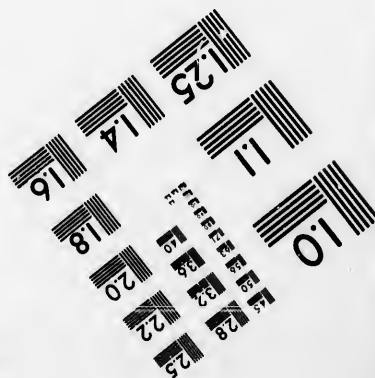
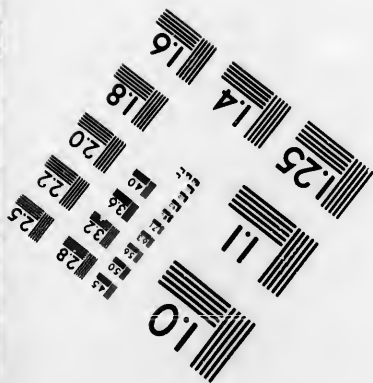
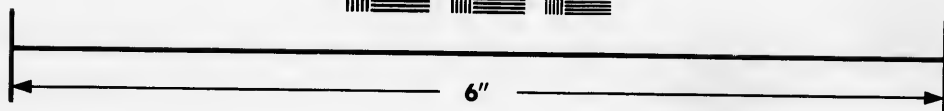
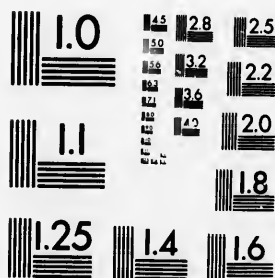


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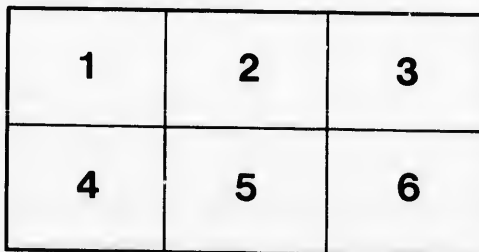
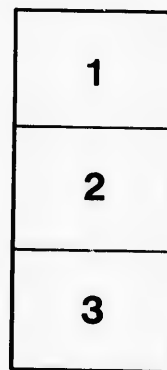
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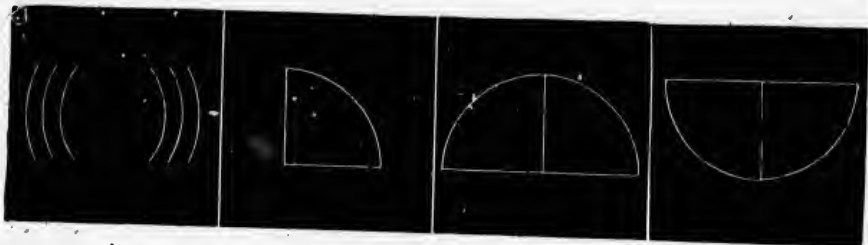
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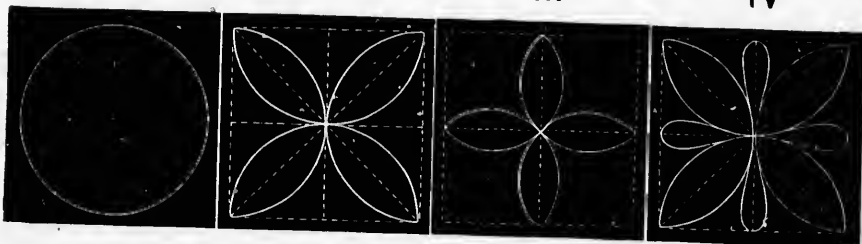


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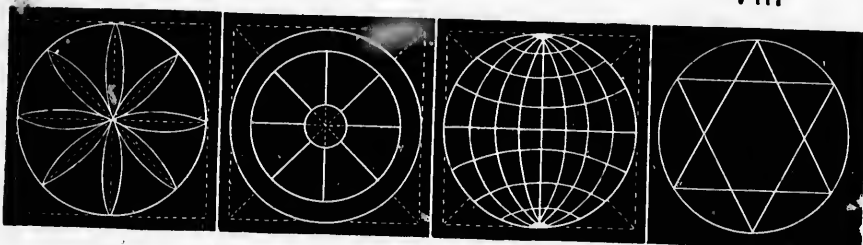


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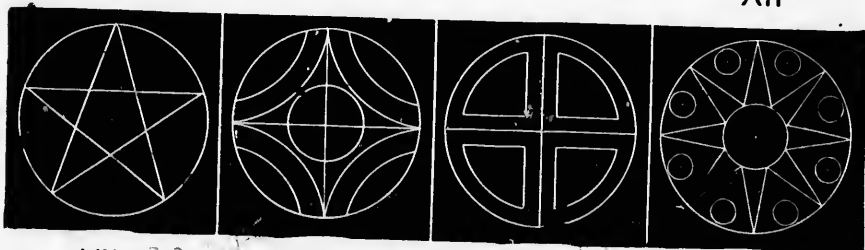


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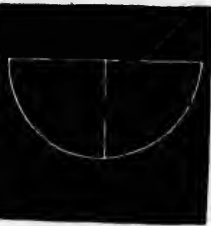


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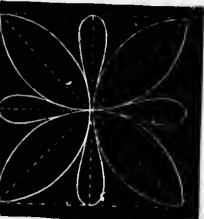
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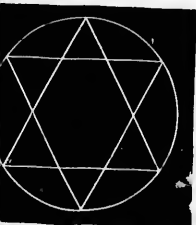
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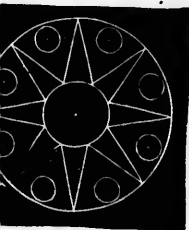
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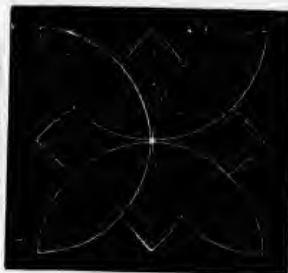
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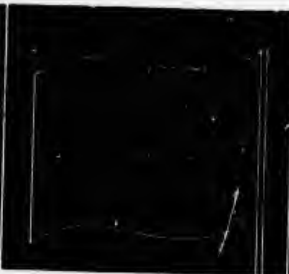
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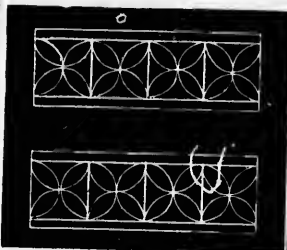
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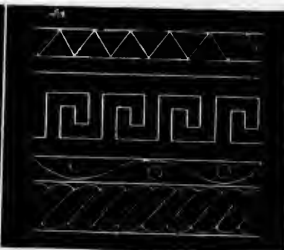
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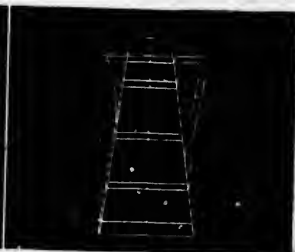
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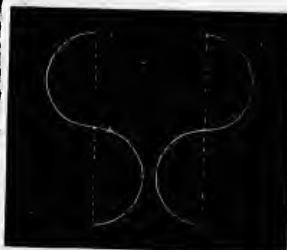
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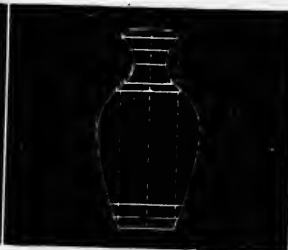
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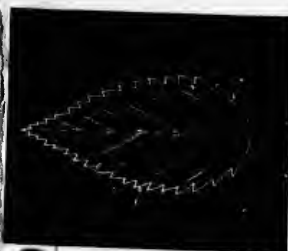
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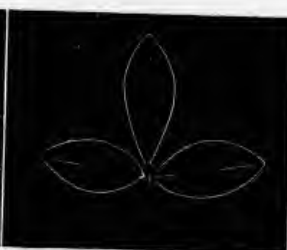
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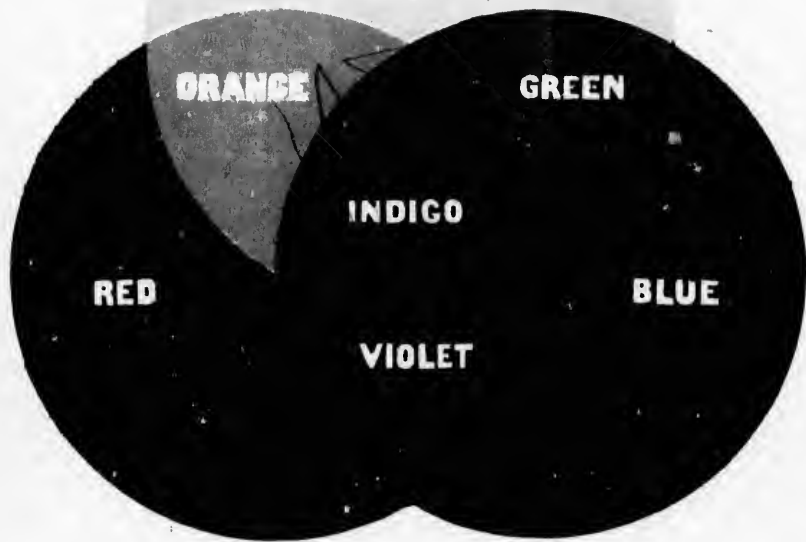


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ROYAL CANADIAN SERIES.

G. H. Armstrong

FIRST *Aug. 1883.*

READING BOOK.



THE QUEEN AT 8 YEARS OF AGE.

TORONTO:
CANADA PUBLISHING COMPANY,
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PREFACE.

IN the Primer the names of the letters, and those sounds which are most easily learned, have been taught. In this, the First Book, proper diphthongs, long vowels, and the more common improper diphthongs, are introduced in the order of their difficulty.

The important principle of Word-building is largely used. It consists in leading the learner to name a word by the proper synthesis of its sounds, as represented by their letter signs.

In the Primer, the *sounds* of letters are taught by the *analysis* of simple words of regular formation; but in this book, *words* are taught by the *synthesis* of the sounds of their letters.

The Reading Lessons are conversations, moral stories, and easy rhymes, interesting to children, and simple enough to be easily understood by them. The chief aim is to teach words, and it is hoped that this end has been accomplished without sacrificing the attractiveness of the lessons.

The Exercises, as given in the footnotes, are intended chiefly for the teacher. They are only suggestive, and should be multiplied and varied with every suitable lesson. Exercises that might be repeated every day are suggested perhaps only once or twice, so that the teacher is left free to use his own judgment as to how long he will continue any exercise after he has tested its utility to each particular class.

Exercises in Arithmetic are added to some of the lessons, but it is expected that the teacher will give pupils instruction and practice in this subject daily. The same remark applies to Spelling, Writing, Composition, and Drawing.

TORONTO, November, 1882.

LESSONS.

- | | |
|--------------------------------------|--------------------------|
| I. | THE SEE-SAW. |
| II. Word-building. | MAKING A TRAP. |
| III. <i>aw</i> . | MAKING A SEE-SAW. |
| IV. Word-building. | MAKING A GARDEN. |
| V. <i>wh</i> . | "TIT FOR TAT." |
| VI. <i>cw</i> . | BIRD NESTING. |
| VII. <i>dge</i> . | THE CAT AND THE FOX. |
| VIII. <i>ow</i> as in <i>how</i> . | THE WATCH DOG. |
| IX. <i>ow</i> as in <i>snow</i> . | THE FOX AND THE CROW. |
| X. <i>ow</i> . | REVIEW. |
| XI. <i>ay</i> and <i>ind</i> . | A KISS FOR A BLOW. |
| XII. <i>rm</i> . | THE FARM. |
| XIII. <i>ou</i> . | THE DRAWING LESSON. |
| XIV. Review. | THE RILL, WHEEL, MILL. |
| XV. <i>ai</i> and <i>ay</i> | "WORK WHILE YOU WORK." |
| XVI. Review. | THE MARKS OF THE NAILS. |
| XVII. do. | LITTLE BOY BLUE. |
| XVIII. <i>c</i> like <i>s</i> . | THE LOST CENT. |
| XIX. <i>oi</i> and <i>oy</i> . | THE BLIND BOY. |
| XX. <i>ate</i> , <i>ake</i> . | SKATING. |
| XXI. <i>a</i> lengthened. | THE PROUD FIG. |
| XXII. <i>i</i> lengthened. | THE PRIZE KITE. |
| XXIII. <i>o</i> lengthened. | HOW JANE SPENT SATURDAY. |
| XXIV. <i>u</i> lengthened. | THE SICK GIRL. |
| XXV. <i>u</i> and <i>e</i> . | THE NORWAY SPRUCE. |
| XXVI. <i>ea</i> as in <i>leaf</i> . | SENTENCES. |
| XXVII. <i>g</i> soft. | AN OLD STORY. |
| XXVIII. Review. | A CHILD'S WISH. |
| XXIX. <i>ea</i> as in <i>learn</i> . | HEALTH IS WEALTH. |
| XXX. <i>ea</i> review. | THE PIC-NIC. |
| XXXI. Review. | KITTY AND THE MOUSIE. |
| XXXII. <i>oa</i> . | THE GOAT CART. |
| XXXIII. <i>ie</i> . | "HEED A TRUE FRIEND." |
| XXXIV. <i>elm</i> and <i>ight</i> . | THE LIGHTHOUSE. |
| XXXV. Silent <i>l</i> and <i>b</i> . | THE PET LAMB. |
| XXXVI. Review. | NELLIE'S LETTER. |
| XXXVII. do. | A KIND VOICE. |
| XXXVIII. do. | THE CLOCK. |
| XXXIX. do. | THE COMPASS. |

FIRST BOOK.

LESSON I.



THE SEE-SAW.

Up I go, and up I go!
See me, see me! He ho, ho!

If I see a fly go by,
I can hit him if I try.

I see a fly! I see a fly!
Up, up he goes in-to the sky.

I will not try to hit the fly;
No, lit-tle fly; by-by! by-by!

Teach by sight: *fly, goes, little, try.*

LESSON II.

Word-Building with pr, spr, tr, str.

r-at	rat	-ing	rap
p-rat	prat	ring	trap
pr-at	prat	pring	strap
s-prat	sprat	spring	straps
spr-at	sprat	spring-s	strap-per
sprat-s	sprats	spring-ing	strap-ping
ing	ring	tring	string-ing
ip	rip	trip	strip-ping

Exercise.

We met Fred Strang on the street. He is a spry lad. He set a spring trap to catch a rab-bit he had seen strip-ping the sprout-ing tops of the beets. He made the trap out of strings, a strap, a steel spring, and a strip of wood. With this queer trap he caught the rab-bit and six other rab-bits as they were spring-ing a-long.

For additional examples of word-building use: *Strang, street, spry, sprouting, steel.* Review *th* in *with, this, others.* Teach by sight: *caught.*

Teach 1
Lesson II.)

LESSON III.

aw.

rap
trap
strap
straps
rap-per
ap-ping

awl
bawl
hawk
rank
prank
shrank

dawn
fawn
lawn
rink
drink
shrink

jaw
shawl
sawn
sunk
trunk
shrunken

ing-ing
ip-ping

Frank, will you help us to draw the plank from the straw-stack?

What are you go-ing to do with it?

We wish to make a see-saw.

I do not see a log to put it on.

We have no log, but we will put it on that bank. Will that do, Frank?

I do not think the bank will do; it is too low. I will get you an old trunk or the coop I made for the hen and chick-ens: it is strong.

That will do very well, thank you.

Up I go, and up I go!

See me, see us, Ho, ho, ho!

e street.
ng trap
n strip-
e beets.
rings, a
strip of
rap he
ner rab-
a-long.

ng, steel. Review th

Teach by sight; help, low, very. Use the blackboard to teach by synthesis (word-building, see Lesson II.) Frank, plank, straw, and strong. Review oo. Draw a coop on the blackboard for a copy.



LESSON IV.

Word-Building.—Continued.

an	-en	an	-ack
and	-ent	ant	lack
stand	pent	pant	black
stand-ing	spent	plant	track
ash	lash	plash	splash

In the same manner teach :

skin spot split sprawl splin-ter

Exercise.

Pa-pa, may we have a plot to make
a gar-den ?

str
a
ha
L
a
pin
see
lit-
jac
be-
V
pla
plo
let
Teach
a portion
for class e

I do not think you are big and strong e-nough yet to dig and plant a gar-den. Next Spring you may have a plot in this cor-ner.

Ed-win will dig it for us. We have a dol-lar to spend on tu-lips and pinks. The gar-den-er will give us seeds to plant. We can make a lot of lit-tle beds. Ed-win will lend us his jack-knife to cut splin-ters to stick be-tween the beds.

Well, as you seem to have all your plans made, I will give you a gar-den plot this Spring. But you must not let Flash run and jump o-ver it.

Teach by sight: *enough, knife*. By synthesis: *plot, spend, pinks, between, plant, Flash*. Write a portion of the lesson in script on the blackboard, separating or otherwise marking the phrases for class exercise in reading script.



-ack
lack
black
track

sh

plin-ter

to make



what	when	which	whack
whet	whim	whist	wheel
why	whip	whisk	whirl

“O Dick! what is that?”

“I think it’s the cat.”

“Why! what is she at?”

“Look, she is catch-ing a rat

Which ran un-der the vat.”

Tom ran with a bat

To hit the old rat,

When a rag-ged old mat

Caught his foot; he fell flat;

LESSON V. - *Continued.*

And miss-ing the rat
He struck the poor cat.
Quoth Dick, "I think that
Is just tit for tat."

Wal-ter struck the ball a whack and
sent it whiz-zing a-cross the street.

Examples for word-building: *caught, struck, just, across.*

Review: Adding by 1's from 1 to 100; subtracting by 1's from 100 to 1; counting by 10's to 200.

LESSON VI.

ew.

few hew pew flew crew
dew new stew blew threw

Take this new pew-ter spoon to stir
the stew. Do not use that brass spoon
un-til you pol-ish it well. See that
spot of green rust on it!



whack
wheel
whirl

rat
t."

at;



T
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Two rob-ins built their nest in a
yew tree that grew by the bank of a
riv-er. One day a boy went up the



tree to get the eggs,
but when he was
with-in a few feet
of the nest a branch
caught his hat, or
per-haps the wind
blew it off, and it
fell in-to the wa-
ter. He came down
quick-ly, and tried
to draw his hat to
the bank with his
fish-ing rod, but it
was just be-yond his reach. He lost
his hat, for it soon got in-to the cur-
rent which took it down the river.





The sun has set. The fox
grass is wet with dew. The
The sky is dot-ted with
twink-ling stars. The
new moon is sink-ing in
the west. We can just
see a part of its rim. It
looks like a sil-ver horn.

It will soon be hid be-
hind the trees. The birds
have all gone to rest.

Teach by sight: *take, use, two, built, their, came, down, tried, read*
By synthesis: *spoon, looks; brass, branch; green, grass; stirs, star*
nest, west; rust, just; bank, sinking, twinkling, &c.

Composition—Conversations on Rust, Dew, New Moon. Defi-
tions; *polish, current, twinkling, silver horn.*

“Crew,” note the effect of “r” on “ew.”

LESSON VII.

dge.

badge	hedge	ridge	lodge
judge	dredge	bridge	drudge

A cat was once going a-long by
hedge, look-ing for birds and mice.
By the edge of the woods she met

Reading
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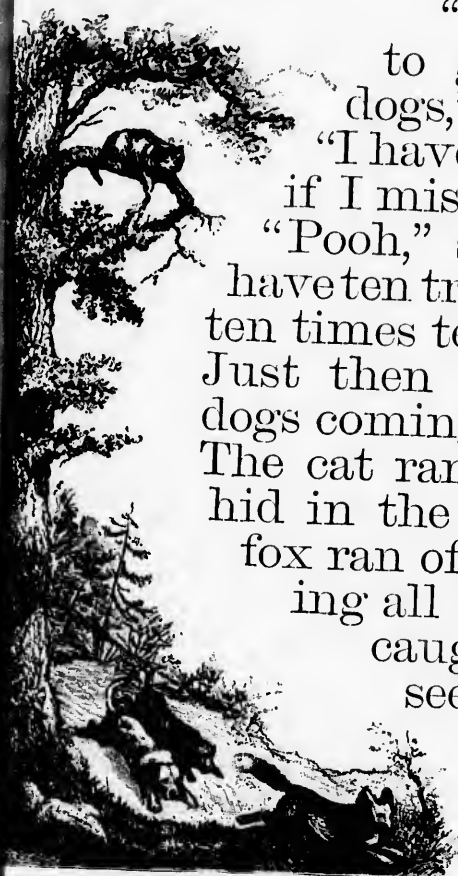
set. The fox who had been hunt-ing for his
with dew din-ner, too.

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, came, down, tried, reas
green, grass; stirs, start
, &c.
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“What do you do
to get a-way from
dogs,” asked the cat;
“I have but one trick, so
if I miss that I am lost.”
“Pooh,” said the fox, “I
have ten tricks at hand, and
ten times ten in a bag.”
Just then they heard the
dogs coming over the ridge.
The cat ran up a tree and
hid in the branch-es. The
fox ran off, and after try-
ing all his dodg-es, was
caught at last. “I
see,” said the cat,
“that one good
trick is bet-ter
than ten bad
ones.”

Reading script: For practice write a portion of the lesson in script on the blackboard. The
fulness of this exercise will be increased if the arrangement of the clauses be somewhat varied
from that in the book.

Spelling script—Pupils should spell words in script, naming the letters as they are pointed out.

Writing—Review all the short letters *t* and *d*; and *l*, *h*, and *b*.

Oral composition—Pupils may repeat this fable in their own language.

LESSON VIII.

ow as in how

cow	fowl	frown	pow-er
how	howl	brown	flow-er
vow	growl	crown	show-er



This is Growl-er. He is a good watch-dog, big and strong, brown and shag-gy.

How-ard Pow-ers got him when he was a pup from a man in town who was go-ing down to the riv-er to drown him.

They call him Growl-er, for he makes such a

row and growls so if any one goes near the house at night.

He will al-low a per-son to go to the front door at night, but not in-to the house, nor in-to the yard, the or- chard, or the barn.

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How-ard can send him for the cows by say-ing, "Growl-er, Growl-er, fetch the cows," and at the same time clap-ping his hands. Then off he starts as fast as he can run.

Growl-er can make a speech. How do you think he does it?

Well, if you hold up a bit of bread for him, for he likes brown bread and but-ter, and say "Growl-er, make a speech," he will sit up and say, "Bow-wow, Bow-wow-wow." Then he must get his piece of bread.

How-ard says that the dog did not cost him any-thing, but he would not now take ten dol-lars for him.

By sight: *makes, near, night, front, saying, does, likes, piece, bread, would.*

Oral composition—Different kinds of dogs; tricks that dogs can be taught; prices of dogs.



own
low
blow
show

owl
crow
grow
grown

flow
glow
know
known

throw
thrown
win-dow
bor-row



THE FOX AND THE CROW.

A crow once stole a lump of cheese from an o-pen win-dow and flew with it to one of the low-er branch-es of a tall tree to eat it.

A hun-gry fox, prowling a-bout for his din-ner, was drawn by the smell of the cheese, but how to get it from the crow he did not know.

At last he hit up-on a plan. He went

By sight
By synt
Oral con
By other b
able?
Require

and sat down un-der the tree and said :

“Good-day, my dear Mrs. Crow; you are look-ing well to-day. What a hand-some bird you are! What fine feath-ers you have, al-most like snow. If you can sing, it must be owned you are the Queen of Birds. Do let me hear you sing, for I know you have a sweet voice.”

“Caw, caw, caw,” said the sil-ly crow, and down fell the cheese near the fox.

The sly fel-low quick-ly ate it, and then look-ing up at the crow, he said, “Nev-er a-gain trust any one who flat-ters you. This les-son is well worth the bit of cheese you have lost.”

By sight: *know, said, handsome, feathers, voice, again, who.*

By synthesis: *window, almost, trust, flatters, &c.*

Oral composition—The crow. What does the crow eat? The color of the crow: the colors of
by other birds. Singing birds. How did the fox get the cheese? What lesson is taught by the
able?

Require the meaning of *trust, flatters, worth.*

bow mow row sow

The King stood on the bow of the ship as she start-ed off, and made a bow to the crowd.

The lad shot a crow with an ar-row from his cross-bow.

The old sow is mak-ing a row in the sty.

We must sow that seed in a row or in a drill.

The men mow the hay, and the lads pack it in the mow.



What a very queer fowl
Is a sleep-y brown owl,
For a lit-tle girl to have for
a pet!

But Jen-ny re-al-ly thinks
Her be-lov-ed Mr. Winks
Is the very sweet-est bird
she ev-er met.

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Down-y, go down, head to the floor;
 Up-py, come up, just as be-fore,
 Do it a-gain, now up and now down;
 A brave lit-tle man will not crack
 his crown.

Pull me up so. then let me down,
 I'll not let go; no need to frown.

In order to prevent the confusion of word pictures care has been taken to avoid the use of words for phonic analysis or synthesis that have the same sound but dissimilar in spelling. Words of different sounds and the same spelling, however, are brought together. See also Lesson XXIX.
 Write elliptical sentences on the blackboard for the pupils to copy supplying the ellipses.
 Examples: The lad shot ten —. We can — the — in row.

LESSON XI.

th, ind, and ay.

oth-er	broth-er	kind	day
an-oth-er	to-geth-er	find	way
moth-er	wheth-er	blind	play

One day a lit-tle boy and his sis-ter were play-ing to-geth-er in the play-room. The sis-ter did some-thing to him that vex-ed him ver-y-much and he be-gan to cry. In his

an-ger he shut his lit-tle fist and struck her.

She was go-ing to re-tur-n the blow, but just then her moth-er came in and led her a-way to her room.



“My dear girl,” said her moth-er, “do you wish to pun-ish your broth-er for what he did to you?”

“Ray,” said Ma-ry, “had one of my blocks, and I took it; then the rest of his fell down, and I could not help it. So he hit me, and I was go-ing to pay him back.”

“Tell me, Ma-ry, wheth-er a kind sis-ter will help her broth-er, or will she hin-der him?”

What did Ma-ry say to that, do you think?

fist and

the blow,
came in
m.

“My girl,”
mother,
wish to
your
what
you?”

“Did Ma-
e of my
I took
own, and
hit me,
back.”

“a kind
or will

do you



“Now,” said her moth-er, “I will tell you an-oth-er way to pun-ish him, and I think you will find it the best way to pay him back. Go, by-and-bye, put your arms a-bout his neck, kiss him, and say you are sor-ry for throw-ing down his blocks.”

Ma-ry did so, and it made lit-tle Ray cry to think how un-kind he had been to his dear sis-ter. Ma-ry told him not to mind that now. but Ray nev-er for-got the les-son.

*What=ev=er brawls dis=turb the street,
There should be peace at home;
Where sis=ters dwell, and broth=ers meet,
Quar=rels should nev=er come.*

By synthesis : return, punish, blocks, throwing, disturb, dwell, &c.

Conversation about building blocks; about letter-blocks. Make drawings of blocks.

Commit the verse to memory.



LESSON XII.

rm, rn, rp, rk.

"I will
punish
and it the
Go, by-
out his
re sor-ry
ks."

harm	yarn	warp	park
charm	fern	harp	jerk
sperm	scorn	sharp	quirk
firm	thorn	chirp	shirk
storm	churn	thorp	shark
a-larm	spurn	carp	work

e lit-tle
kind he
Ma-ry
ow. but

Mark and Al-bert Thorp went one warm Sat-ur-day morn-ing in sum-mer to vis-it Har-old Sharp at the farm.

treet,
s meet,

When they got to the cor-ner of the gar-den they saw Mr. Sharp run-ning and drum-ming on a big tin pan, and Har-old ring-ing a bell and blow-ing a horn, and the dog bark-ing. As soon as they saw them they stopped at the thorn tree by the barn, where the boys went a-cross to them.

f blocks.

There they saw a big bunch of bees hang-ing on a forked branch of the thorn tree. Mr. Sharp had got a big

box and was brush-ing the bees in-to it, but they did not sting him.

When he had got them all in the box, he set it on a bench in the shed.

“What is the mat-ter with the bees?” ask-ed Al-bert and Mark, for they had nev-er seen bees swarm be-fore.

Har-old told them that a box or hive of bees has on-ly one queen, and that when a new queen is born in the hive the old queen gets ver-y an-gry, and if the bees do not let her kill the young queen she goes off with part of the bees to form a new hive. That is what is called swarm-ing.

Har-old told them ma-n-y oth-er queer things a-bout the bees.

In the af-ter-noon they went to the woods to gath-er ferns and hunt chip-munks. They threw sticks in-

bees in-to
im.

all in the
the shed.
with the
Mark, for
s swarm

a box on
queen, and
s born in
gets ver-y
ot let her
goes off
m a new
d swarm-

y oth-er
s.

went to
and hunt
ticks in-



to the creek for Car-lo to fetch, and
had plen-ty of good fun.

*Buzz=z=z=z=z=z=z, buzz,
This is the song of the bee,
His legs are of yel-low,
A jol-ly good fel-low,
And yet a fine work-er is he.*

Oral composition: Talk about Bees, Honey, Comb, Sting of a Bee.

The majority of the pupils will be able by this time to write all the letters in script, and may be given a part of the lesson for transcription. Require the capitals and punctuation marks to be written.

1

LESSON XIII.

ou as in out.

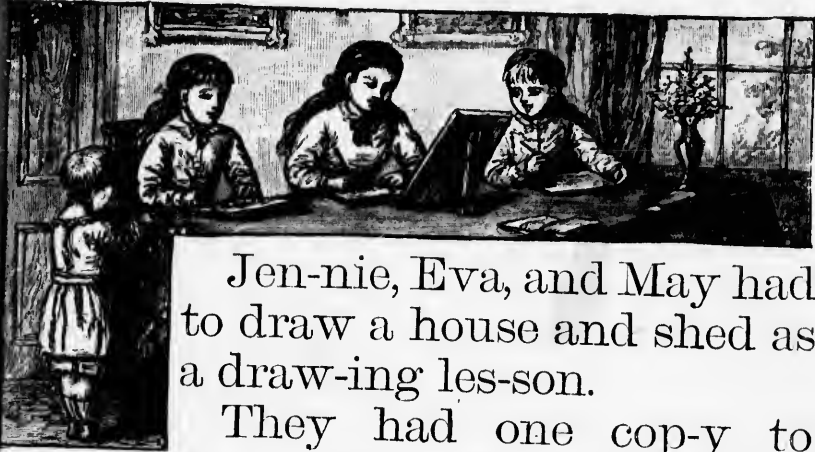
out	sound	loud	house
shout	found	cloud	mouse
trout	ground	south	sprout

The hounds found a fox's den in that
the ground.

The boys gave a loud shout when the
they got out of the woods.

They count-ed ten trout in the
brook.

THE DRAWING LESSON.



Jen-nie, Eva, and May had to draw a house and shed as a draw-ing les-son.

They had one cop-y to draw from. The first girl is May, the next is Eva, and the last one is Jen-nie. Rob-bie is there too.

They were told to draw the shed and the oth-er ob-jects in the front dark-er than the house, so as to show that the house is far-ther off than the shed. The house is said to be in the back-ground.

Eva's house and shed are too tall and too nar-row. May has not drawn the shed dark-er than the house.



What is wrong with Jen-nie's
Whose do you think is best?

Lit-tle Rob-bie says:

"I can draw a house, and a tree
be-hind it, and a lit-tle mouse run-
ning round to find it."

Transpose selected sentences for writing on the blackboard, separating phrases for practice in expressive reading of script. These may be changed into elliptical sentences for exercises. For example—The nest of a fox was found in a hollow log by the hounds. The — of a fox — found — a hollow — by the —. Care should be taken not to introduce words containing sounds hitherto untaught.



WORK.

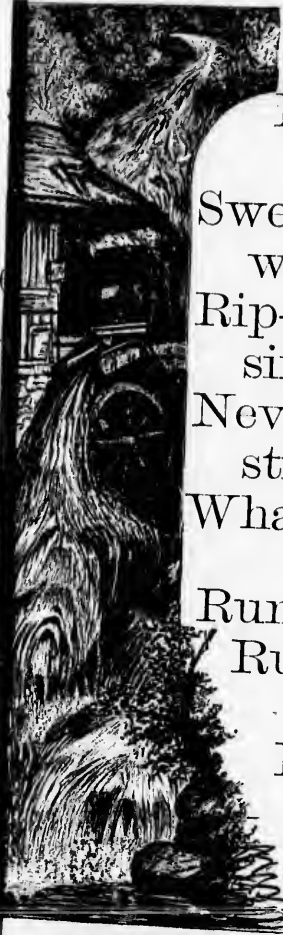
THE RILL.



Jen-nie's
best?

nd a tree
ouse run

erating phrases for pre
optical sentences for se
og by the hounds. T
taken not to introdu



Run, run, thou lit-tle
rill,

Nev-er rest-ing, nev-er
still,

Sweet as sky-lark on the
wing,

Rip-ple, dip-ple, thou dost
sing;

Nev-er stop-ping, nev-er
still,

What a work-er is the rill!

Run, run, thou bus-y rill,

Run, and turn the dust-y
mill;

Round the rocks and
down the hill,

Ev-er run-ning, nev-er
still,

Run and turn the nois-y mill!

THE WHEEL.

Round and round it goes,
As fast as the wa-ter flows,
The drip-ping, drop-ping, roll-in-
wheel
That turns the nois-y, dust-y mill,
Round and round it goes.

Turn-ing all the day,
It nev-er stops to play ;
The drip-ping, drop-ping, roll-in-
wheel,
But keeps on grind-ing gold-e-
meal ;
Work-ing all the day.

THE MILL.

Hark! the nois-y rest-less mill,
Clit-ter, clat-ter, nev-er still ;
Nev-er shirk-ing, ev-er work-ing ;
What a work-er is the mill !

LESSON XIV.—Continued.

Rill, and wheel, and mill,
Sing this song to me:
Ev-e-ry-thing both great and small
Must a work-er be.

Review *st, dr, rk, el, ou, &c.*, by making lists of words containing these digraphs; e.g., *resting, stopping, dusty; hark, worker, shirking, &c.*
After each line and each word is explained and understood, the stanzas may be committed to memory.

LESSON XV.

ai.

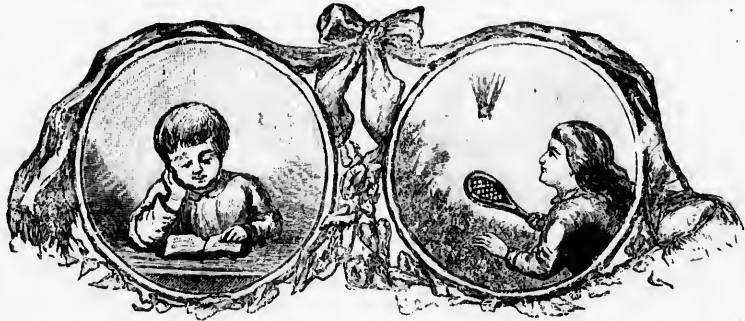
ray	sway	nail	strain
pray	ail	snail	frail
spray	rail	rain	pain
way	trail	train	paint

The vow-els **a** and **i** are ver-y good friends, and oft-en stand to-geth-er. But when Miss Vow-el **a** is need-ed to show the last sound of a word she pre-fers **y** to stand af-ter her.

So we have to spell gain, g-a-i-n, but gay, g-a-y; jail, j-a-i-l; jay, j-a-y; hair, h-a-i-r; hay, h-a-y; paid, p-a-i-d, and pay, p-a-y.

We may wait for the maid till she has braided her hair. The mail-train will not wait for us.

Rain, hail, and snow fall from the clouds. The warm spring rain makes the grain sprout in the ground. It makes the trees look fresh and green.



One thing at a time,
And that done well,
Is a ver-y good rule
As man-y can tell.

So work while you work,
And play while you play,
For that is the way
To be hap-py and gay.

Subjects for oral composition: *Mail-train, rain, hail, snow, clouds.*
After the pupils understand the verses, let them commit the lines to memory.
Review Roman numerals to XV. For practice find lessons by their number.

d till she
nail-train
from the
in makes
ound. It
nd green.



work,
play,
y.

mory.
ber.

LESSON XVI.

ai in Review.

nails	kind	few	out
train	mind	knew	with-out
trained	be-hind	grew	found

THE MARKS OF THE NAILS.

A lit-tle boy had a kind fath-er, who tried to train his son to grow up to be a good man. He knew that if his son did not form good hab-its in his boy-hood he would not be a good man when he grew up.

One day his fath-er told him that he would drive a nail into a post when-ev-er he knew him to do any-thing wrong, and when he knew him to do a good deed he would pull one nail out.

The lad made up his mind to be a good boy, but as he oft-en, with-out think-ing, did what was wrong, and some-times for-got to do what he was told, man-y nails were driv-en in-to the post:

Try-ing to do well made him a bet-ter boy. He found out man-y good deeds to do, un-til at last all the nails were drawn out of the post.

His fath-er was ver-y glad, and told him so; but the son said, in sor-row, "Yes, the nails are all drawn out, but the ug-ly marks are there still."

Bad deeds leave marks be-hind them. We should try to do right, for good deeds leave marks too. If we wish to have marks that we shall love to see and think of in days to come, we must try to do what is right.

All deeds are bad weeds.

Why is it important that a little boy should try to do right? What were the two classes of ill deeds for which nails were driven in the post? Who has seen the mark left by any bad deed? The mark left by any good deed? &c.

Write a paragraph or sentence (it may be slightly transposed) on the blackboard for reading by phrases.

Pupils should make a list of words out of the letters used in the words *drawn* and *habits*.

Pupils may begin the rote-learning of the Addition Table if they have mastered counting by 1's and 10's, rapid recognition at sight of numbers of objects or marks, up to four inclusive, and addition on the numeral frame or with objects, such as beans or pebbles.

Cor
of lette
Cor
Def
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LESSON XVII.

Review.

grow	sheep	horn	way
blow	sleep	corn	hay
mead-ow	crook	from	Tray

Lit-tle boy Blue, come blow your
horn,

The sheep's in the mead-ow, the
cow's in the corn.

So this is the way you mind your
sheep,

Un-der the hay-rick fast a-sleep!

Fy on you! fy on you, lit-tle boy
Blue,

And fy on dog Tray, who is fast
a-sleep too!

Come pick up your crook and blow
your horn,

And drive the old cow from the
field of corn!

Continue the practice of teaching by sight irregular words, or words containing combinations of letters yet untaught; *blue, come, meadow, drive, field.*

Composition—Write one sentence telling what sheep eat.

Definition of *horn, meadow, hay-rick, crook.*

Write the last couplet in ruled spaces on slates.

LESSON XVIII.

c like s.

The let-ter **c** has two sounds. It has the sound of **k** in can, cost, cup, cloud, pic-nic. But when **e**, **i**, or **y** is the next let-ter af-ter **c** in a word, **c** has the sound of **s**.

Examples.

cent	ce-dar	pen-cil	i-cy
cell	ci-der	prin-cess	fan-cy
cel-lar	cin-der	re-cent	cy-press

The ce-dar and cy-press are trees that grow in swamps.

Ci-der was kept in the cel-lar, sum-mer and win-ter.

THE LOST CENT.

“Lu-cy, I found a cent un-der the ce-dar where we were play-ing on Fri-day. I am go-ing to buy a pen-cil with it.”

“Do you know, Ce-cil, who lost it?”

“No,” said Ce-cil, “I am not sure.”

nds. It
st, cup,
i, or y
a word,

i-cy
fan-cy
y-press
e trees
, sum-

er the
ng on
a pen-

st it?"
sure.



Cy-rus Bain lost a cent, but some one else may have lost one since we were there."

"Ce-cil, would you take that cent out of Cy-rus's pock-et?"

"No, in-deed, Lu-cy, I would not, for that would be steal-ing."

"Well, would you keep it if you knew it was his?" asked Lu-cy a-gain.

"No, not if I were sure it was his. But I am go-ing to buy a pen-cil, and if I find out that Cy-rus lost this cent I will give him the pen-cil."

"But," said Lu-cy, "what if he does not need a pen-cil, or wants to buy some-thing else, what will you do then, Ce-cil?"

"I do not know; what would you do?"

"I think," said Lu-cy, "that find-ing some-thing, and not giv-ing it

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It — c
Revis
&c. Exa
"again."
boy
joy
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coy
Y
all t

up when you know who owns it, is steal-ing."

"But I do not know who owns it."

"If you do not wish to find the own-er, then you wish to keep what is not your own. Is not that a kind of steal-ing?"

"Well, Lu-cy," said Ce-cil, "let us go and ask mam-ma a-bout it. If she thinks you are right, I will not keep the cent."

Supply ellipses. Examples: The cedar — in swamps. What kind of — is that? It — cedar. Write other examples on the blackboard.

Review *ay, ow, and ind*. Pupils should make lists of words from the lesson containing *ay, ow* &c. Example: *playing, Friday, may*. Note pronunciation of "*where*" and "*there*," "*said*" and "*again*."

LESSON XIX.

oi.

boy	boil	an-noy	soil
joy	join	en-joy	spoil
toy	toil	de-stroy	voice
coy	coin	em-ploy	choice

You have put moist black soil in all the flower pots. Here are a new

toy and a silver coin; you may have your choice for your toil. Oh, you wish the toy! well, you must not spoil it.

THE BLIND BOY.

The blind boy is led by the hand.



He can-not see the blue sky, the green grass and the tall trees, but he can smell the flow-ers and feel the warm, soft wind fan his cheek, so he joins his song to that of the birds. He re-joic-es in the love of his broth-ers and sis-ters. How sad it is to see a boy or girl blind! We should be thank-ful that we have the use of our eyes.

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LESSON XIX.—Continued.

*Then let not what I can=not have
 My cheer of mind de=stroy,
 For while I sing I am a king,
 Al=though a poor blind boy.*

Oral composition—Conversations on Garden Flowers, Flowers in the school window, Coins, the Blessings of Sight, Kindness to those in Distress, Every one has something to be thankful for.

Written composition—Complete the sentence: The blind boy can hear — — —, &c. When the verse is explained let it be committed to memory.

Write the verse on slates from memory.

Compare *ai* and *ay* (Lesson 15) with *oi* and *oy*.

LESSON XX.

a lengthened by final e; or ate and ake.

mat	mate	date	make
hat	hate	gate	lake
fat	fate	late	wake
rat	rate	plate	shake
slat	slate	skate	snake
ast	paste	haste	state

The boys and girls are going to skate on the lake. The ice is firm and thick, and smooth as a slate. Make haste, Kate, if you are going with them. They must not stay late.



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hold
'Ou
Jack

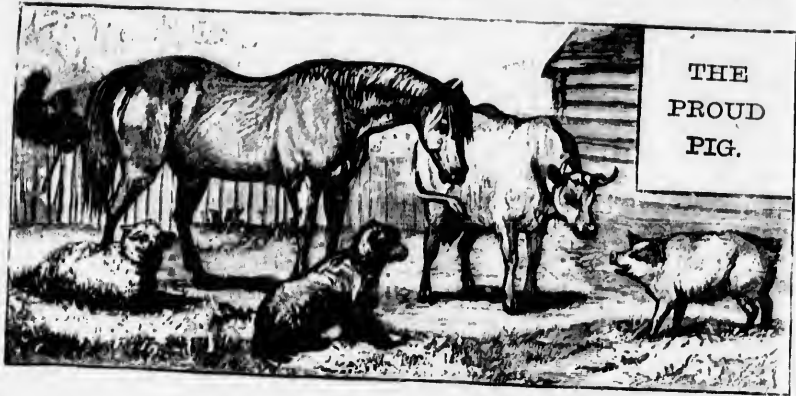
Pat-a
Mak
y
Pull
s
Shak
a
Then
i
And
a

They have a big gate for a sled. Six or seven sit, kneel or stand on it, and the rest skate behind as fast as they can, pushing the gate with long stakes.

One boy standing on the gate holds up a gay flag and shouts: "Out of the track for the Royal Jack!"

A NURSERY RHYME.

Pat-a-cake, pat-a-cake, my good man,
Make a cake, bake a cake, fast as
you can,
Pull it and pat it, then roll it and
spat it,
Shake it and toss it, then turn it
and cross it,
Then tick it and prick it, and mark
it with B,
And take it and bake it for Bob-by
and me.



a lengthened.

can	cane	crane	babe	face
man	mane	crape	safe	race
gap	gape	shape	brave	place
tap	tape	grapes	gale	case
far	fare	share	shame	chase
mad	made	shade	flame	maze
glad	glade	blade	frame	blaze
scrap	scrape	blades	waves	graze

THE PROUD FIG.

One day a sheep, a horse, a cow, a pig, and a dog met in the farm-yard.

The pig said to the others: "I can show you that our master loves me best. He feeds and takes care of you

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THE
PROUD
FIG.

for the use you are to him, but I am kept for my own sake.”

Turn-ing his face to the horse, he said: “You are well fed and kept sleek. But from morn till dusk you are bound to the plough, or else you have to take the cart in-to the town. So it is for the sake of your work that you are kept.”

Then to the cow he spoke these words: “In sum-mer you graze the sweet clover; in the win-ter you are fed on hay and tur-nips. But do you think they would take so much care of you if it were not for the milk you give?”

Next, to the sheep, he said: “They do not take such good care of you. To-day I saw you scrape the snow off the bit of grass you ate. But still you pay well for your hum-ble fare. In the spring you will have to part

with that long wool you are now so proud of.”

To the dog he said: “Old Nep, you have to watch the house and barn, and keep us safe when we are all a-sleep. So you have your work.

“In short, you are all poor slaves. As for me, I sleep on a good straw bed in a snug sty. I have all I can eat and noth-ing to do. So you see I am the farm-er’s pet, for—”

Just then two men came in-to the yard. One of them, the farm-er, said, “I have to pay my rent next week; if you think that pig is fat e-nough for pork you may have him at the rate of six cents a pound.” “I will take him,” said the butch-er, and he rode off with him in his wag-gon.

Written spelling—Phrases or short sentences from dictation.

At seats—Make a list of all the words in the lesson containing ee.

Oral composition—What did the pig say to the horse? to the cow? &c.

Written composition—Write one sentence telling what the cow is useful for.



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Squi
time

now so
 Tep, you
 d barn,
 are all
 ork.
 r slaves.
 l straw
 ll I can
 ou see I



LESSON XXII.

i lengthened.

bit	bite	glide	price
quit	quite	drive	splice
hid	hide	knife	twice
slid	slide	strike	rise
prim	prime	white	wise
strip	stripe	spire	size

THE PRIZE KITE.

Last win-ter priz-es were giv-en at the end of the school term, and Squire Hood said that when kite time came in the Spring he would

n-to the
 er, said,
 t week;
 -nough
 at the
 "I will
 and he
 gon.

give a prize of five dollars to the boy who, with his own hands, had made the best kite, "for," said he, "all work and no play makes Jack a dull boy."

When Spring came, the Squire sent word to the school that the boys were to bring their kites to the com-mon on Sat-ur-day, at nine o'clock, to see who would win the prize.

It was a fine day for fly-ing kites. At nine o'clock, twen-ty-five or thir-ty boys with kites were pres-ent.

The boys said that Clive Ash-ton would win the prize. His kite was five feet high and was cov-ered with red pa-per. Ed-die Sime, too, had a fine large kite. It was crossed with wide stripes of pink and white.

Some of the kites would not rise at all, oth-ers would fly a short time,

then dive down, and per-haps strike the ground, but man-y kites were fly-ing well. The Squire said it was worth five dol-lars to see them.

After a time, one was seen to rise o-ver all the rest. One lit-tle boy said that it must be up a mile; an-oth-er said, "It looks just like a mite in the sky." "Whose kite is that?" asked the Squire.

"It is Wil-lie Price's. He is a new boy at our school, but he knows how to make a kite."

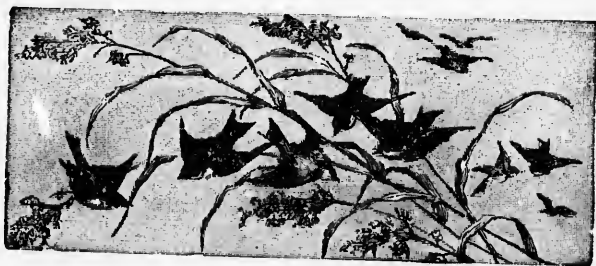
The Squire had to de-cide that the prize was won by Wil-lie Price. He told Wil-lie to pull in his kite to let the boys see it. Wil-lie did so. It took him a long time to reel up the fine hemp twine, but at last the kite came to the ground.

It was not as large as Clive Ash-ton's, but the frame was made of

thin slips of ash, not thick slats of pine, like Clive's. It was covered with fine, thin, old silk. The tail was long and light. The flying string was tied in front to a number of cross-bands. It was a strong, light kite.

Willie won the prize, and with some of the money he bought a football for the school.

Oral spelling—Phonic lists: phrases or short sentences, each pupil spelling a whole phrase; and for variety, "word about," or "letter about." Make a list of words having oo.
 Supply the ellipses: The — fell — the ground. Willie won — dollars.
 Draw a picture of a kite.



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e tail
ly-ing
num-
trong;

with
a foot-

whole phrase:

LESSON XXIII.

o lengthened.



mop	mope
hop	hope
for	fore
not	note
rod	rode
trod	strode

rope	slope
grope	a-bode
woke	smoke
yoke	stroke
clove	strove
smote	those
quote	wrote
close	froze

HOW JANE SPENT A SATURDAY.

One fore-noon Jane went to the store to buy a quire of note paper and a skip-ping rope. She took a book with her for a poor lame girl whose home is on the slope be-yond the grove.

A man with a horse and buggy drove a-long. He was a-lone, and was so kind as to in-vite her to have a ride. When he found out where she was going, he drove round by the home of the sick girl, and let Jane get out there.

The poor girl she went to see was ly-ing on a couch. Do you wish to know what made her lame? Well, one day she was run-ning be-hind a big wag-gon, and after a while she got up on it, and as she was get-ting down a-gain a spoke of the wheel caught her leg and broke it.

Jane asked the poor lame girl how she felt to-day, and spoke kind-ly to her. She lent her a prize book, and gave her a sweet rose off a rare rose-bush she had plant-ed in a flow-er pot and tend-ed with much care.

She then went on to the store, and

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got home in good time to help her mother to pare and core the apples and to get dinner ready. When she had helped to wash the dishes she wrote a nice letter to her brother.

She next went with Bella Jones to the grove to gather pine-cones and seeds that she might glue them on a basket she was making for the lame girl.

Before going to bed she said to her mother, "I am quite tired, but I have spent a very happy day."

What is a *grove*? a *couch*? a *spoke of a wheel*? a *prize-book*?

What were the useful things Jane did? What persons are referred to in the lesson?

Seat Exercises:—Make a list of words having a lengthened by final *e*.

Commencing with 7, count on the slate by 10's up to 297 (7, 17, 27, &c.)

Transcribe a part of the lesson.



LESSON XXIV.

u lengthened.

cub	cube	rude	use
tub	tube	rule	re-fuse
plum	plume	truce	ex-cuse
put	dis-pute	brute	in-duce
her	pet		eve
here	com-pete		mere-ly

THE SICK GIRL.

Net-tie is too ill to com-pete for a prize this June. Doc-tor Bruce was here to-day. He says he is sure he can cure her. In a few days he hopes to see her able to drive to Deer Hill to en-joy the pure fresh air.

She loves mu-sic, so Un-cle Luke is go-ing to bring his flute and play some nice tunes for her. We all wish she may soon get well. The house seems lone-some with-out her gay and mer-ry ways.

Note the effect of *r* before lengthened *u*.

For seat exercise, pupils may make a list of the words in the lesson of five letters.

IS US

To ma
of it on the
Spruce tree

u and e lengthened.

The Nor-way Spruce is a ver-y use-ful tree. It pro-duc-es res-in, tur-pen-tine, tar, and lamp-black. Pure res-in ex-udes from its bark. The fume of res-in has a sweet smell.



Spruce cones are used to tan hides. The Swedes make bas-kets of the in-ner bark, and split the roots to make rope. The sap-wood is sweet, and is used for food in Lap - land. When food is scarce, the Lapps grind the in - ner bark of the spruce and mix it with flour to make cakes. The wood of the spruce is used to make masts and spars.

To make this or any of the Lessons a special exercise in *inflection* or *emphasis*, write a part of it on the blackboard, putting it in conversational form. For example: - Is tar made from the Spruce tree? Yes; both tar and turpentine are got from the Spruce. Is resin hard?

LESSON XXVI.

ea as in leaf.

tea	beam	teaze	each
sea	lean	meat	reach
leak	heap	cheat	preach
speak	cheap	bleat	east
meal	hear	wheat	feast
steal	spear	heave	least
cream	ease	leaves	fear-less
dream	please	sheaves	ea-gle

SENTENCES FOR PRACTICE.

Tea is the leaf of a plant.

Teach me to read this book.

I will try to keep neat and clean.

He can swim well, so he does not fear to leap in-to the stream.

Reap-ers bind the wheat in sheaves.

Sheep bleat, mice squeak, and the ea-gle screams.

Peach-es were cheap last year, but this year they are dear. Late frosts in the Spring hurt the peach crop.

Oral composition—Conversations about Tea, Wheat, Peaches, Sheep, and Mice.

Written composition—Complete: Sheep —. Mice —. Bees —. The dog —. The bird —. The owl —. The cat —. The — caws. — quack, The — can cackle. — hoot.

Make other words out of the letters in *stream*.

LESSON XXVII.

g soft.

rag	rage	cage	an-gel
wag	wage	page	change
hug	huge	en-gage	hum-ble
sing	singe	hinge	cra-dle
rang	range	dan-ger	sta-ble

AN OLD STORY.

Once a babe was born in a sta-ble, and his cra-dle was a man-ger. Yet hum-ble and low-ly as was his birth it had been ex-pect-ed for ages, and, at the time, was told by an-gels to some shep-herds who were watch-ing their flocks. The shep-herds, when they were told the glad news, came with haste to Beth-le-hem, and found the babe ly-ing in a man-ger.

Wise men came from the east to Her-od, who was King, and asked him, say-ing, "Where is he that is born King of the Jews, for we have seen his star in the east and are come to wor-ship him?"

This troubled King Her-od. He took coun-cil with his sages and found from them that the Jews expected a king to be born in the town of Beth-le-hem. So he sent the wise men there, and warned them to come back and tell him when they had found the child, that he, also, might go and wor-ship him.

As they went, the strange star, which they had seen in the east, went be-fore them till it came and stood o-ver where the young child was. And when they were come in-to the house, they saw the young child, with Ma-ry his moth-er, and they fell down and gave him rich gifts of gold and spices.

But God warned the wise men in a dream not to re-turn to Her-od, who on-ly want-ed to de-stroy the child. When Her-od found that the

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Pupils sh

wise men had gone home without coming to him, he was filled with rage, and to make sure of destroying the child he gave his men a cruel order to kill all the children under two years of age in Bethlehem and all round about the city.

Can you tell how the child escaped from the wicked king?

Where is this story taken from? What was the name of the child? How did he escape the king's cruel order?

Pupils should write a list of the names of persons and of places mentioned in this lesson.



A CHILD'S WISH.

I think when I read the sweet sto-ry
of old,

How, when Je-sus was here a-mong
men,

He called lit-tle chil-dren as lambs
to His fold,

I should like to have been with
them then.

I wish that His hands had been
placed on my head,

That His arms had been laid
a-round me,

And that I might have seen His
kind look when He said :

“Let the lit-tle ones come un-to Me.”

Yet still to my Sav-iour in prayer
I may go,

And ask for a share in His love,
I know if sin-cere-ly I seek Him
be-low,



sto-ry
-mong
lambs
with
been
laid
n His
:
o Me."
prayer
ove,
Him



LESSON XXVIII.—Continued.

I shall see Him and hear Him
a-bove,
In that beau-ti-ful place He has gone
to pre-pare
For all who are washed and for-
giv-en,
And man-y dear chil-dren are gath-
er-ing there,
“For of such is the king-dom of
Heaven.”

After the meanings of the words in the lesson are thoroughly learned, let the lines be com-
mitted to memory.

LESSON XXIX.

ea as in learn.

head	earn	pearl	threat-en
dread	learn	ear-ly	weath-er
spread	deaf	read-y	leath-er
earth	search	heav-y	a-ble
breath	hearse	ear-nest	Bi-ble

HEALTH IS WEALTH.

One day three men were dig-ging
earth out of a ditch by the road-side



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and spreading it on the road. One of the men was heard to wish that it was dinner-time.

The youngest of them said: "My most earnest wish is that I had no need to work at all."

"When I was young," said one of the

others, "I used to wish that too; but now I am glad to get work, and still more glad to be able to do it."

"You have read in the Bible that man must earn his bread by the

sweat of his brow. It is well for him that he has to do so.

“I have found that I am nev-er so hap-py nor so strong as when I have stead-y work.”

“That is true,” said the third. “Give me stead-y work, that I may earn my bread. I know a rich man who would give me all his wealth, and come here and dig in this ditch, if I could sell him my health. I sup-pose he nev-er was so hun-gry in his life as I am now. I think if he had al-ways to work as I have, he would be as well and strong as any of us.”

“Yes,” said the second; “few learn in time to take care of their health. Health is the best wealth.”

Transcribe on slates what the youngest of these workmen said.

Give a variety of elliptical sentences on the blackboard for transcription such as the following: Digging on a hot — is hard —. It — better to — healthy than to be —. early to — caro — your —.

LESSON XXX.

ea—Continued.

leaf	seam	head	earth
heal	steam	dead	pleas-ant
veal	stream	thread	ear-nest
beans	teach	heard	heav-en

The clouds do not threat-en un-pleas-ant weath-er for our trip to the bea-ver mead-ow.

One pic-nic bas-ket is read-y. It con-tains five pounds of veal, a bot-tle of pic-kles, a pot of sweet-meats, and plen-ty of bread and but-ter.

So if you lead the way we are all read-y to fol-low. You may take that book if you wish to read it. I like it so well that I have read it twice.

Lead is dug out of the earth. It can be beat-en or rolled in-to thin leaves.

Have you seen the thin leaf of lead that is used to line tea chests?

I heard of a boy who rolled some of it in-to a ball to chew it. He did not know how much poi-son there is in lead.

It is eas-y to melt lead, and it is ver-y heav-y. Do you think a pound of feath-ers is as heav-y as a pound of lead?

Review Roman notation to XXX., and Arabic notation to 500. Pupils at this stage will likely have begun the Addition table, and will also be able to add by 1's and perhaps by 10's. For review of 2 times in the Addition table, commence with any even number, and count by 2's to 100, (8, 10, 12, &c.,) then commence with any odd number and count in the same way, (7, 9, 11, 13). In like manner review 3 times, 4 times, &c.

LESSON XXXI.

Review.

gave	hole	like	back
shake	stole	mite	crack
quake	bones	dear	neck
way	more	near	speck
stay	sore	dread-ful	wick-ed
play	be-fore	break-fast	luck-y

O dear, how I do quake!
I've had a dread-ful shake,

This morn-ing, when I stole
To break-fast from my hole,
That hor-rid pus-sy cat
Gave me a wick-ed pat!

I fell up-on my back,
By good luck near a crack,
Nor long did stay to play
In cruel pus-sy's way;
My bones feel now more sore
Than they ev-er felt be-fore.

She is sleek, and she is fat,
This luck-y pus-sy cat,
With rib-bon round her neck,
While I am but a speck.
How can she cru-el be
To a lit-tle mite like me?



soap	loaf	throat	boat
roar	road	hoarse	coach
roam	toad	moat	float
foam	board	boast	coast

Sentences for Practice.

The lark soars a-bove the tall oak.
Bring in more coal to roast the
beef and toast the bread.



The wind
moans as if we
would have a
wet day. You
may have the
loan of my wa-
ter-proof cloak.
Put it on or the
rain will soak
your coat.

THE GOAT CART.

Ear-ly this morn-ing
when I was go-ing

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down to the boat I met Her-bert on the road. He has two tame goats, good har-ness, and a fine cart for them. He turned and drove me to the wharf.

He told me that he had al-read-y driv-en to the ba-ker's for some loaves of bread, and to the store for oats for his fa-ther's team.

The goats run very well if the road is good and the load not too heav-y. Her-bert is very proud of them, and boasts that they are the best team in the town.

Pupils will construct short sentences and write them containing the words in the columns at the head of the lesson:—*soap, roar*, etc.

LESSON XXXVIII.

ie.

brief	piece	field	grieve
chief	niece	yield	be-lieve
grief	pierce	shield	re-lieve

"HEED A TRUE FRIEND."

Chief was a large, strong, and brave



watch-dog. He was so fierce that his mas-ter kept him tied up by a chain most of the time.

One dark night a thief went to rob the house. Chief heard him and began to bark fierce-ly.

The own-er of the house got up, and looked out of the win-dow; but not see-ing or hear-ing any one he bade the dog be still and then went back to bed.

The thief, in the mean-time, had hid-den him-self in a shed; and when he found that the dog was tied

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he crept up to the door of the house and took out some keys to try the lock.

The dog once more set up a loud bark-ing. His mas-ter again looked out and lis-tened, but hear-ing no noise he scold-ed the dog, say-ing, "Lie down, Chief! lie down! You will not let me go to sleep." Chief then stopped bark-ing.

In a brief time, the thief made his way into the house, and took what he could get.

The next day, when the man saw what had been done, he said, "I have learned this les-son to my grief, that I should heed the warn-ing voice of a true friend."

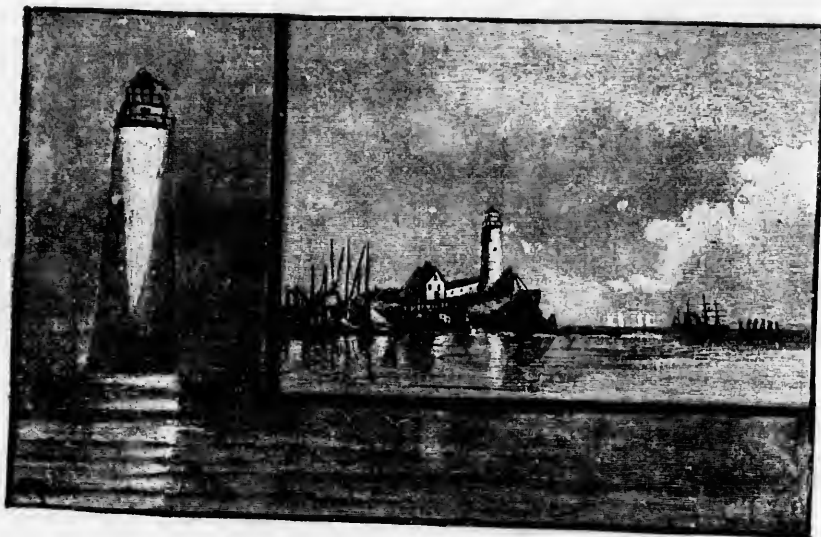
What is the meaning of watch-dog, fierce, tied up by a chain, bade the dog in the meantime, to try the lock, in a brief time, heed the warning voice.

Write the lesson the owner of the dog learned.

LESSON XXXIV.

lm and ight.

self	elk	elm	might
shelf	yelk	helm	sight
help	silk	whelm	right
whelp	milk	film	fright
salt	bulk	gulf	flight



THE LIGHT-HOUSE.

Do you see the light-house on the top of the high rock? It is out in the gulf many miles from any port.

A brave man and his two sons live in it. Once a month a ship

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comes and brings them food and fuel.

The light-room at the top of the tower is made of iron and thick plate glass. In this room there is a set of lamps which go round and round.

These the keep-ers light each night and keep bright, to warn ships off the rocks. If the lamps were to go out or get dim a ship might sail on the rocks at night and be lost.

It was not the fault of the man or of his sons that the *Elk* ran on the rocks.

She had tak-en a load of ice, salt, and malt to a land where these things sell well, and was bring-ing back a car-go of silk, dates, figs, wine, and a li-on whelp.

There was a lot of rum on board, and as the ship came near the gulf

might
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right
fright
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the sail-ors got some and drank it. The man at the helm had been drink-ing it too, and either he did not see the lights or he was not a-ble to steer the ship a-right, so the strong wind drove it a-gainst the rocks.

It was too dark for the men in the light-house to see the ship break and the waves wash over her and whelm the sail-ors. They were all lost but one man, who clung to a log of elm they kept on board to make bolts, which was washed up-on a rock.

The light-house men found him at dawn. He was cold and too weak to help him-self. They car-ried him to the house and gave him the yelk of eggs beat-en in wine. He soon got strong and told them all a-bout the ship and how she was lost.

Substitute other words for those italicized in the following sentences:

The keepers light *these* each night.

The Elk was *bringing* back a *cargo* of silk.

There was a lot of rum on *board*.

What is a *port*, a *gulf*, a *helm*?

The light-house men found him *at dawn*.
He was *too weak* to help himself.

talk
stalk
walk
chalk



E-I
whic
out

LESSON XXXV.

Silent l and b.

talk	half	lamb	crumb
stalk	calf	limb	comb
walk	palm	dumb	jamb
chalk	calm	thumb	climb



THE PET LAMB.

E-li Palm-er owned a pet lamb which would eat crumbs of bread out of his hand. Every night it

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at dawn.

used to come from the pas-ture to be fed with milk and clo-ver, or the sweet corn-stalks. It had nice long wool, white as chalk, which E-li of-ten tried to comb.

THE TRIP TO THE FIELDS.

Ber-tha and Clar-a have gone to the fields for a walk. They talk about the lambs and calves. Lit-tle Clar-a is not more than half as old as Ber-tha, and she hard-ly knows a lamb from a calf. Ber-tha says that the moth-er sheep is bleat-ing for her lamb. The sheep and cows are dumb—that is, they can-not speak; but they can bleat and low so that the lambs and calves know what their moth-ers mean.

Clar-a loves to see the lambs skip and jump. She ran to catch one lit-tle lamb, but he ran off, and Clar-a

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My dear

*Jennie's
day Pa*

fell o-ver the limb of a tree, which was ly-ing on the ground. She hurt her thumb and the palm of her hand.

Supply ellipses:

Who went to the—? —and—.

Bertha is—as old as Clara.

The sheep—speak, but—can—and—.

The little—she tried to—run—, so she—not—him.

Practice in addition, at seats:—(1) commence at 19 and add by 13's on slate until you come to 344. (2) Commence at 106 and by 23's to 589.

LESSON XXXVI.

NELLIE'S LETTER.

“Oh, how I wish it was Mon-day!” said Nell-ie, for then she was go-ing to Wood-stock, on the cars, to her cous-in Jen-nie's birth-day par-ty. Mon-day came and Nell-ie made her first trip by rail a-lone. Here is the let-ter she wrote home the day af-ter the par-ty:

Woodstock, 7th June, 1882.

My dear Mamma,

We had such a pleasant time at Cousin Jennie's Party yesterday. May I have a Birth-day Party next year? I shall be seven then.

LESSON XXXVII.

Aunt says I must stay two weeks if you will let me. May I stay so long ?

Do not let Dick out of the cage ! Does he sing when I am away ? Here is a bit of candy for him, he will know it's from me.

I send a kiss for you, and for Papa, and Robbie.

Your loving daughter,

Nellie.

LESSON XXXVII.

guest
guard
heart
hearth

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where
watch
touch

there is
there are
their voice
their cakes

A KIND VOICE.

“There is no power of love so hard to get and keep in the right tone as a kind voice. A kind hand, though deaf and dumb and hard, may do the work of a soft heart, with a soft touch. But there is no one thing that love so much needs as a sweet voice to tell what it means and feels.

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"Some get a sharp voice for home use, and keep their best voice for those they meet else-where, just as some save their best cakes for their guests, and their stale food for their own ta-ble.

"I would say to all boys and girls, use your guest voice at home. Watch and guard it as a pearl of great price. A kind voice is like a lark's song to a hearth and home. Train it to sweet tones now, and it will keep in tune as long as you live."

Irregular sounds, such as the vowel sounds in *heart, great, though, touch*, are to be taught "by sight."

Define *right tone, deaf and dumb, stale food, guests, pearl, hearth*.

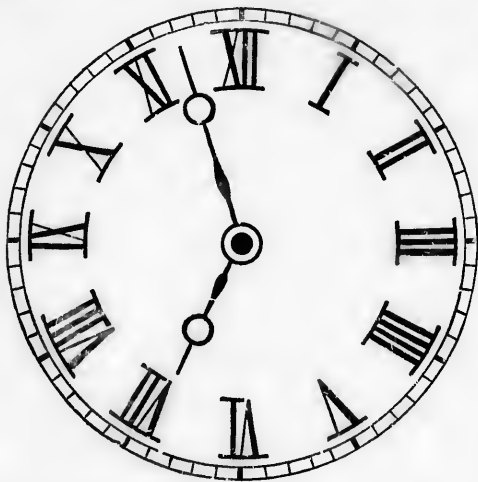
LESSON XXXVIII.

THE CLOCK.

A lit-tle girl, named Nell-ie Black, lived on the farm. She had long wished for a bird, like the yel-low one she saw in a cage in town.

"I will get you a bird, Nell-ie,"

said her Pa-pa, “when you can tell the time by the clock.”



“Oh, then, you may get me the bird this week, Pa-pa, for I can tell the time now.”

“Well, look at the clock and tell me what time it is.”

“I can-not tell un-til the clock strikes,” said Nell-ie, “then I can count the strokes.”

“Well, that is the first les-son; but you have to learn to tell the time by look-ing at the clock, as well as by hear-ing it strike.”

Nell-ie set to work and soon learn-ed to tell the hours by the short hand,

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for she knew the num-bers from I. to XII. But she had hard work to learn to read the min-utes by the long hand. Her Pa-pa made a pict-ure of the di-al on pa-per for her. He marked the num-bers from I. to XII. and drew two rings a-round them. Round the out-side of the rings he put the fig-ures from 1 to 60. The pict-ure helped Nell-ie very much. She would look at the clock to see what num-ber the long hand was near, and then find the fig-ure on the pict-ure. In a month she had learned to tell the time so well that her Pa-pa gave her the re-ward.

Note obscure *u* in *minute*, open *u* in *picture* and *figure*.

Make a copy of Papa's picture of the dial. Explain the difference between the hour-hand and the minute-hand.

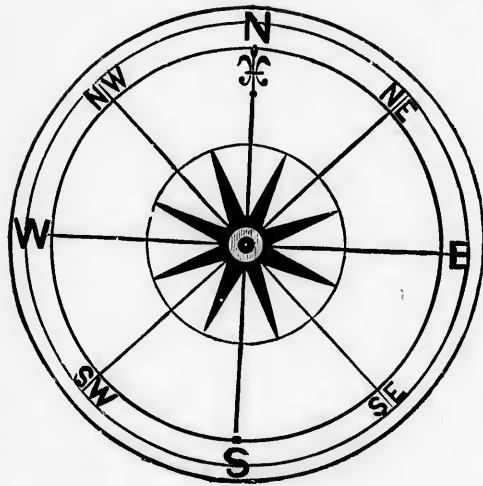
Explain *marked*, *strikes*, and *reward*.

On slates make list of words that have two sounds (syllables), such as *little*, *Nellie*, *yellow*.

How many minutes are there in an hour? hours in a day? days in a week?



THE COMPASS.



Al-fred's home was in the for-est, near a small riv-er. His fa-ther had chopped down part of the bush to make a farm. They had no hor-ses, so they used ox-en to do such work as draw-ing logs. The ox-en fed on the twigs and leaves which they got in the woods. Once they wan-dered so far off that their bells could not be heard. After wait-ing their re-turn for two or three days, Al-fred and his fa-ther set out one morn-ing to find them. They got on the track of the ox-en and

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came up to them in the after-noon. As they were driving them home, Alfred kept saying that he was sure they were going the wrong way; but they went on and on until near sundown, when they came to the creek, not far from their own clearing.

“Now, I will show you, Alfred,” said his father, “how I knew the way to the creek. Look at this little box! See the needle swinging in it! When the needle stops, it always points to the North. You saw me often look at this compass, as it is called, when we were going farther into the bush. By it I knew that we were going towards the east, so when we found the oxen we drove them towards the setting sun. Look well at this box, for I wish you to learn its use. It may yet save you from getting lost in the pathless woods.”

“I know,” said Al-fred, “what the let-ters on it stand for: N. stands for North, E. for East, S. for South, and W. for West. I can al-ways tell the East, for the sun rises there; and the West is where the sun sets; but I for-get North and South.”

“Think,” said his fa-ther, “when you face the sun-set, your right hand is to-wards the North. Turn the com-pass round so that N. will be under the head of the nee-dle. There it is, N. to-wards the North, W. on the West, S. to-wards the South, and E. on the East. Now, you see how the com-pass can al-ways tell you which way is North, South, East, or West.”

Point to the *right*; to the *left*.

Where is the North-east? &c. Facing South, which direction is on either hand?

Point to the West, to the South-west, &c.

What other words in the lesson mean the same as *forest*? as *small river*?

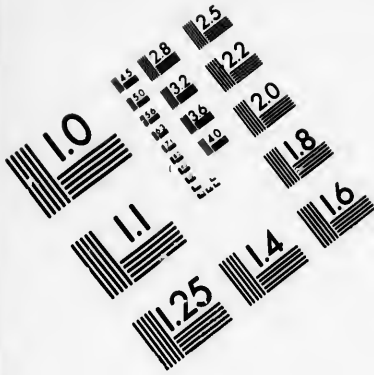
Define *afternoon*, and *pathless*. What was the use of the bell?

Define *East-ward*. Add *-ward* to the other directions.

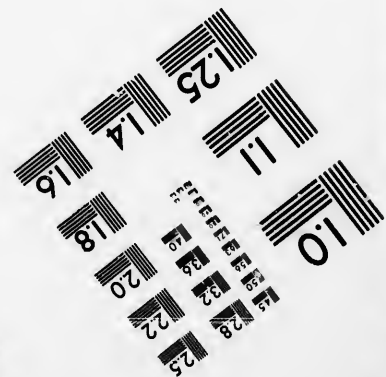
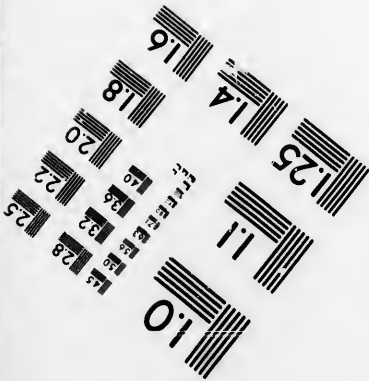
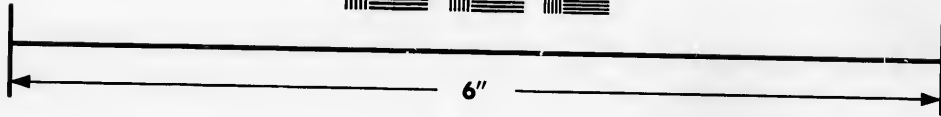
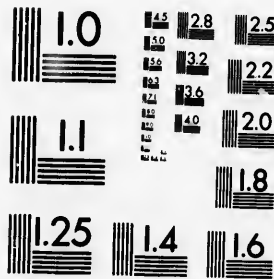
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**IMAGE EVALUATION
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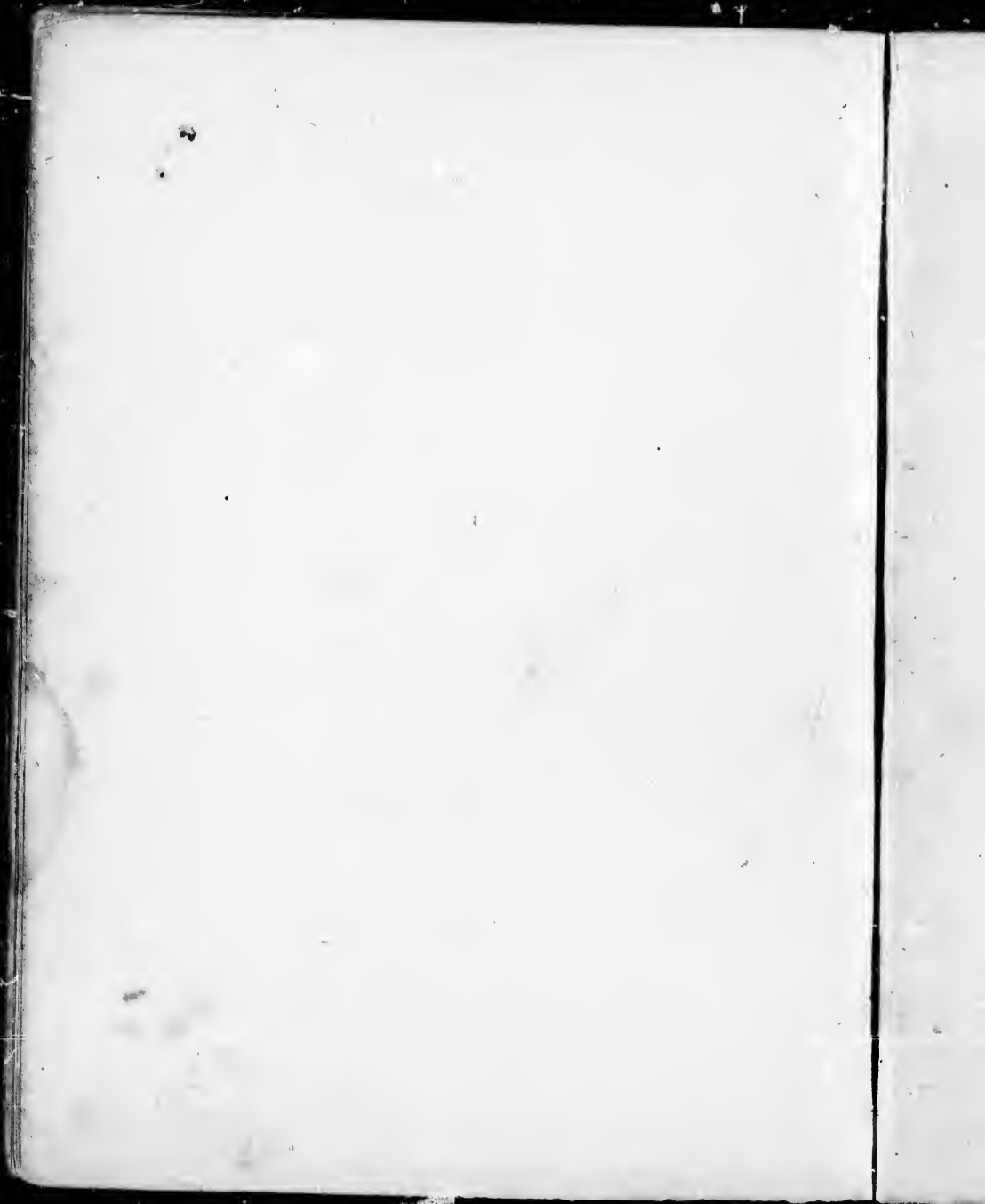


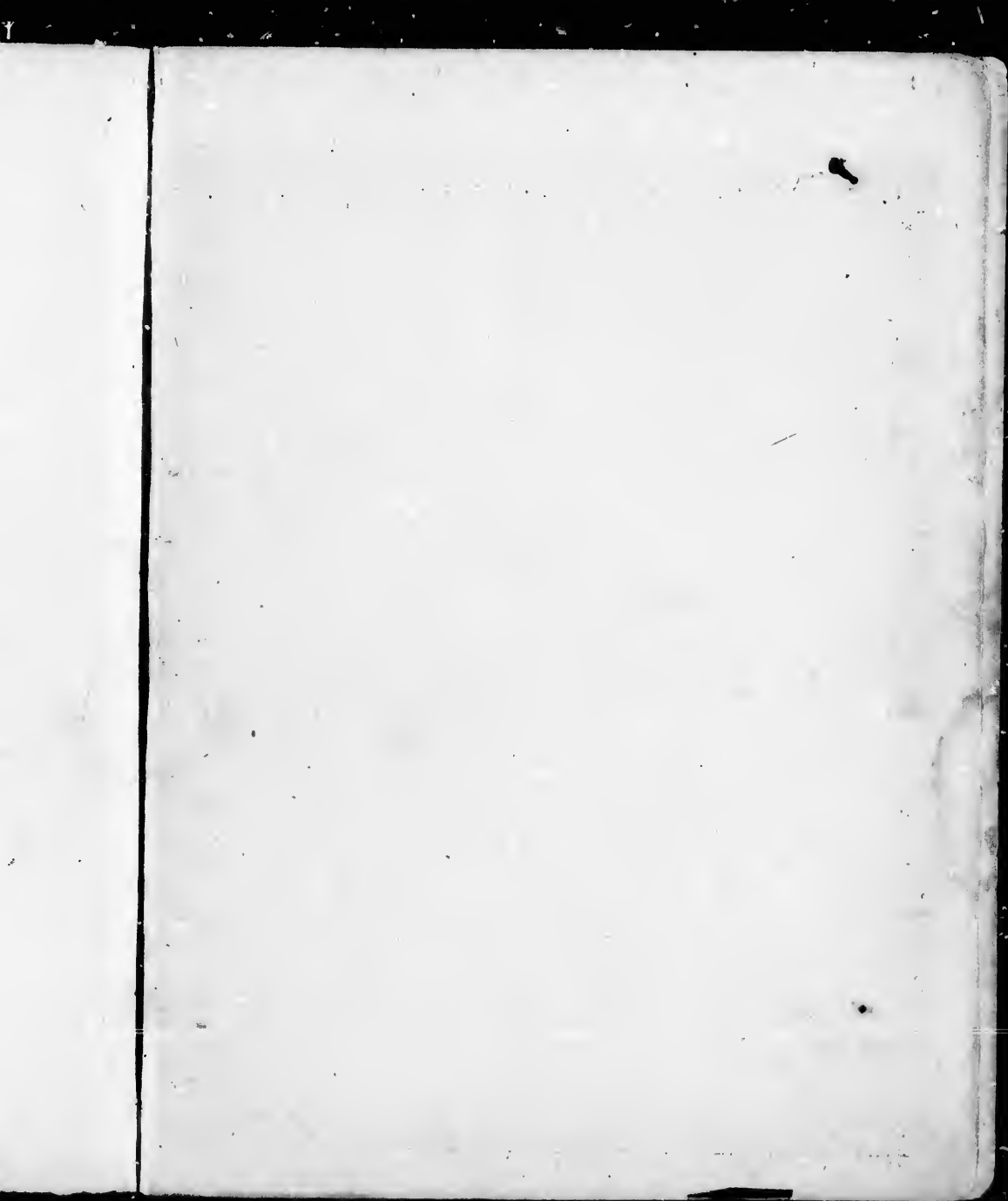
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+ ADDITION TABLE +

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7	{	$\frac{1}{7}$	$\frac{4}{7}$	$\frac{7}{7}$	$\frac{0}{7}$	$\frac{3}{7}$	$\frac{6}{7}$	$\frac{9}{7}$	$\frac{2}{7}$	$\frac{5}{7}$	$\frac{8}{7}$
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N.L.C. - B.N.C.
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