāiting rōlled climbīng

MRS. SPIDER.

Mrs. Spider sits in her web. She has on a gold and black dress. See her pretty silver-gray bonnet! Look at her four pairs of stockings—orange and black. Is she not very beautiful?

What a fine web she has, too! It is made of the finest silk, and she made it herself. Now she is waiting for some one to call on her.

Here comes a big wasp. Ha! ha! See! Mrs. Spider is gone! Where is she? Look on the ground and you will find her. She is rolled up into a little ball. The wasp sees her, but he thinks it is a dead wasp, so he flies away. Then Mrs. Spider

runs back to her home. See her climbing the rope.

Here is another caller; it is a little fly. How he buzzes round and round! Will he fly into the web? Not this time, Mrs. Spider.

EXERCISE XXXVII.



THE LION AND THE MOUSE.

One hot day a lion was taking a nap. A little mouse chanced to come by and, in its hurry, ran up on the lion's back.

This waked the king of beasts. Being angry, he reached out his paw

and caught the mouse. The mouse was very much afraid. It begged the lion to spare its life. It said: "I did not see it was a lion, as I came running along. I am very sorry."

Then the lion let the little mouse go free.

One day, not long after this, the lion was caught in the hunter's net. He could not set himself free. He began to roar, so that the mouse heard him. It came running to see what was the matter.

"Now is my time!" said the little mouse. So it bit off the knots in the net, and the lion was free.

"Give!" said the little brook,
As it hurried down the hill;
"I'm small, I know, but where'er I go,
The fields grow greener still."



THE WIND AND THE LEAVES.

“The summer is gone, little leaves,” said the wind one day. “Come down from the tree and dance with me in the meadow. Put on your red and gold dresses. It will be cold, but we can dance to keep warm.”

The little leaves heard the voice of the wind. They fluttered down from the branches. They played and danced the whole day long. They sang their pretty little songs. When evening came the wind

ceased. The little leaves lay down to rest. The snow covered them with her soft white blanket.

“Come, little leaves,” said the wind
one day ;

“Come o’er the meadow with me
and play.

Put on your dresses of red and
gold,

Summer is gone, and the days
grow cold.”

Soon all the leaves heard the wind’s
loud call ;

Down they came fluttering, one
and all.

O’er the brown meadows they
danced and flew

Singing the sweet little songs they
knew.

WORD-KEY.

beaūtīful	boughs	cē'dar
sin'ews	hědge'-hög	boš'om

THE PRETTY BOAT.

The little Indian boy, Hiawatha, wished for a boat. So he went to his friends in the forest and asked their help.

“What will you give me, Birch-tree?” “What will I give, Hiawatha? Why, you may have my bark. Cut it off below the branches. See how strong and light it is! Is it not beautiful?” “Thank you, Birch-tree, I will have your bark.”

“What will you give, Cedar-tree?” “What will I give, Hiawatha? Here are my boughs. Are they not

strong? They will make the framework for your boat. Cut them off, dear Hiawatha." "Thank you, Cedar, I will take your boughs."

"What will you give, Tamarac?" "What will I give, Hiawatha? Here are my roots. They are tough as sinews. They will bind the ends of your boat together." "Thank you, Tamarac, I will take your roots."

"What will you give, Fir-tree?" "What will I give, Hiawatha? Here is my gum. It will fill up the seams and keep out the water. You may take it, Hiawatha." "Thank you, Fir-tree, I will take your gum."

"What will you give, Hedgehog?" "You may have my quills, dear Hiawatha. You can stain them blue and red and yellow. They will make stars for the bosom

of your little boat. Please take them, Hiawatha." "Thank you, Hedge-hog, I will take your quills."

Then Hiawatha took the yellow bark of the Birch-tree, the boughs of the Cedar, the roots of the Tamarac, the gum of the Fir-tree and the quills of the Hedge-hog. His little boat floated on the water like a leaf. It carried him down the rivers and across the lake. It was light and strong and safe and beautiful.

One gentle word that we may
 speak,
Or one kind loving deed,
May, though a trifle, poor and weak,
 Prove like a tiny seed ;
And who can tell what good may
 spring
From such a very little thing ?

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