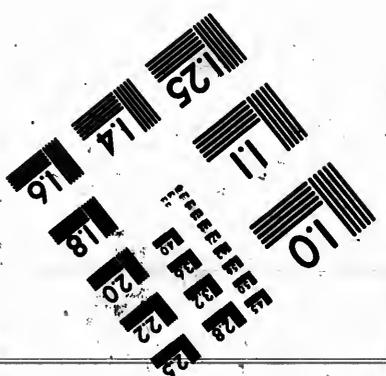
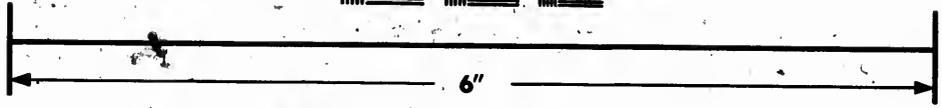
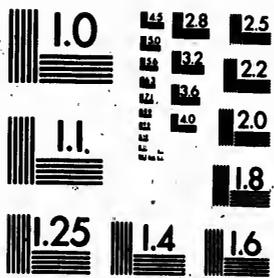


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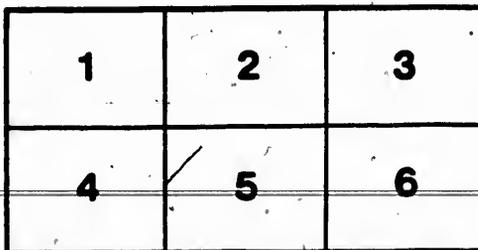
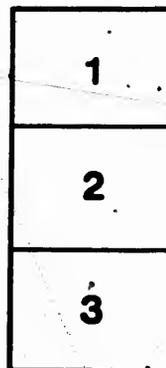
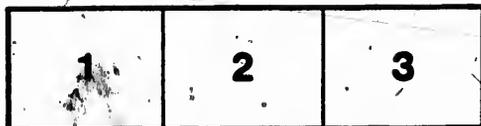
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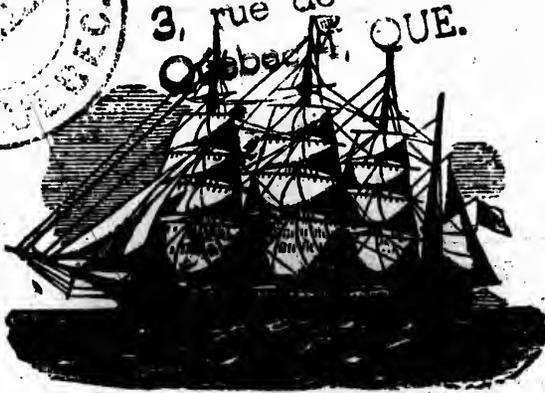
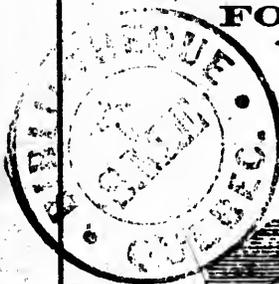
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FOR CHILDREN.

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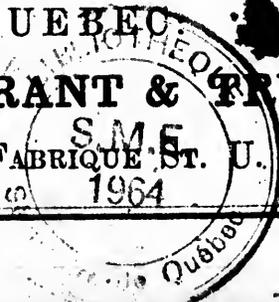
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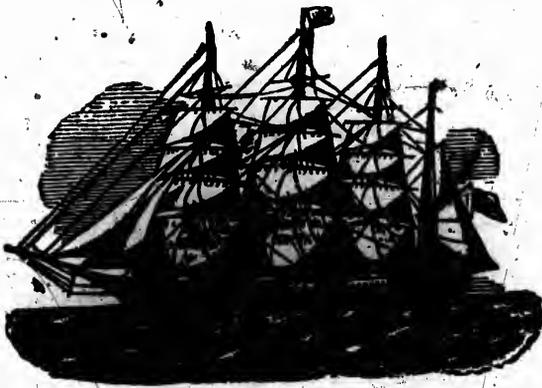
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INTRODUCTION.

•••••

This little volume, in its enlarged and improved form, is intended to prepare the learner for the author's English Spelling Book; and is particularly calculated to assist mothers in the instruction of their young children.

It is proper to observe, that each appropriate Reading Lesson is an exercise on the section of spelling to which it belongs; and that the reading Lessons through the book, contain no words (except a very few derivatives,) that are not in the previous columns of spelling. The child will, therefore, find his Reading Lessons both easy and pleasant.

Though some of the Lessons contained in this work, will be found again in the Spelling Book, they will be studied there, a second time, with more interest and advantage, as they are connected with other exercises and information. These first elements of language are of so much importance that renewed attention to them, with the judgment improved, will not fail to confirm the learner, and establish a habit of accurate pronunciation.

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
	y	z	

1 2 3 4 5 6 7 8 9 0

Italic Letters.

A B C D E F
G H I J K L
M N O P Q R
S T U V W X
Y Z

a b c d e f
g h i j k l
m n o p q r
s t u v w x
y z

A FIRST BOOK

FOR CHILDREN.

CHAPTER I.

Lessons giving a general idea of the long, short, middle, and broad sounds of the vowels.

SECTION I.

The common Alphabet.

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	
a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	

F
L
R
X

f
l
r
x

GENERAL VIEW OF THE

The letters promiscuously disposed.

AV	BR	CD	CO	DO	EF
HN	IJ	IL	KR	MW	GC
OQ	UV	VY	PB	ST	XZ
as	bd	bq	co	dp	er
fl	hk	ij	il	mn	mw
nu	pq	rt	vx	xz	gy

The Vowels.

a e i o u, & sometimes w and y. *

The Consonants

b c d f g h j k l m n p
q r s t u v w x y z

Double and Triple Letters.

ff fi ffi fl fll

* W and Y are consonants when they begin a word or syllable; in other situations they are vowels.

Table of the different Sounds of the Vowels.*

A long	as	heard	in	ale, day.
A short	as		in	mat, bat.
A middle	as		in	mar, bar.
A broad	as		in	all, daw.
E long	as		in	meet, nee.
E short	as		in	met, net.
I long	as		in	pine pie.
I short	as		in	pin, tin.
O long	as		in	no, toe.
O short	as		in	not, lot.
O middle	as		in	move, moon.
U long	as		in	mule, use.
U short	as		in	but, nut.
U middle	as		in	bull, full.

* This table is designed only for the teacher's attention.

SECTION. 2

Syllables and words of two letters.

The Vowels long.

ba	be	bi	bo	bu	by
ca	..	..	co	cu	..
da	de	di	do	du	dy
fa	fe	fi	fo	fu	fy
ga	..	..	go	gu	..
ha	he	hi	ho	hu	hy
ja	je	ji	jo	ju	..
la	le	li	lo	lu	ly
ma	me	mi	mo	mu	my

na
pa
rasa
ta
vaw
yadi
th

VOWELS AND DIPHTHONGS.

11

na	ne	ni	no	nu	ny
pa	pe	pi	po	pu	py
ra	re	ri	ro	ru	ry

sa	se	si	so	su	sy
ta	te	ti	to	tu	ty
va	ve	vi	vo	vu	vy

wa	we	wi	wo	..	..
ya	ye	yi	yo	yu	..
..	*ce	ci	..	..	cy
..	ge	gi	..	..	gy

* Ce, ci, cy, and ge gi gy, are placed at the end of this division, because the former are always pronounced soft, the letter generally so.

GENERAL VIEW OF THE

The vowels generally short.

ab	eb	ib	ob	ub
ac	ec	ic	oc	uc
ad	ed	id	od	ud
af	ef	if	of	uf
ag	eg	ig	og	ug
ak	ek	ik	ok	uk
al	el	il	ol	ul
am	em	im	om	um
an	en	in	on	un
ap	ep	ip	op	up
ar	er	ir	or	ur
as	es	is	os	us
at	et	it	ot	ut
av	ev	iv	ov	uv
ax	ex	ix	ox	ux

by
or
myan
an
asGe
Ge
GeW
word

Words of two letters.

by	do	he	go	be
or	to	me	lo	ye
my	so	we	no	we
		—		
am	if	at	of	..
an	in	it	on	us
as	is	up	ox	..
		—		

Reading Lesson.

Go up. Is he up? We do so.

Go in. So am I. Do so to us.

Go on. Do go on. Do as we do.

When do, to, is, as, of, are used, not as syllables, but words, they are pronounced doo, too, iz, az, ov.

ub
uc
ud
uf
ug
uk
ul
um
ud
up
ur
us
ut
uv
ux

SECTION 3.

Syllables and words of three letters.

bla	ble	bli	blo	blu	bly
bra	bre	bri	bro	bru	bry
cla	cle	cli	clo	clu	cly
—					
cra	cre	cri	cro	cru	cry
dra	dre	dri	dro	dru	dry
fra	fre	fri	fro	fru	fry
—					
gla	gle	gli	glo	glu	gly
gra	gre	gri	gro	gru	gry
pla	ple	pli	plo	plu	ply
—					
pra	pre	pri	pro	pru	pry
sha	she	shi	sho	shu	shy
sma	sme	smi	smo	smu	smy

letters.
u bly
u bry
u cly
u cry
u dry
u fry

a sne sni sno snu sny

a spe spi spo spu spy

a the fly sly sky try

id ask arm end ink

id egg ill odd off

nn ant ass ell inn

Reading Lesson.

fly. An inn. My arm.

An ant. The ink. An egg.

An ass. The sky. The end.

Go to Ann. Go and ask.

She is ill. By and by.

Is she up? Try to do it

gly
gry
ply
pry
shy
smy

SHORT SOUNDS OF THE

CHAPTER II.

The short sounds of the Vowels and Diphthongs

SECTION I.

Words of three letters.

a

bad	can	had	fat	mad	rad
bag	cap	has	lad	man	wan
bat	cat	hat	sad	mat	wat

e

bed	den	get	met	peg	red
beg	hen	leg	net	pen	ved
fed	men	let	set	pet	wed

i

bid	did	fig	him	lib	rid
big	dig	fin	his	pig	sit
bit	dim	fit	hid	pin	tin

VOWELS AND DIPHTHONGS.

O

x	fog	mop	pop	rob	sob
x	hop	nod	pod	rod	sum
g	hot	not	pot	rot	top

u

mad	rad	cup	hum	mud	rub	sum
man	wan	cup	hug	rug	rug	sup
mat	wat	gut	hut	nut	run	tub

Reading Lesson.

peg rec
pen ve
pet we

pin.
cup.
top.

The Dog.
The cat.
The pig.

I had.
He has.
We can.

A bad lad.
A mad dog.
A fat pig.
He can dig.
I can hop.
We can run.

A red bud.
A dry fig.
A tin box.
It is hot.
Get my hat.
Let us go.

lib rid
big sit
bin tin

SHORT SOUNDS OF THE

SECTION 2.

Words of four letters.

a

band	glad	have	lass	sas
bank	flat	land	fast	san
damp	flax	hand	last	spa

e

bell	fret	nest	mend	tell
best	left	rest	send	well
desk	lent	west	sell	wher

i

dish	hill	milk	sing	spin
fish	fill	mist	silk	swin
give	kiss	pink	ship	will
live	king	ring	skip	wish

o

st	fond	gone	pond	soft
ll	frog	long	shop	spot
op	from	lost	song	stop

u

urn	dust	jump	plum	spun
ull	hurt	lump	purr	sung
rum	hush	must	shut	tusk

Reading Lesson.

nest.
frog.
pond.

The King.
The ship.
The desk.

I wish.
I skip.
We jump.

A red spot.
A pink sash.
The left hand.
A dish of fish.
A cup of milk.

Ring the bell.
Shut the box.
Mend my pen.
Give me a pin.
Do not hurt me.

ters.

lass sas
fast san
last spa

end tell
ad well
l whe

g spin
swin
will
wish

SHORT SOUNDS OF THE

SECTION 3

Words of five and six letters.

glass	shall	bless	fresh
grass	stamp	dress	shell
plant	stand	fresh	shell
smell	bring	frisk	still
spell	brisk	spring	sting
spen	drink	stiff	string
cross	blush	crust	stung
tongs	brush	grunt	strut
strong	crush	snuff	trunk

Reading Lesson

A shell.

A brush.

A crust.

A long string.

A strong man.

A brisk lad.

The grass.

The tongs.

The shelf.

I spell.

He drinks

We stand.

Brush my hat.

Bring the cup.

Drink the milk.

SECTION 3.

letters.

Words containing short diphthongs.

Like e in met.

fresh	head	death	pearl	sold
shell	leaf	breath	tread	says
still	head	earth	spread	guess
sting	read	learn	thread	friend

Like i in pin.

seen	build	guild	quilt
------	-------	-------	-------

Like u in but.

blood	does	young
flood	touch	scourge

Reading Lesson.

I spell.
 He drinks
 We stand.
 hat.
 cup.
 milk.

The earth.
 My head.
 A friend.
 I guess.
 He said.
 We learn.

A deaf man.
 A dead fly.
 A young frog.
 A crust of bread.
 A bit of bread.
 A long quill.

LONG SOUNDS OF THE

CHAPTER III.

The long Sounds of the Vowels and Diphthons

SECTION 1.

Vowels and Diphthongs like *a* in *ale*.

cake	face	haste	take
care	Jane	made	tape
gave	James	make	grape
air	clay	may	break
fair	day	maid	great
hail	hay	way	frail
tail	gain	play	snail
rain	gray	say	they
vain	hair	stay	their

Reading Lesson.

It rains.
 It hails.
 A long tails.
 A great cake.
 A fair day.

Take care.
 Make haste.
 May I go.
 Stay by me.
 Let us play.

THE
II.
and Diphthou

SECTION 2.

Vowels and Diphthongs like *e* in *me*.

ke *a* in *ale*.
take
tape
grape
break
great
frail
snail
hey
heir

Eve	she	here	these
ear	read	steak	weak
eat	bleat	wheat	geese
east	clean	bee	green
pea	mean	see	sheep
tea	leave	feed	sweet
dear	sheaf	feet	sleeve
leaf	speak	tree	field
neat	squeak	weed	piece

Reading Lesson.

- A green field.
- A sweet pea.
- A sheaf of wheat.
- A piece of bread.
- A cup of tea.

- The sheep bleat.
- The pigs squeak.
- Here is a bee.
- Feed the geese.
- Eat the grapes.

SECTION 3.

Vowels and Diphthongs like *i* in *pine*.

ice	kind	nice	blind
bite	kite	rice	wipe
dine	like	ripe	shine
fine	mice	side	smile
fire	mild	time	quite
line	mind	wine	spice
lie	pie	tie	buy
die	rie	vie	eye

Reading Lesson.

A sweet smile.
 A nice pie.
 A ripe plum.
 A glass of wine.
 A blind man.
 A kind friend.

The sun shines.
 It is a fine day.
 Bring the line.
 Fly the kite.
 It is time to read.
 I like to read.

A ho
 A re
 A sw
 A lo
 A ba
 A cle

SECTION 4.

Vowels and Diphthongs like *o* in *no*.

i in *pine*.

blind	old	home	roll	bone
wipe	cold	hope	rose	stone
shine	gold	mole	told	smoke
smile	hold	most	tone	stroke
quite	coat	cloak	low	grow
spice	road	toast	mow	show
buy	load	door	blow	snow
eye	roar	floor	crow	sew

Reading Lesson.

nes.
ay.
e.

read.

A hot roll.	Shut the door.
A red cloak.	The fire smokes.
A sweet rose.	It is a cold day.
A load of hay.	It snows fast.
A bad road.	Bring my coat.
A clean floor.	Let us go home.

SECTION 5.

Vowels and Diphthongs like *u* in *mule*.

use	fume	mute	tube
cure	lute	pure	tune
duke	mule	puke	plume
cue	dew	new	slew
due	clew	pew	ewe
hue	few	blew	lieu
blew	mew	flew	view

Reading Lesson.

The sky is blue.

The cat mews.

The mule frisks.

The new road.

In a few weeks, I
hope to read well.

I will make the best
use of my time.

among
is long
presum

CHAPTER IV.

The Middle Sounds of the Vowels and Diphthongs.*

Like *a* in *bar*.

tube	are	cart	harm	part
tune	art	card	lark	tart
plume	bark	far	large	sharp
slew	dark	hard	star	smart
ewe	haunt	jaunt	heart	launch
lieu	aunt	guard	heart	haunch

Like *o* in *move*.

lose	prove	whom	do
move	who	whose	Rome
coo	noon	broom	shoe
cool	poor	goose	you

* We have found it convenient to arrange the *o* in *move* amongst the middle sounds of the Vowels; and as its sound is longer than *o* in *not*, and rather shorter than *o* in *no*, we presume the arrangement is allowable.

u in *mule*.

view

weeks, I

ad well.

the best

time.

too	root	shoot	true
food	room	spoon	fruit
moon	soon	stool	your
book	look	good	foot
cook	rook	hood	wood
hook	took	stood	wool

Like *u* in *bull*.

hush	full	puss	bull
push	pull	put	

Reading Lesson.

Good fruit.
 A fat goose.
 A poor rook.
 A dark room.
 I hurt my foot.
 I lost my shoe.
 It is true ?
 Who said so ?
 Look at me.

The full moon.
 The dog barks.
 The bull roars.
 Puss purrs.
 Put by the stool.
 Do not push me.
 Whose book is it ?
 I shall soon learn to
 spell.

A sof
 A bro
 A gau
 The r
 The s
 Puss l

* Vov
 the sou

CHAPTER V.

The broad sounds of the Vowels and Diphthongs.*

SECTION 1.

Vowels and Diphthongs like *a* in *all*.

true
fruit
your
foot

wood
wool

bull

ball

call

tall

daub

fault

gauze

caw

tall

wall

salt

daw

paw

raw

saw

warm

wart

false

claw

draw

lawn

crawl

scald

small

swarm

shawl

straw

broad

George

on.
ks.
rs.

stool.
me.
is it?
learn to

Reading Lesson.

A soft ball.

A broad band.

A gauze cap.

The rooks caw.

The snails crawl.

Puss has sharp claws: Who calls me.

A straw hat.

A tall man.

A warm shawl.

The snow falls.

My ball is lost.

* Vowels and Diphthongs are called *broad*, when they make the sound of broad *a*, or are proper Diphthongs.

SECTION 2.

Proper Diphthongs in which both the Vowels are sounded
oi and *oy*, as in *boy* and *ow* as in *cow*.

oil	joy	thou	ground
boil	toy	cloud	cow
moist	our	found	how
noise	out	house	now
spoil	loud	mouse	owl
voice	shout	pound	growl
boy	sour	round	down
coy	flour	sound	gown

 Reading Lesson.

How do you do?
 Sit down. Read to me.
 Now leave your books.
 Do not make a noise.
 Owls fly in the dark.
 Moles live in ground.

CHAPTER VI.

Words in which the Vowels deviate from the sounds they have in the Table at Page 9.*

A like o in not.

ground
cow
how
now
owl
growl
down
gown

was wash want
wast wasp what

I like u in but.

dirth flirt first bird
shirt spirt stir squirt

I like e in met.

birth firm girl skirt
mirth gird girt whirl

O like u in but.

come glove some work
done love son worm
dove none word world

* These sounds of the vowels so different from the regular sounds of them in the Table, have been reserved for a distinct appropriate chapter, that the young learner might not be perplexed with the various and discordant powers of the vowels blended together.

O like a in all.

cord	fork	born	for
lord	horse	corn	nor
cork	storm	horn	short

U like o in move.

crude	rule	prude	truce
rude	brute	prune	spruce

*there	where	yes	her
--------	-------	-----	-----

Reading Lesson.

Has Ann done her work ?

Yes, she has.

She is a good girl. I love her.

I have been ill. Come to me.

Give me some drink.

I love to learn. Where is my book ?

What shall I read ?

* *E* sounds like *a* in *there, where*; like short *i* in *yes*,
and like short *u* in *her*.

CHAPTER VII.

Words containing consonants not sounded.

SECTION.

b ^{silent}	k	cock	half
lamb	back	cloak	calm
limb	black	mock	could
dumb	quack	duck	should
thumb	neck	knit	would
crumb	pick	knot	w
g	sick	knock	wrap
gnat	trick	l	wrist
gnash	quick	calf	wrong

Reading Lesson.

A fat calf.
 A hard knot.
 The ducks quack.
 The cock crows.
 The gnats bite.

Pick up the crumbs.
 Who knocks at the
 door?
 Ann should learn to
 knit and sew.

IE
 for
 nor
 short
 truce
 spruce
 her
 er.
 e.
 book?
 i in yes,

SECTION 2.

b ^{silent}	knead	fight	bought
climb	light	ought	
comb	talk	might	thought
g	walk	night	bough
sign	stalk	sight	plough
reign	yolk	thigh	dough
gnaw	folks	eight	though
k	gh	neigh	w
knife	high	straight	write
know	sigh	caught	wrote
knee	bright	taught	sword

Reading Lesson.

A new comb.

A bright star.

A sharp knife.

A light night.

A high wall.

The horse neighs.

A fine sight.

The dogs fight.

The bough of a tree.

Puss can climb trees.

The stalk of a rose.

I know how to read.

The yolk of an egg.

I wish I could write.

Dogs gnaw bones.

Come let us walk.

Jane kneads the dough.

What o'clock it is ?

George ploughs the field.

It is eight o'clock.

I thought so.

bought
ought
hought
bough
plough
lough
hough
w
write
wrote
word

CHAPTER VIII.

Consonants, single and double, which have different sounds.

SECTION 1.

C hard like *k*.

cash	crumb	clash	scar
crab	curd	cling	scum
cane	cold	creep	count
call	cool	crawl	crown

C soft like *s*.

dance	pence	since	hence
dunce	fence	prince	whence
lace	nice	cease	juice
place	price	piece	voice

G hard.

glad	gasp	glass	grand
grin	gust	grass	grunt

G soft.

gem gin age hedge

S sharp

sand dress bricks nurse

send gloss tricks purse

seed haste goose seat

side waste straw sweet

S flat like, oz.

his rags birds beds

hers ribs doves heads

keys hares pears please

tease wares praise mourns

Reading Lesson.

Jane has a nice plum tart. I hope I shall not be a dunce.

Take a piece of it. Bricks are made of clay.

George gave me a book. Glass is made of sand.

I am glad I can read it. Wine is the juice of grapes.

CONSONANTS OF

SECTION 2.

Double Consonants.

th sharp.

thank	thick	breath	cloth
think	thin	health	thing
three	throw	teeth	north
throne	throat	mouth	south

th flat.

than	this	that	baths
then	thus	them	paths
they	these	thy	clothes
theirs	those	thine	smooth

ch like tch.

Charles	chin	much	rich
charge	chick	such	which
chair	cheese	coach	peach
child	choice	couch	reach

inc
pin

cho

tou
rouClean
Wash
Then
wiDo n
Come
Reach
Take
anc

ch like *sh*.

inch bench tench French
 pinch bunch stench chaise

ch like *k*.

choir chord scheme school

gh and *ph* like *f*.

tough cough phiz nymph
 rough laugh phrase soph

Reading Lesson.

Clean your teeth.
 Wash your mouth.
 Then your breath
 will be sweet.

Do not throw stones.

Come in.

Reach a chair.

Take some bread
 and cheese.

Who gave you these
 pears ?

James gave them to
 us.

Thank him for them.

I have a fine peach
 and a bunch of
 grapes.

I will give you some
 of them.

cloth
 thing
 north
 south

baths

paths

clothes

mouth

rich

which

peach

each

CHAPTER IX.

Words promiscuously disposed.

SECTION 1.

brand	sharp	step	flock
dram	start	went	got
fast	bend	filth	one
pan	bless	kick	two
pass	chest	pit	brook
plant	fell	pick	hoof
ran	heard	shrill	proof
staff	help	spilt	shoot
thank	herd	strip	shrewd
arm	lest	till	nurse
barn	sent	whip	purse
mark	shell	with	worse

Reading Lesson.

The cow has hoofs, and so has the horse. A barn is a place for corn and hay.

A snail has a shell for its house. A shark is a fish with sharp teeth.

bra
car
gay
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nar
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sha
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star

Two
six
A fo
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SECTION 2.

osed.
flock
got
one
two
brook
hoof
proof
shoot
shrewd
nurse
purse
worse

bray	taste	street	forth
came	wake	tease	four
gay	whale	weak	growth
late	clear	child	more
name	heal	find	own
praise	hear	guide	whole
prate	health	life	scorn
ray	lead	while	storm
save	lean	wide	clown
shade	meeek	wife	crown
pare	meet	coarse	joint
stars	seek	fold	point

Reading Lesson.

Two and four are
six.

A fold is a place
to put sheep in.

How loud the ass
brays.

O, what a wide
street.

s a place
and hay.
is a fish
rp teeth.

CHAPTER X.

Of the Points and Notes used in composing Sentences.

- A comma is marked thus ,
- A semicolon thus ;
- A colon thus :
- A period, or full stop thus .
- A note of interrogation thus ?
- A note of admiration thus !
- A parenthesis thus ()

Pauses in reading.

The learner should stop—

- at the comma, till he could count one ,
- at the semicolon, till two ;
- at the colon, till three :
- at the period, till four .

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CHAPTER XI.

Promiscuous Reading Lessons.

SECTION 1.

BREAKFAST.

The sun shines.

It is time to get up.

Jane, come and dress Charles.

Wash his face and neck, and make him quite clean.

Comb his hair. Tie his frock.

Now, Charles, we will go down stairs.

Fetch that stool. Sit down.

Here is some milk, and here is a piece of bread.

g Sentences.

...thus

...thus

...thus

...thus

...thus ?

...thus !

...thus ()

one

two

three

four

Do not spill the milk.

Hold the spoon in the right hand.

There is the right hand.

The crust is hard. Do not leave it.

Sop it in the milk.

Do not throw the bread on the floor.

We should eat bread, and not waste it.

There is a poor fly in the milk.

Take it out. Put it on this dry cloth.

Poor thing! It is not quite dead. It moves and shakes its wings. It wants to dry them.

See how it wipes them with its feet.

Put the fly on the floor where the sun shines.

Then it will be dry and warm.

Poor fly! I am glad it was not dead.

I hope it will be well.

SECTION 2.

PUSS.

Where is puss?

There she is.

Do not pull her by the tail: that will hurt her.

Charles does not like to be hurt; and puss does not like to be hurt.

I saw a boy hurt a poor cat. He took hold of her tail: so she put out her sharp claws and made his hand bleed.

Stroke poor puss.

Give her some milk.

Puss likes milk.

Now that Charles is so kind to her, she will not scratch nor bite him.

She purrs and looks glad.

PROMISCUOUS

SECTION 3.

READING.

Come to me, Charles ; Come and read.
Here is a new book.
Take care not to tear it.
Good boys do not spoil their books.
Speak plain.
Take pains, and try to read well.
Stand still.
Do not read so fast.
Mind the stops.
What stop is that ?
It is a full stop.
Charles has read a whole page now.
This is a page. This is a leaf.
A page is one side of a leaf.
Shut the book.
Put it by.
Now give me a kiss.

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SECTION 4.

R A I N .

Shall we walk ?

No—not now. I think it will soon rain.

Look how black the sky is !

Now it rains.

How fast it rains !

Rain comes from the clouds.

The ducks love rain.

Ducks swim and geese swim.

Can Charles swim ?

No ; Charles is not a duck, nor a goose ; so he must take care not to go near the pond, lest he should fall in. I do not know that we could get him out. If we could not, he would die.

When Charles is as big as James he shall learn to swim.

PROMISCUOUS

SECTION 5.

A WALK.

It does not rain now.

The sky is blue.

Let us take a walk on the fields, and see the sheep, and the lambs, and the cows, and trees, and birds.

Call Tray. He shall go with us.

He wags his tail. He is glad to see us, and to go with us.

Stroke poor Tray.

Tray likes those who stroke him and feed him, and are kind to him.

Do not walk on the grass now. It is too high, and is quite wet.

Walk on this smooth dry path.

There is a worm. Do not tread on it.

Can Charles climb that high stile?

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O what a large field ?

This is not green. It is not grass.

No : it is corn.

It will be ripe soon.

Bread is made of corn.

I dare say Charles does not know how bread is made. Well, some time I will tell him.

Now let us go home.

Shall we look at the bees, in their glass hive ?

Will the bees sting us ?

No : they will not sting us, if we do not tease nor hurt them.

Wasps will not sting us, if we do not hurt them.

There is a wasp on my arm.

Now it is gone.

It has not stung me.

PROMISCUOUS

SECTION 6.

DINNER.

The clock strikes.

It is time to go and dine.

Is the cloth laid ?

Where are the knives and forks and plates ?

Call Ann.

Are your hands clean ? Sit down.

Do not take the broth yet ; it is too hot :
wait till it is cool.

Will you have some lamb, and some peas ?

Do not smack your lips or make a noise
when you eat.

Take some bread. Break the bread ; do
not bite it.

I do not put the knife in my mouth, for
fear I should hurt my lips. Knives are sharp :
they are to cut with, and not to put in one's
mouth, or to play with.

Jane must shake the cloth out of doors.

The birds will pick up the crumbs.

Now let us go and play with George.

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SECTION 7.

THE POOR BLIND MAN.

There is a poor blind man at the door.

He is quite blind. He does not see the sky,
nor the ground, nor the trees, nor men.

He does not see us though we are so near
to him.

A boy leads him from door to door.

Poor man !

O it is a sad thing to be blind !

We will give the blind man some bread and
cheese.

Now he is gone.

He is a great way off.

Poor blind man !

Come in, Charles. Shut the door.

I wish the poor blind man had a warm
house to live in, and kind friends to take care
of him, and to teach him to work. Then he
would not beg from door to door.

SECTION 8.

THE KIND LITTLE BOY.

What a good boy George is! we all love him; and he loves us, and does not tease and vex his friends, as some boys do, and how he loves Ann! She is a sweet child and he gives her all his toys, when she points at them.

She will speak soon, and then she may tell what she wants.

He sits by her while she sleeps; and takes care not to wake her; and when he hears the maid on the stairs, he steps to tell her that Ann sleeps and that she must not make a noise.

When he gets fruit or cakes, he will not eat, till he has first put some by for his dear Ann; and he buys toys for her at the fair; for he likes to please her more than to have things for his own use.

When she is two or three years old she will thank him: and she will say, "George is kind to me, and I will be kind to him, and love him as long as I live."

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SECTION 9.

THE LITTLE BOY THAT WAS LOST IN HIS WAY HOME.

When Charles came home, he told his friends where he had been, and what he had not done. I met an old man (said he) on the heath, with a bag on his back. He was weak, and the bag was full, and it made him bend, and lean on his staff.

I was glad to meet him, for I could help him; if I had not, he would not have got home; he would have been all night on the heath; and it was cold and the snow fell.

When we came to his house, his wife ran out to meet us. She was glad to see him come, for she thought he had lost his way, and could not find his home.

She said I was a good boy for what I had done, and that God would bless me; and that I must (if I would have his love) be kind to the old and weak, who could not work, and were in want of bread.

I had a mind to help them, but I had not much in my purse: I gave them what I could spare, and left them glad.

In my way home, I lost the path on the heath. It was dark; I fell down, and found I was in a pit. The ground was soft and I was not hurt; but I could not get out; and I thought that I must stay there all night, and that I might call in vain; no one would pass by at so late a time to hear me.

But there did come by a poor man, who heard me and took me out. He told me he had been to look for his cow: she had got out of the field, and could not be found. I went with him to seek for her; and when he had found her, he made me go home with him to his house to dry my clothes.

The house was nice and clean, and there was a good brisk fire, which I was glad to get near to, and so was the poor man. His wife put on more wood, and we were soon dry and warm. They gave me some bread and cheese, and I came home gay and well.

My heart was glad, for I had been in time to save the poor old man; and when I was in the pit, I soon had help to get me out. I hope I shall think of it as long as I live.

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pas tu
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ne ve
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CHAPTER XII.

Words of two syllables.

Accent on the first syllable.

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and found
and I was
at; and I
night, and
ould pass

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ld me he
d got out
I went
n he had
h him to

nd there
ad to get
His wife
dry and
cheese,

in time
was in
I hope

can not
car ry
gal lop
hap py
mar ket
par rot
pas ture
plan tain
a ny
bet ter
ne ver
pen ny
scep tre
shep herd
strengt h en
ten der
ve ry
e vil

child ren
din ner
in fant
lit tle
point er
this tles
wo men
bo dy
com mon
fol low
bus tle
wan der
war ble
watch es
go vern
hun gry
moth er
treat ed

muf fin
no thing
nurs es
pun ish
stub born
sub ject
suf fer
tur nip
al most
al ways
dai ly
dan ger
pa rent
prais es
sta ble
tun nel
there fore
pow er

DISSYLLABLES.

peo ple
pleas ing
rea son
teach es

wea ry
bro ken
mo ment
o ver

roy al
stu pid
wool len
wo man

Accent on the second syllable.

a bout
a fraid
a gain
a live
a mong
a sleep

be fore
be hold
de sign
de sire
re mains
com mand

con tent
u pon
o bey
pro tect
pro vide
for get

Reading Lesson.

A penny roll.
A broken cup.
A little infant.
A kind mother.
The horse gallops.
The parrot prates.
The birds warble.

Ann is asleep.
James obeys his pa-
rents.
Charles hurt me, but
I forgave him.
The shepherd takes
care of sheep.

The
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thing

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noth
some

CHAPTER XIII.

Promiscuous Reading Lessons.

SECTION 1.

THE ASS.

The ass has hoofs, and very long ears. He brays very loud. The horse is afraid when the ass brays, and starts back; but the ass is very meek, and never hurts any thing.

The ass is not so big as the horse, and cannot gallop fast; but he works very hard. Sometimes he carries little boys on his back, two or three at a time; and they whip the poor ass, and pierce his sides to make him go faster.

He carries greens to market, and turnips, and fruit; and sometimes he carries a great load of pans, and mugs and pots, with which his back is almost broken. He gets nothing to eat but a few thorny thistles or some plaintain, or some coarse grass from

off the common. He has no stable to go into, as a horse has; he lies out in the fields in the snow, and in the rain: but he is content, he does not complain. The ass gives milk as well as the cow; and the milk is very good for people that are sick, to make them well again.

Some people say that asses are stupid and stubborn: but they know their master, and the place where he stops, and the roads which he passes: and when they are treated kindly they behave well and are fond of their masters.

THE CHARITABLE LITTLE GIRL.*

A little girl about four years old, had a great desire to taste a hot muffin. When she heard the muffin man go by her mother's door, crying "Muffins! muffins!"

* This pleasing little narrative was obligingly communicated to the author by a celebrated writer on Practical Education, with liberty to publish it.

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The ass
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Hot muffins ! Ho ! " she asked her mother to give her a penny to buy one.

The mother gave her a penny ; and the child ran down stairs, and bought a muffin.

stupid
master,
the roads
treated
of their

At the door she saw a very poor woman, who asked her to give her a penny, to get something to eat, for she was very hungry. The child said she had no pennies of her own, but would go and ask her mother for some.

She ran up stairs, and soon came back, and said to the poor woman, " My mother has no more pennies to give me ; but here is a muffin for you : and it is hot too. "

had a
When
y her
affins !

The little girl never told any body that she had given away her muffin ; and though she heard the man call " Muffins ! " two or three times that night, she did not ask her mother again to buy one for her.

y com-
ractical

SECTION 3.

THE CHILD PRAISING HIS CREATOR.

Come let us praise God, for he is very great
let us bless him, for he is very good.

He made all things: the sun to rule the
day, the moon to shine by night. He made
the great whale, and the little worm that
crawls on the ground.

The little birds sing praises to God when
they warble sweetly in the green shade. I
will praise him with my voice; for I may
praise him, though I am but a child.

A few years ago I was but a little infant,
and I could not speak at all; and I did not
know the great name of God, for my reason
was not come to me. But now I can
speak, and I will praise him: I can think
of all his kindness, and my heart shall love
him.

Let him call me, and I will come to him;
let him command and I will obey.

When I am older, I will praise him better;
and I will never forget God, as long as my
life remains in me.

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SECTION 4.

THE CARE AND GOODNESS OF GOD.

Behold the shepherd of the flock ! He takes care of his sheep ; he leads them among clear brooks ; he guides them to fresh pastures ; if the young lambs are weary, he carries them in his arms ; if they wander, he brings them back.

But who is the shepherd's Shepherd ! Who takes care of him ? Who guides him in the path he should go ? and if he wanders who shall bring him back ?

God is the shepherd's Shepherd ! He is the Shepherd over all ! He takes care of all. The whole earth is his fold : we are all his flock ; and the herbs, and green fields, are his pastures which he provides for us.

The mother loves her little child : she brings it up on her knees ; she strengthens its body with food, she feeds its mind with knowledge ; if it is sick she nurses it with tender love ; she watches over it

when asleep ; she forgets it not for a moment ; she teaches it how to be good ; she is happy in its daily growth.

But who is the parent of the mother ? Who feeds her with good things, and watches over her with tender love, and thinks of her always ? Whose arms are about her, to guard her from harm ? and if she is sick, who shall heal her ?

God is the parent of the mother ; He is the parent of all ; for he made all. All the men and all the women, who are alive in the wide world, are his children. He loves all. He is good to all.

The king governs his people : he has a golden crown upon his head, and the royal sceptre in his hand ; he sits upon a throne, and sends forth his commands ; his subjects fear before him ; if they do well he protects them from danger ; and if they do evil he makes them suffer.

But who is the King of the king ? who commands him what he must do ? whose hand protects him from danger ? and if he does evil, who shall punish him ?

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God is the King of the king : his crown is of rays of light, and his throne is amongst the stars. He is King of kings and Lord of lords. If he should die, we die : his power is over all worlds and he beholds all the works he has made.

God is our Shepherd, therefore we will follow him : God is our Father, therefore we will love him : God is our King, therefore we will obey him.

SECTION 5.

SAINTE CYRIL.

This saint was as yet a child when he laid down his life for the faith of Christ. His father being a pagan, seeing his young son, who had in private been baptized, refuse to adore his idols, after all manner of ill usage, turned him out of doors. The governor of the place hearing of the matter, gave orders that the child should be brought before him. This impious judge

was in a rage to hear him never cease to proclaim the name of Jesus. He told him that he ought to hate that name, and that, if he obeyed, he would pardon him, restore him to his father, and take care that he should inherit his estate. The pious child replied, "I am glad to suffer for what I have done. God will receive me, with whom I shall be better off than with my father. I renounce with joy, house and estate, that I may be rich in heaven. I am not afraid of death, since it will procure me a better life." This he said with a courage which showed that God spoke in him.

The judge had him bound and led out as it were to execution but in private he gave orders that they should only frighten him. The holy youth was placed before a great fire, and was threatened to be cast into it; yet he was not daunted. He was then led back to the judge, who said to him, "My child, you have seen both the fire and the sword: be wise, and return to your house and fortune." The martyr made answer,—“You have done me an injury in calling me back: I fear not the fire nor the sword. God will receive me. Put me to death without delay, that I may the sooner go to him.”—All that stood by, wept to hear him

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to speak in this manner. But he said to them,
"You ought rather to rejoice: you know not
what is my hope, nor what kind of kingdom I
am going to possess." He was then put to
death, and suffered it with joy.

SECTION 6.

SAINT PASCHAL.

His parents lived by the labour of their hands, and were very virtuous. Paschal was careful to copy their pious example. They were too poor so send him to school; but the holy child, out of a desire of so great a means of instruction, brought a book with him into the fields where he took care of sheep as an under shepherd, and he desired those whom he met, to teach him his letters. Thus in a short time, and while he was yet very young, he learned to read. He took great delight in reading the Lives of the Saints, and, above all, the Life of Christ. Bad books, or books written merely to pass away time with, he would never look into. His master, who was very devout,

was so charmed with his good conduct, that he made him an offer to adopt him as his son, and to make him his heir. But Paschal, who desired only the goods of heaven, was afraid that those of this world would prove to him a burden, and put his soul in danger. He modestly declined the offer, wishing to remain in his humble state of life, as being more like that which our Lord chose for himself on earth, who came into the world not to be served but to serve.

SECTION 7.

THE GOOD MOTHER.

It is told of Blanche, queen of France, that when her son, Saint Louis, was still very young, she often said to him, "My dear son, I love you as tenderly as a mother can love a child, but I would rather see you fall down dead at my feet, than that you should ever commit one mortal sin." And so well did her son attend to these words, that although he lived to the age of nearly sixty years, he never, in his whole life, was guilty of a mortal sin.

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He became one of the best kings, and one of the greatest heroes, that ever lived; and was so holy and good, that after his death, the Church placed his name among those of the Saints. This was indeed a good mother, who would rather have her child cease to live, than that he should lose his soul by offending God.

What does it avail a man to gain the whole world, if he lose his soul?

SECTION 8.

THE GROWING OF CORN.

I will now tell you how corn is produced. The land is first ploughed, and perhaps manured. Then a man scatters some corn on the land, thus prepared, and a harrow is drawn over it to cover the seed. The harrow is a flat machine, with rows of short spikes on its lower side. When rain falls, it sinks down to the seed, and softens it, and causes it to sprout. The sprout is very small at first, but the heat of the sun makes it shoot above the earth. It is then like a blade of grass, but it soon grows

tall, with an ear of corn on the top, which the sun ripens and makes yellow. When ripe, it is cut down with scythes or sickles, and then sent to the farm yard, where it is laid up in stacks. After this, it is thrashed, to loosen the grain from the straw, and then sent to the mill to be ground and thus it becomes meal or flour.

SECTION 9.

USES OF CORN.

There are various kinds of grain or corn. The chief kinds are wheat, barley, oats, and rye. Wheat, when ground, is called *flour*, and is chiefly used for making bread. Barley, when soaked in water for some time, and then dried in a kiln, is called *malt*. Malt is used with hops in making beer. Barley is also made into bread. Oats, when ground, become what is called *oatmeal*, which serves to make bread, gruel, and such things. Oats are also much used as food for horses. Rye is a kind of coarse grain. It is made into bread, either by itself, or mixed with the flour of wheat. Of all the

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grains used in making bread, wheat is by far the best, and therefore, the most used. Bread made of wheat is called *wheaten* bread; that made of oats, is called *eaten* bread. Corn is one of the most useful gifts of God to man in this world.

SECTION 10.

METALS USED FOR COINS.

Gold is a heavy metal; it is scarce and dear. It is of a deep yellow colour, and very bright. Gold is found chiefly in mines, but sometimes in the sands of rivers. The gold mines of Chili and Peru are the richest in the world. Gold is made into *coins*, and is much used in *gilding*. Coin is *stamped money*.

Silver is a rich metal; and is of a pale white colour. It is not so heavy as gold, nor so much valued. It is made into coins; and also into many things that are used at the tables of rich people. The silver mines of Mexico, or New Spain, are the most productive in the world.

Copper is a metal, of a reddish brown colour. It is made into coins, also into pots and kettles, and other useful things. Sheets of copper are used to cover the roofs of houses, and to sheathe the bottoms of ships.

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SECTION 11.

IRON.

Iron is the most useful of all the metals. It is of a dark colour, and very hard. It is always found mixed with some other substance. Sometimes it is found mixed with clay, at other times, with flint or with lime. In this state it is called *iron-stone*. This stone is put into a large furnace, and melted by means of intense heat. When the iron-stone is melted, the clay, lime, or flint, floats to the top, and the iron runs out at the bottom like a stream of liquid. It flows into the furrows made in sand, and when it cools becomes very hard and brittle. In this state it is called *cast-iron*, and

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is used for grates, pipes, rail-roads, and many other things. Cast-iron is made into *wrought-iron*, by a process called *blooming*; and wrought-iron is made into *steel*, which is very useful for edgedtools, springs, and many other things.

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FIGURES AND NUMBERS.

	Arabic.	Roman.
One	1	I.
Two	2	II.
Three	3	III.
Four	4	IV.
Five	5	V.
Six	6	VI.
Seven	7	VII.
Eight	8	VIII.
Nine	9	IX.
Ten	10	X.
Eleven	11	XI.
Twelve	12	XII.
Thirteen	13	XIII.
Fourteen	14	XIV.
Fifteen	15	XV.
Sixteen	16	XVI.
Seventeen	17	XVII.
Eighteen	18	XVIII.
Nineteen	19	XIX.
Twenty	20	XX.
Thirty	30	XXX.
Forty	40	XL.
Fifty	50.	L.

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