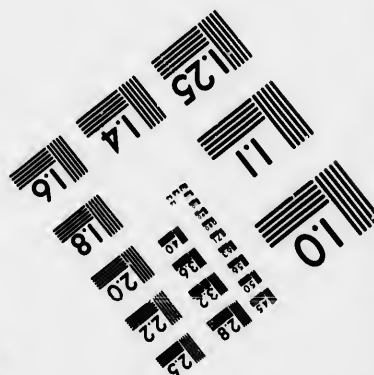
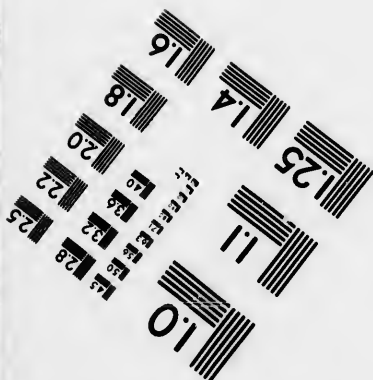
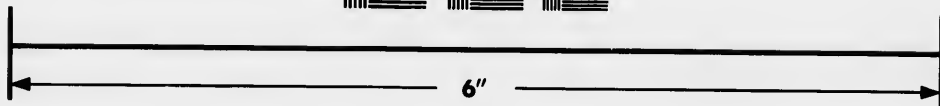
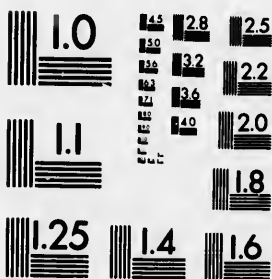


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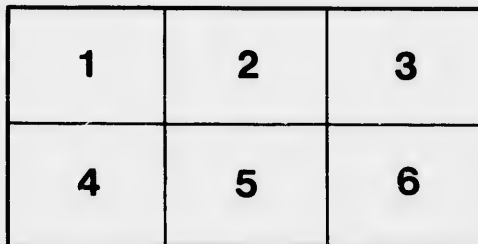
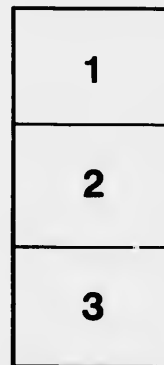
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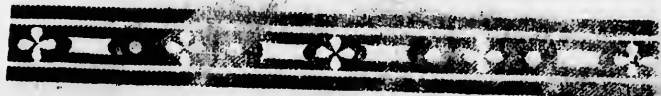
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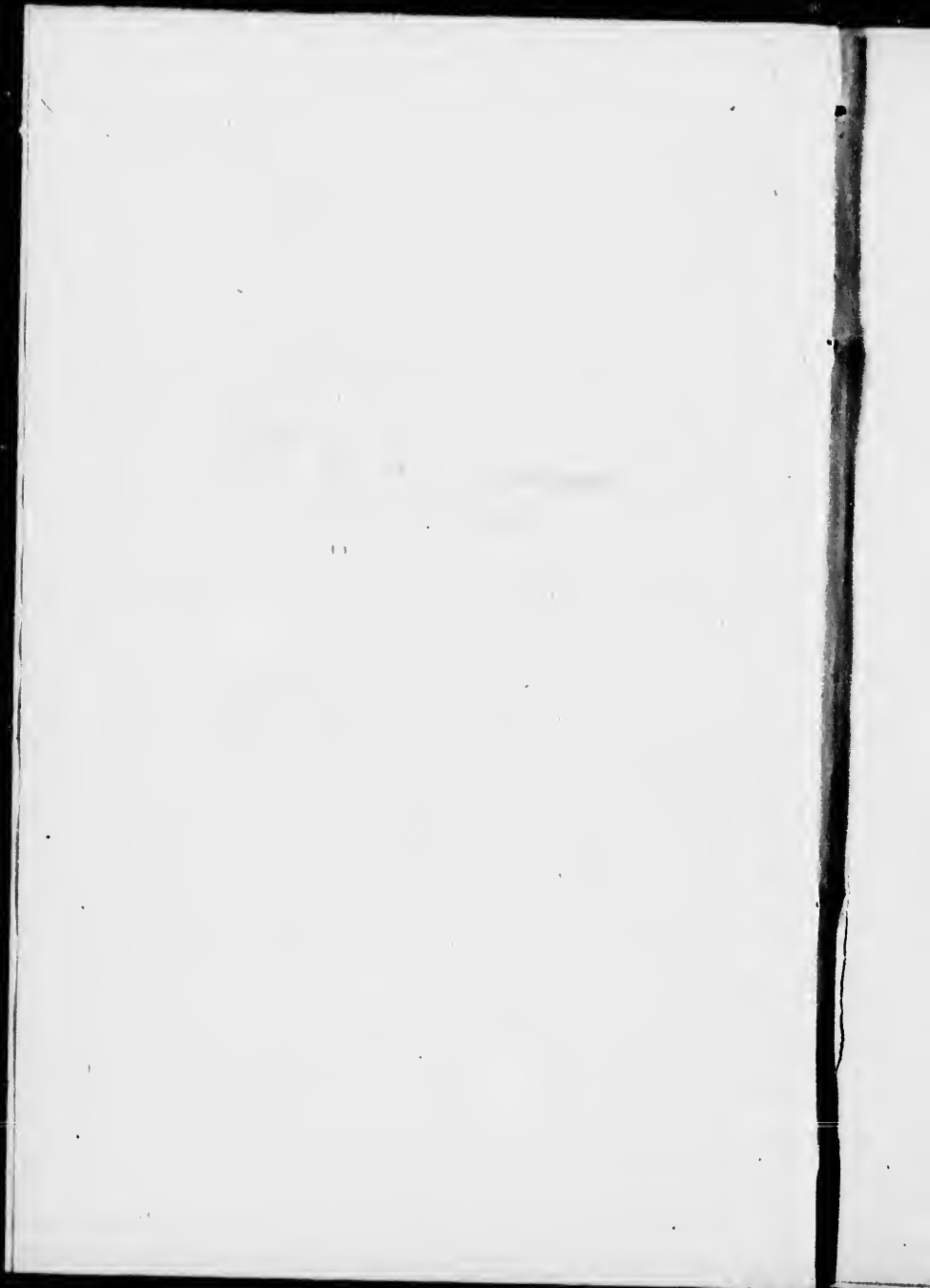


DE LA SALLE
SERIES OF READERS

PRIMARY
READER

15 1179
5205





DE LA SALLE
SERIES OF READERS.

THE
PRIMARY READER



MONTREAL
50 COTTE STREET.

PE1117

547a

Entered according to Act of the Parliament of Canada in the
year of Our Lord, 1887, by

M. M. GRAHAM.

in the Office of the Minister of Agriculture and Statistics, at Ottawa.

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A p
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the p
"W

PREFACE.

The PRIMARY READER of this SERIES is divided into two parts. The first part contains the Alphabet and words, intended to exemplify the easiest vowel and consonant sounds; and the second, promiscuous lessons in words of two syllables, with a few simple words of three syllables.

By this arrangement the pupil is led, by easy steps, from the simplest to the most difficult combinations. It may be recommended that no pupil be advanced to another lesson until he can read, spell, and explain all the words of the preceding one.

The mode of teaching the Alphabet most successfully is to teach each letter as it is found in the combination. Thus a word is pointed out, *cross*, for instance, and the combined sound *cross* is taught. It is then spelled, its meaning given, and the letters, of which it is composed, shown in the line of letters prefixed to the lesson. This method interests the pupil and takes away the irksomeness and labor of acquiring each letter separately.

Names of objects are taught upon the same principle. The name is first read, then spelled, and the pupil is afterwards requested to tell *all he knows about it*. When it can conveniently be done, the object itself is shown, and its *parts, qualities and uses* pointed out. A pin, for example, is introduced, and passed round the class to be examined. The teacher then asks, "What is the name of this! The pupil answers "A pin." "Spell pin." "P-i-n" Can you tell me the parts of a pin?" It has a head—it has a point—it has a shank." "What kind of a head has it?" A round head." "What kind of

point?" "A *sharp* point." "What kind of shank?" "A *straight* shank." "Right. Take notice now, that round, sharp, and straight, are *qualities* which a pin has. But can you tell me any other thing that is *round*?—that is *sharp*?—that is *straight*?—What is the *use* of a pin?" The examination should be varied according to the age and capacity of the pupil; in the first lessons, it will be sufficient to name such properties as come under the simple operation of the senses.

Qualities will, perhaps, be best explained by requesting the pupil to name objects which have the quality, and correcting the answers when wrong. *Actions* should be practically shown or described, and the pupil desired to mention the instruments by which the action named is performed. This explanatory exercise ought not to be confined to the words at the head of each lesson, which, for want of space, are necessarily few; other words should be selected from the lesson, and made the subject of the like exercise.

Another new feature is the introduction of script in Part II. The pupil not unfrequently wearies of the constant repetition of the same sounds and words. Now, in order to obviate this, the Teacher may require the pupil to practise the models given him at the bottom of each page. This will serve to make him interested in his lessons, whilst it easily initiates him in a practical course of penmanship.

This arrangement is the result of many year's experience which, perhaps, is the best guarantee of its utility. It will be seen from the nature of the lesson, that the great object of the Compilers is to *enlighten the mind* and *cultivate the heart*.

straight
straight.
er thing
the use
the age
cient to
of the

e pupil
answers
ed, and
e action
be con-
want of
rom the

l. The
e same
er may
tom of
lessons,
ip.
which,
on the
to en-

THE ALPHABET IN SMALL 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		

THE ALPHABET IN CAPITALS.

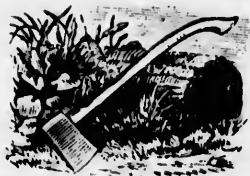
A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
	Y	Z	

A
B
C
C,
D
D,
E

THE PICTURE-AND-WORD METHOD.

A,

A.



ax,

ax.

B,

B.



bee,

bee.

C,

C.



cross,

cross.

D,

D.



dog,

dog.

E,

E.

eye,

eye.

F,

F.

fox,

fox.

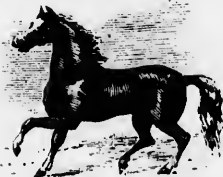
G,

G.

gun,

gun.

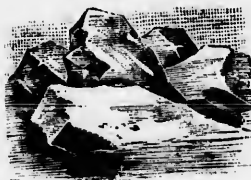
H,

H.

horse,

horse.

I,

I.

ice,

ice.

eye,
eye.

fox,
fox.

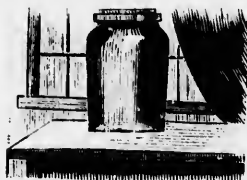
gun,
gun.

horse,
horse.

ice,
ice.

J,

J.



jar,

jar.

K,

K.

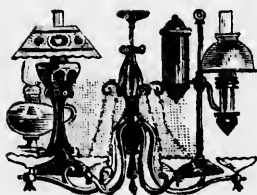


key,

key.

L,

L.



lamp,

lamp.

M,

M.



mill,

mill.

N,

N.



nest,

nest.

O,

O.

owl,

owl.

P,

P.

puss,

puss.

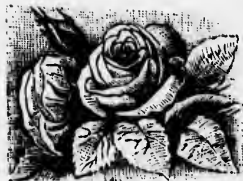
Q,

Q.

queen,

queen.

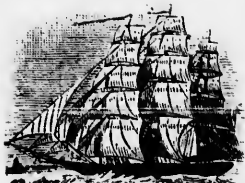
R,

R.

rose,

rose.

S,

S.

ship,

ship.

T,



tree.

T.

tree.

U,



urn,

U.

urn.

V,



vine,

V.

vine.

W,



wolf,

W.

wolf.

X,



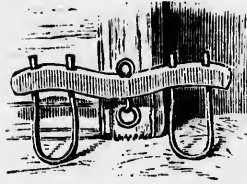
OX,

X.

ox.

Y,

Y.

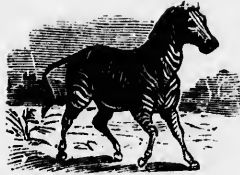


yoke,

yoke.

Z,

Z.



zebra.

zebra.



a,
ran
hat

A
A

An
A la

oke,
tic.
bra
lic.

PRIMARY READER.

PART I.

LESSON I.

SHORT SOUND OF A.

ă.

a, an, and, at, rat, fat,
ran, pan, fan, tan, can.
hat, bat, had, bad, lad.

A hat, a bat, a lad, a tan.
A bad pan, a mad stag, a sad lad.



An ax and a lad. A bad can and fan.
A land. A cat, a rat, a hand, and sand.

LESSON II.
LONG SOUND OF A

ā.

day. bay, ray, pay may.
say, lay, way, dale. late.

I say. May I? A cape and a
way. I pray. May I say grace?



A bad way. I have a way. I say a
fan and hat. I have an ax, a hat, and
a fan. A cat ran at a rat. And in land,
sand, and hand. Nell and Jim pray.

all
sal
ga

I a
a h

ark
fan
har

fast
cast
gras

LESSON III.

OCCASIONAL SOUNDS OF A.

a.

all,	ball,	wall,	fall,	tall,
salt,	malt.	mall,	hall.	call,
gall.	war,	stall,	small,	talk.

A day was bad. A ball was small.
 I am tall. A hall and stall. I had
 a bad fall. A war and fall.

ä.

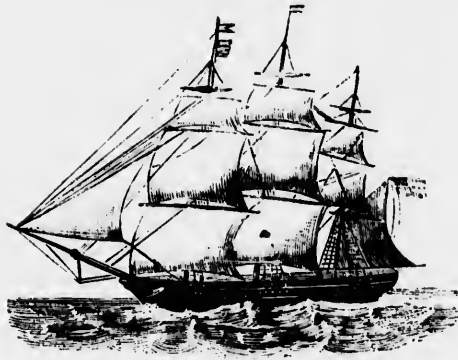
ark,	arm,	bar.	car.	darm.
farm,	park.	par,	garb.	hard.
harm,	far.	lark.	bark.	part.

ä.

fast, past, last, ant, cask, lance.
 cast, mast, hasp, pass, raft, task.
 grass, mass, class, dance, blast, bask.

may.
 late.
 and a
 ace ?

I say a
 at, and
 n land.
 n pray.



a.

wad, was, watch. wash. swan,
what, wasp, wand. swamp. wan.

â.

air, pair. care. rare. pare. share,
fair. hair. hare, share. stair, dare

A pair, a share, a hare, a stair.
Air is in pair, fair, hair, and stair.
Are is in care, hare, share, pare, fare.
What are hare? Can I have a fan?

är
fän
läst

fac
Ar
dar

Air
Are

At
A m
swar

LESSON IV.

A REVIEW.

ärm,	cäre,	wäs,	ânt,	däre,
fän.	cän,	bây,	äll,	bär.
läst,	fär,	wäsh,	mây,	stây.

D and ale are in dale. C in pace.
face, grace, is as s. I can act a part.
And is in hand, sand, land. Tar is
dark. Art is in cart, tart, and start.

II.

I was at mass. A task is hard.
Air is in pair, stair, fair, and hair.
Are is in hare, pare, share, and dare.



At is in hat, fat, bat, rat, and mat.
A man has hay and a hat. I saw a
swan on the lake.

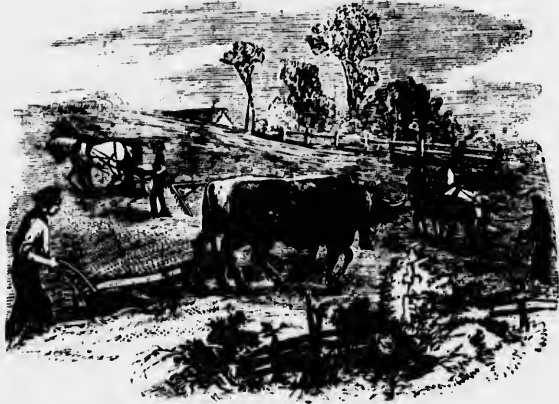
swan,
wan.

share,
dare

stair.
stair.
fare.
fan?

III.

I am in class. A park is large.
I watch and pray. All can and may
stay. Last day all was fair. What
way is far? A bay is large. All



call at the hall. I want a ball. Ark
is in bark, lark, and mark. Spare
hare. Age is in rage, cage, page,
and sage. Arm is in farm, harm,
and swarm.

en
tel
les

I s

a h
Ble
fled
Jan
we
saw

LESSON V.

SHORT SOUND OF E.

e.

end. met. bet. red. bell. fell.
 tell. sell. hell. men. hen. send.
 less. yes. pet. set. blend. tent.

An end is far. I fell in a dell.
 I send a ham. I ask a tent. Spare



a hen. End is in send and blend.
 Bless a bell. Get an ell. Ten men
 fled in a sled. May I ask Bell?
 Jane is in a sled. Well, James, are
 we far? What are we to do? I
 saw a dell. I have a fan.

LESSON VI.

LONG SOUND OF E.

ē.

be, she, he, see, we.
key, fee, bee, me, here.

He is here. All are here. We
are here. May and Bell are in a
tent. Get me a hare. Spare men a
task. Ask a man. Spell hair, air,



fare, man, was, stair, rare, ball, and
swarm. I fell and bled. We see
and tell. May ran, Bell fell and bled.
See, Dave talks to a man. Rave not in
sleep. I pay the fare. May was home.
I was not there. See the bees.

LESSON VII.

OCCASIONAL SOUNDS OF E.

ê, é, and e.

ere. where. fern. term. verse.
 prey. were. serf. merl. learn.
 earn. pearl. pert. veil. vein.

A man has a term. A pert and bad
 Nell. Bell has fair hair. A pearl is
 rare. All were here in a tent. We
 earn and learn. May, Jane and Nell
 have a rose. The leaf is green. I



have a lamp. James has the keys.
 Where is the lamp and the key?
 The lamp gives light. All have an
 heir. We were a prey. Let me be.
 A vein bled. I send May and Nell.

we.
 here.

e. We
 are in a
 re men a
 hair, air.

ball, and
 We see
 and bled.
 ve not in
 as home.
 bees.

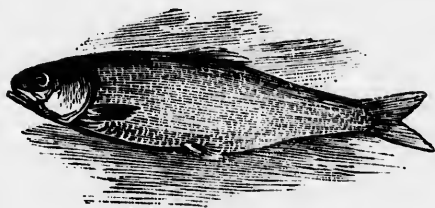
LESSON VIII.

SHORT SOUND OF I.

I.

big. bit. dip. fig. bill. will.
 fish, dim. dish. sin. spin. ink,
 tin. in. till, still, pit.

His lip split. He had him stay. It
 is fair play. John and James have a
 cart. They are in the street. It is
 well. Ink is black. I will have him
 here. Bring me a bill. Still, I will



have her here. Nell says it is a
 shame. Milk is white. His hat has
 a bad rim. Be still. May is ill.
 The fish has fins. It swims. It has
 eyes and a tail. It has a gill.

LESSON IX.

LONG SOUND OF I.

I.

mice.	rice.	ride.	drive.	ice.
mire,	five.	bind.	bide.	fire.
wire.	tire,	bride.	nice.	spice.



Mice are in a farm. Wire is in a yard. I bind hay. It is a fine day. It is a big fire. A bride is in white. Give me ice. It is mere play. Dan has a dog. Where is the dog.

LESSON X.

SHORT SOUNDS OF O.

o.

hot, not, mop, ox, on, got,
pot, lop, God, log, lot, blot,
plot, spot, box, trot, doll, rock.

It is a hot day. It is not an ox.
The pot is hot. He has not a blot on
it. I gave Jim a box. Dan has a spot
on his face. He got a log. The plot
is bad. See the hop of that dog.
On, on we go. This is not a
nice spot. He got a box on the
car. He was lost. A long way has
an end. We have a fish in the fire.
Tom has a fit. Still I find that he
was not in the barn. It is dim and
dark. The fish is on the dish. The
lot is not large. God is here. I
was in the barn. I was on the spot.

LESSON XI.

LONG SOUND OF O

o.

no. go. so. gold. bone. more.
 hope. rope. tore. told. fold. hold.
 tone. mole. low. nose. most. note.

No. I can not go. The more I see,
 the more I hope. Yes. God is hope.
 Love God and pray to him. Go and



say what is right. It is low to tell a lie.
 Ore is in bore, tore, more, and lore.
 He tore the note. Where is Ann?

LESSON XII.
OCCASIONAL SOUNDS OF O.

o, oo, oo.

to, do, who, moor, wood, loose,
good, hood, foot, two, move, loom,
loop, moon, wool, took, cook.

Do not stop the clock. Who is
there? What do you want? Come
in? Hold fast to the rock. God
is love. Go, and sin no more. He
took his hat. He was in a strange



mood. Loose the ship. **Hook it on**
to the tree. It is a loom. The
horse has a hoof. Do not come
home. Here is a wolf and an ox.
Who took the wolf? The wolf is
on the hill. Had Jim and Dan a box,

LESSON XIII.

SHORT SOUND OF U.

u.

up. cup. rub. us. bud. cub.
 tub. nun. nut. bun. run. sun.
 rust. cull. bug. sup. spun. stub.

I can run five miles. The rose
 has a bud. Do cull a rose. The sun
 is high. An ant and a bug are on the
 stalk. Come and sup with me. The



rust is on the cup. I like a good bun.
 He came to us, and told us all.
 What is a stub? Did you say a bird
 is in the nest? Where is the nest.

LESSON XIV.

LONG SOUND OF U.

ū.

cure, pure. lute. flute. duke. tube.
mule, mute. use. fuse, muse, plume.

I can be pure and good. I like
the lute and flute. Who is a duke?
Where is the plume? I sing and
muse. Did you see a mule? I have
an eye and a dog. What does the



eye see? Where is the dog? Where
does the dog sit? Where do Dan and
Tom go? Jim is as mute as an owl.
Did he play the flute? The flute is
sweet. Do not muse too long. I
can cure you, if you are pure.

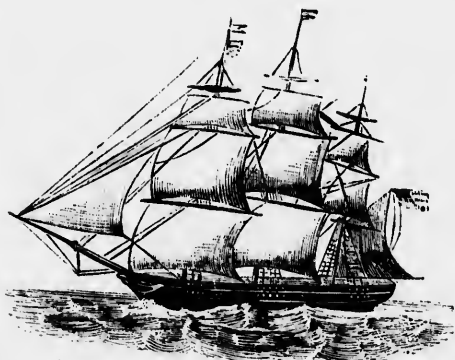
sea
ma
in s
has

fish
Do y
I like
ship
masts

LESSON XV.

shIp,
wIncl.sēa,
sāils.this,
mākes,fish,
fāst.

This is a big ship. It sails on the sea. The wind fills the sails, and makes it go fast. Men cross the sea in ships. The sea is deep. What has James? It is a fish. Did that



fish live in the sea? Yes, it did. Do you like to go in a ship? Yes. I like the sea and the lake. This ship has guns and flags. It has three masts, a hull and a stern.

LESSON XVI.

OCCASIONAL SOUND OF U.

u, u, ū.

rude. full. curl. fur. puss. put.
 sure. rule. hurt. burn. bush.
 bull. Ruth. rune. curve. lurch.

It is rude to pinch. Do not curl
 your lip. You are full of fun. The
 puss is still. See how the bush burns.



Ruth is a good girl. She is kind.
 James and May, where are they?
 What time is it? Did you see snow?
 Is snow white? Will and James are
 good. The bird is in the bush.

LESSON XVII.

wēnt,
Tōm,
rōad,they,
Jāmes,
bōōks,wālk,
hōme,
rāin,cāne,
gāve,
mīle.

Did Tom go? He went with James. How far did they go? They went five miles. Can they walk so far? Yes, and they can walk home.



Tom has a big cane. Has James a cane? They have their meal in the sacks. But they pray first to God and ask Him to bless the food.

U.

ss. put.
bush.
hurch.

not curl
m. The
sh burns.



e is kind.
re they?
ee snow?
ames are
bush.

LESSON XVIII.

LONG AND SHORT SOUND OF Y.

ȳ. y.

fly. gyp. pyx. sly. by. kyd.
 cry. hyp. bye. hymn. dye.
 sty. gypse. nymph. myth. lye.



I saw a sty. The pyx is a round box.
 It is made of gold. It is used by the
 priest when he sees the sick. A hymn
 is good, when it is well sung. I do
 not like to go too near the sty. Why
 does John cry? He is a good boy.
 Jane is sick, and May cries.

LESSON XIX.

REGULAR DIPHTHONGAL SOUNDS.

oi, oy, ou or ow, unmarked.

boil. out. boy. fowl. coil. count.
 joy. foy. point. now. moil. join.
 pout. plow. sow, oil. coy. count. soil.



Jane can count five: One, two, three, four, five. The birds are coy. Look at all the birds that fly in the air. Some are on the tree. Birds build their own nests. Did you see a nest?

D OF Y.

by. kyd.
 an. dye.
 yth. lye.

ound box.

ed by the

A hymn

g. I do

y. Why

ood boy.

LESSON XX.

A REVIEW.

love, rule, bûrn, puss, pûre, bÿe, lêarn
 wêre, bird, môle, prey, climb, cliff, cûrs
 bush, ârm, air, tâsk, tall, swan, prove, brot
 bounce, côme, bow, gout, foy, cûb, nÿmph

Do not praise nor blame him.
 Faith is God's gift. God loves those
 who do not curse. Make a bow. P
 has the gout. They stain, or pain
 the barn in a strange way. Did yo
 see a rose? Look at my urn. Her
 is a cross. No cross, no crown.



Boil the fowl. Join the men who
 toil. Plow the soil. It is bad to pout. Use
 This milk is sour. I hear a loud howl
 The dog tore her gown. Did she
 pout? Lie down and sleep.

re, bÿe, lëarn
fmb), cliff, cÿrse
fan, prove, brot
oy, cÿb, nÿmph

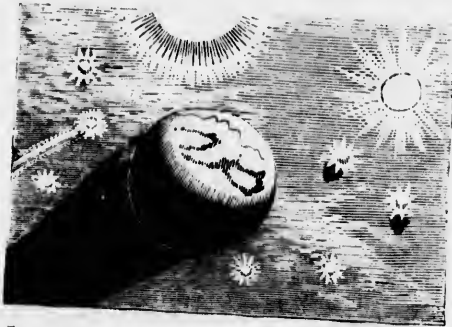
blame him
d loves those
e a bow. P
ain, or pain
ay. Did yo
y urn. Her
crown.



ne men who
bad to pout
a loud howl
n. Did sh
ep.

Cure the mute man. See the dupe
fret and fume. He has a shoe and a
oot. He will soon lose his way. The
ude boy had my hoop at noon. I
m sure the rule is true.

A clod of mud. A long log. The
wasp is gone. Sing a song. God
made the sun, moon, and stars. God



is good. We must be good and pure.
All the saints are with God.
Use a low tone. Hear the cold
wind roar. It will blow the snow.
Do not mope, nor try to row with one
oar. The Pope is in Rome.

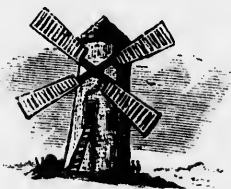
LESSON XXI.

CONSONANT SOUNDS.

g, e, ch, (*unmarked*), eh, and eh.

ace, celt, corn, ear, face, child,
touch, choir, chord, rice, pace, cash,
match, each, which, Christ, latch.

Corn is good to eat. That child
has a sweet face. Did you hear the
choir sing? Oh, what fine chords!
I am no match for you. Loose the
latch of the door. I can run a good



pace. I do not like rice. You must
pay cash. I like to look at the mill.
Does the fox look like a dog? Do
not touch him for he is in a pout.
Poor John has lost his cap. Which

I.

SOUNDS.

and gh.

face, child,
e, pace, cash,
hrist, latch.

That child
you hear the
fine chords!
Loose the
run a good



You must
at the mill.
dog? Do
in a pout.
p. Which

child told the lie? Do not tell lies.
Christ is the Son of God. In Him we
live, move, and act.

LESSON XXII.

CONSONANT SOUNDS.

g, g, s, ng (*unmarked*), th (*sharp*), th (*flat or vocal*), and n.

go, get, age, cage, rose, tease, was,
sing, ring, thin, thank, this, there,
ink, pink, gold, gem, please, think.

Go to school and learn how to read
the first book. I will get the chalk.
He is six years of age. The bird is in
the cage. I saw a red and a white
rose. Jane is a great tease. I was at
home. I can sing "Home sweet
Home." Did you ring the bell? This
chord is thin. I thank you for a
piece of bread. May and Nell were
there. Ink is black. Bell has a pink

dress. Ma has a gold ring; it is a gem. Will you please, give me a cup of cool water. We all think it is good to play. Let boys have their sport. This is a long plank.



See what a good boy John is. He can read and write well. He is gay and loves to play, but he loves to learn too. We live on the earth.

ing ; it is a
ve me a cup
ak it is good
their sport.



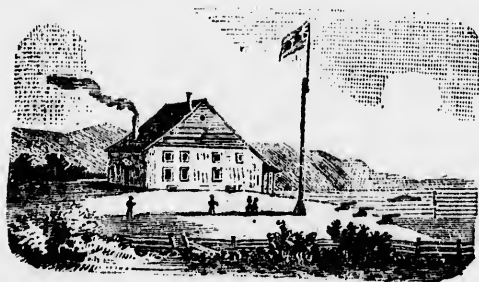
an is. He
s gay and
to learn

LESSON XXIII.

gh, wh (*like lary*), qu (*like kw*), and ph (*like fy*).

laugh, quick, what, phrase, whip,
sleigh, though, rough, quill, wheat,
phlox, phiz, quack, cough, tough.

I thought girls were not rough. Do
not cough so loud. Be quick. What
did Clare do ? She went in a sleigh.
How did you like that quill ? I think



that man is a quack. Is this a fort ?
Is it a phiz ? Why not ? Phiz means
the face. Wheat grows on the farm.
Do not whip the horse. Look at the
flag. The house is near the shore.

I tried to be good, but I had to laugh
at the mean phiz. You thought James
was small. Where did May learn
that phrase. Do you see the guns 'lo

LESSON XXIV.

A REVIEW.

sleigh, [slā'] weight, [wā'] rāi, laugh, [lā]
enough, [kəwɪ] rough, [rʌf] tough, [tʊf] frāi, mā



Tom has a dog. He can run fast.
The boys like to play with him. He

t I had to laugh does not bite them. They do not
 thought James hurt him. They are good boys.
 did May learn they like to run and play with the
 see the guns dog, and he likes to play with them.

KIV.

7.

rāi, laugh, [la
 gh, [tuf] frāi, mā:



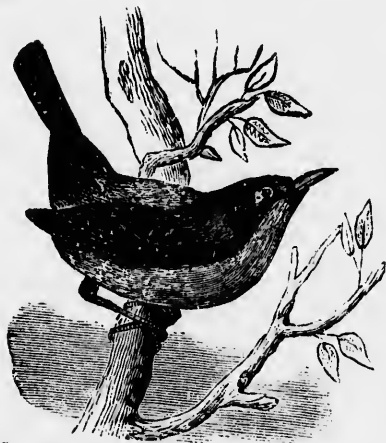
can run fast doax you to walk with him? The
 with him. He old man had gold. He tore my coat.

They are fond of him, and he seems
 to know it. Dogs, at times, pull
 sleighs. James and John laugh. The
 cold makes boys cough. Some boys
 and girls are rough. Do you like
 boys who are tough? I am weak
 and frail. Did you see the mail?
 It comes by rail. It weighs ten
 pounds. I saw a chart. What is
 on the chart? Do not be so rough.

You thought James was tough.
 Why are they there? Soak the
 loaf of bread. He told most of the
 tale in joke. I hope to hear no oath.
 slow ox. A big nose. Can he
 can run fast doax you to walk with him? The
 with him. He old man had gold. He tore my coat.

LESSON XXV.

No cross, no crown. The day is
done, and life is o'er. Good deeds
must now stand with God. Yes,
Waste not, want not, since we pray
For food to God from day to day :
For, when each day we rise from bed,
We ask the lord to give us bread.



That bird, that o'er us chirps and sings,
Will drop to earth, and folds its wings.
And to our homes, with joy will come.
To glean from us each mite and crumb.

The day is
 Good deeds
 God. Yes.
 nce we pray
 day to day :
 se from bed,
 us bread.

God loves those who love Him.
 My child, will you not love Him? He
 asks no hard work, but that you love
 Him and be all His. Will you not try
 to love and please Him? Hear Him
 say : " Child, give me thy heart."

LESSON XXVI.

JAMES AND HIS DOG.

snōw, draws, shōes, whips, works, [wōrks]
 stānds, gnāt, load, blōod, strōng, erists,
 fēeds, brāve, lōok, jūmps, wārm.

a fig. a pear, a broom. a cart,
 a good home, a big hound, a white
 mouse. the high dome, a dry branch.

It is a cold day. Snow falls fast.
 The boy has no shoes. His feet must
 be cold. The dog draws the cart.
 The boy whips the dog to make him
 go fast. The dog stands still. He
 looks at the boy with a sad look.
 But now he goes. The boy helps him.

s and sings.
 s its wings.
 will come.
 and crumb.



This boy is brave. He works hard : hard work will keep the blood warm on a cold day. The dog can run fast when he has not a great load in the cart. James jumps in and has a nice



ride. The dog is large and strong and can draw a big load. The boy feeds the dog. He gives him crusts of bread, and gets for him cast-off

e works hard ;
e blood warm
g can run fast
at load in the
and has a nice



and strong
d. The boy
es him crust
him east-off

bones and cheap meat. The boy is now at home ; it is a dark night. He has had a cup of warm tea, and he will soon go to bed. He sleeps well. It begins to freeze. The dog barks. He fears the dog. He strikes him, but it is all in vain. Thus you see the dog is a good watch. Treat your dog well.

LESSON XXVII.

LITTLE FRANK.

dār, hānds, wrōng, nīght, knōw, thīngs,
līght, sēnsē, whōm, māde, rīght, tāught, [tawt]
chīld, sēes, trīes, lōves, tāste, wīth,
whīch, wīsh, mōuth, hōld, hēar, ēar

Who made you ? Who gave you ears to hear, eyes to see, a mouth to taste, hands to hold, feet to walk, and the sense to know right from wrong ? Who made all things that have life ? the sky, the sun, moon, stars, earth, and sea ? Who made all that grows

on the earth, all that is in the earth
in the sea and in the air ?

I will tell you. Do you wish to
know ? *It was God.* He who made
all what you see. He has made you



too, and all you love. He made you
to be good. If you are good, He will
love you : but if you are bad, He will
not love you.

It is in the ear God can not be seen by us, but He
in the air? Can He see us at all times, and can see

Do you wish that we do. If you tell a lie, God

He who manows it; and if you do a bad act, He

He has made yees it. You can not hide from God

to where you please, no matter how

secret the spot, God is there. So,

then, the least bad act, or lie, or

word, is known to Him. How good

should we be! God is with us.

A good child loves God, and tries

to do what will please Him. All

that we have, we owe to God. If

we pray to Him as we ought, He

will hear us, and keep us, and do

for us what is best. Let us, then,

love God with our whole heart, with

our whole soul, and with all our

good, He will strengthen. Frank will kneel down

and thank God for all His gifts

to him.



LESSON XXVIII.

HORSES.

white,	Frānk,	should,	aunt,	miles,
strānge,	fiēld,	dāle,	cāve,	kīck.

I am fond of a fine horse. John has a black horse. Frank has a white horse. Can Frank's horse run as fast as John's? He can run just as fast.



Does Frank ride that white horse? He does; he rides him when he goes to see his Aunt Jane. She lives six miles from here. Does the black horse kick or bite? No, he does not, but a boy should not go too near a strange horse.

VIII.

gunt, miles,
cāve, kīek.
horse. John
k has a white
se run as fast
n just as fast.



white horse ?
when he goes
he lives six
s the black
he does not.
too near a

See how the white horse runs !
Aunt Kate would like to have a black
horse, but James would like a white
horse. What kind do you like ? Aunt
Ann says she is fond of a gray horse.
I like all kinds, if they are good.

LESSON XXIV.

JAMES SHEA.

boy, now, ūse, thōugh, [tho] dōor, stōre,
nāme, through, [throo] brūsh, gōod, lōves,
pōor, bāi, pāint, work, [wŭrk] spāre, mān.
drāw, lēarns, tīme, wāste, pāins, mēn.
thōught, [thəwt] fōot, clāss, whēn, wāit,
tōok, māin, mākē, smāll, wāy, līkes,
rēad, wīte, blūe, thīn, mōre, ḡreat.

This boy's name is James. He is
a good boy. He is small, but he has
to work in a store, for he is poor.
But the man for whom he works,
loves him. James likes to draw and
paint. When he has any spare time
he learns to read, to write, and to

draw. This is the way to be good and to be great. You will be a good boy like James. You will learn to read and write and draw. Now you have more time to learn than James had. Make good use of your time, and God will love and bless you.



God gives us the time that we may make good use of it. Time will not wait for us. Paul Brown made bad use of his time. He took no pains to learn, and was sent to the foot of

be good and
a good boy
earn to read
w you have
James had.
r time, and
you.



at we may
e will not
made bad
no pains
e foot of

his class. Boys who waste their time can not learn, nor can they be good boys; and when they grow up, they will not be good men.

Do you know what the wise man said? No, pray tell me sir. He said: "Time and tide wait for no man." "We are here to-day, and to-morrow we are no more."

LESSON XXIX.

LITTLE JOHN.

nīght, bēd, māke, hāve, Pa-pā,' down,
ēarly, lōve, Mam-mā', plēase, dārk, mīght,
strūck, knēel, wārm, slēep, brīght, whōle,
eight, [at] nīght, knōw, hēar, wōuld, [wōōd].

1. John it is time now to go to bed. It has just struck eight. You know that at that time all good boys go to bed. John, you will kneel down, and pray to God, and then go to your nice, soft, warm bed.

2. So soon, Mam-ma! please, let me stay. I would like to sit up and hear you talk, and I like to see you and Pa-pa sit by the fire. The fire is so bright now and I do not need a sleep.

3. It is good for a boy of your age to sleep the whole night. So come and pray to God to make you a good



boy. Your room is warm; it is dark, and it is best for you to have a dark room. When you go to bed, you shut your eyes, so you do need a light.

a! please, let
to sit up and
ke to see you
re. The fire
do not need

y of your age
nt. So come
e you a good



; it is dark.
have a dark
d, you shut
d a light.

4. O, yes Mam-ma, I will go at once. I want to be a good boy, and I wish to make you glad. You are so kind to me Mam-ma!

5. You are a good boy, John, you make me very glad, I and Pa-pa love you. Have a good sleep.

6. I will. Good night Mam-ma; good night Pa-pa. John was a good boy. It was right for him to act as he did. All good boys will do like John. They must love Pa-pa and Mam-ma, make them glad, and pray well to God.

7. All can love Pa-pa and Mam-ma. We must act as John did. God loves those who love Mam-ma and Pa-pa. But all of us like to have our own way from time to time. We feel hurt if we can not get it. You see that John at once said that he would do

love you, and God will grant you all you ask of Him.

Yes, happy hearts who trust in the hearts of Je-sus and Ma-ry. Bright shall be their fut-ure. Who can tell what Je-sus does for those who love Him. We like to have our own way, but we must always do right and do what we are told. So it is. God tells us what we must do through Mam-ma and Pa-pa. All who are good say *yes*. Now make it a point to be good.

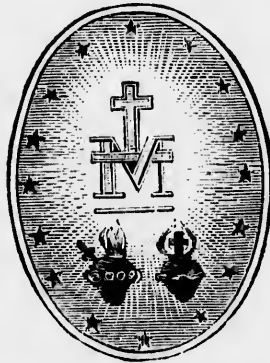
LESSON XXXI.

Jē'-sus, heārts, g-rānt, Gōd, Mā-ry, light,
 hēre, brīght, hō-ly, erōss, what, [hwot]
 stārs swōrd, through, [throō] thōse, mūst.

Here are two Hearts. They are the Hearts of Je-sus and Ma-ry. The heart of Je-sus has a cross on it. The

ill grant you all that you ask of Ma-ry has a sword through
 Do you love the Hearts of Je-sus
 who trust in the Heart of Ma-ry? See what a bright light
 Ma-ry. Bright and such bright stars! That light is
 Who can tell you that it comes from God. You must pray to those
 those who love the Holy Hearts. Je-sus and Ma-ry will

have our own hearts. We must always do right
 old. So it is. We must do through
 All who are good must
 take it a point



XI. Love you and God will grant you all
 you ask of Him.

Yes, hap-py hearts who trusts in
 the heartsof Je-sus and Ma-ry. Bright
 shall be their fut-ure. Who can tell
 what Je-sus does for those who love
 Him! Ma-ry, our Moth-er will ev-er be

l, Mā-ry, light,
 s, what, [hwot]
 ō] thōse, mūst.

They are the
 Ma-ry. The
 ss on it. The

near us. Those ho-ly hearts are dear to us. Who can tell why? Ah! no tongue can tell, but we can all feel! Sweet hearts, dear hearts, holy hearts, pray for us. We are thine. O, yes, love these hearts, and all will be well.



ER

hearts are dear
why? Ah! no
one can all feel!
s, holy hearts,
mine. O, yes,
I will be well.

PRIMARY READER.

PART II.

LESSON I.

spoil, al'wāys, chil'-drēn, sehōōl, lēs'-sōns,
chēer'-fūl-ly, lit'-tle, vēr'-y, ēv'-er-y, ēās'-y,
hāp'-py, eāt'-ē-chīsm, tēach'-es, eom-mūn'-ion.



These chil-dren go to school e-ver-y day.
They can read the eas-y les-sons in the
first part. Their kind teach-ers are ve-ry
fond of them, for they are good chil-dren.



They do cheer-ful-ly all that they are tol
to do. They are al-ways neat and clean.
They learn a les-son in their cat-e-chis-
ev-er-y day, and will soon be fit to mak
their First Com-mun-ion. What a hap-p
day that will be for these lit-tle chil-dren.

Questions.—1. What is a lesson?—2. What is a school?—3. What
is a catechism?—4. What is the First Communion?

LESSON II.

be-fōre, naught'y, en-trēat', de-part'
grēat'-er, Sāv'-iour, a-bōve', erū'-el'

I must pray
Both night and day.
Be-fore I eat,
I must en-treat,
That God would bless,
To me my meat.

It is a sin
To steal a pin,
Much more to steal
A great-er thing.



that they are told
 as neat and clean
 their cat-e-chis-
 on be fit to mak
 n. What a hap-p
 e lit-tle chil-dren.

What is a school?—3. What
 is Communion?

L.

n-tréat, de-part
 bôve', ery'el-t

day.

ess,

///

I must work,
 And I must pray,
 That God will feed
 Me day by day.

I must not kill
 A lit-tle fly,
 It is an act
 Of cru-el-ty.



I must not be
 Or rude or wild,
 I must not be
 A haught-y child.

O! bless-ed Sav-iour,
 Take my heart,
 And let not me
 From Thee de-part.

Lord, grant that I
 In faith may die,
 And live with Thee
 A-bove the sky.

LESSON III.

yard, serape, wa'ter, tūb, mōld, ōr'-der,
 cōrn, sōft, chick'-ens, wōrms, eġgs, gāth'-er,
 frēsh, wings, dān'-ger, yōung, shrink, de-pārt'.

1. The hens are in the yard. There is wa-ter in the tub. Hens eat corn and worms. They are fond of worms, and they will serape up the soft mold with their feet, in or-der to find them. Hens lay eggs. Eggs are good to eat while they are fresh. Hens



are fond of their young chick-ens. They will gath-er them un-der their wings when it rains, and will shrink from no danger in de-fense of them.

2. But your moth-er loves you much bet-



I.

o, möld, ör'-der,
ms, eëgs, gāth'-er,
s, shrink, de-pārt'.

yard. There is
corn and worms.
and they will
with their feet, in
lay eggs. Eggs
are fresh. Hens



chick-ens. They
spread their wings when
in no danger in
you much bet-



than the hen loves her chick-ens. She
watch-es over you, and takes care of you,
day and night: and when you grow old
enough to be a-ble to take care of your-self.
she will not cease to love you. Her love
for you will last as long as she lives.
How care-ful, then, should you be not to
offend your moth-er, or give her pain in
an-y way! You should not on-ly o-bey her
her lov-ing-ly and cheer-ful-ly. but you
should try to do what would be pleas-ing
to her.

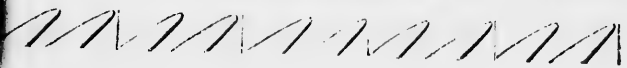
Questions.—1. What does the picture show?—2. What does the
lesson say about hens?—3. What did you learn of the love of a
mother?—4. How should act toward mother?

LESSON IV.

THE DAISIES.

sis-ter, thrēe, stārs, ēarth, grēen, win'-dōw,
nāmes, yēar, An'-nie, tūrf, chāin, dāi-śy.
Char'-lie, triēd, grēw, [gru] dāi-śiēs, gō'-ing,
bāth, eallēd, lōök'ed, up-ōn', āft-er, mōōn.

1. A lit-tle boy sat on the green turf, and
tried to count the dai-sies that grew u-pon it,



one, two, three, four; but he could not go on. He did not know what came next to four.

2. His lit-tle sis-ter, who was play-ing on the path by his side, said: I know, Char-lie. I was four last year and this year I am five. So it must be five that comes next to four."—"and after five, An-nie, what comes then?"—"O, that I can-not tell. Now let us make a dai-sy chair."



3. That some day, when the lit-tle boy and his sis-ter where go-ing to bed, they looked-out of the win-dow at the stars in the sky.



ne could not go
at came next to
was play-ing on
know, Char-lie.
year I am five.
s next to four."
e, what comes
t tell. Now let



ne lit-tle boy
to bed, they
the stars in



4. Char-lie said, "I could not count the stars?"—"I am sure you will not be able to do that" said An-nie, "for there is on-ly One who can count all the stars."

—"Who can?" asked Char-lie.

—"God," said An-nie. "Mam-ma told me that. God can count them and He calls them all by their names."

God made the sun, the moon, the stars,
He made the earth and sea :
Things great and small, God made them all,
He made both you and me.

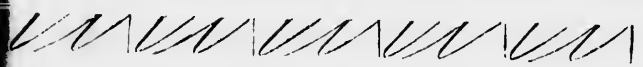
Questions.—1. What is a daisy?—2. Why could Charlie not count them?—3. What answer did Annie give about the stars?—4. Who is God?

LESSON V.

LITTLE NELL.

fears, Mā'-ry, vēr'-y, prāy'-ers, taught, Jē'-sus, nev'-er, sis'-ter, hýmnſ, móth'-er, al'wāys.

Poor little Nell is ver-y sick. Her sis-ter Rose is cry-ing. She fears lit-tle Nell may die. Their moth-er is by the bed-side. She



is tak-ing care of lit-tle Nell. She feels ver-
sad, but she takes good care of her chil-
and puts her trust in God. Lit-tle Ne-
was a good girl. She nev-er told a lie. S-
said her pray-ers night and morn-ing. S-
al-ways knew her les-sons well. She had chil-
sweet voice, and was taught to sing ni-
hymns. Here are some lines of a nice hy-
which lit-tle Nell was fond of sing-ing—



Hail Ma-ry! as a lit-tle child,
I haste to thee, my moth-er mild!
Oh, bend on me thy lov-ing eyes.
And hear thy child's en-dear-ing cries.

W. L. W. W. W. W. W. W. W. W. W. W.

ell. She feels ver-
 care of her chil-
 God. Lit-tle Ne-
 ver told a lie. S-
 and morn-ing. S-
 s well. She had
 ought to sing in
 nes of a nice hy-
 d of sing-ing—

Hail Ma-ry! thou hast stood be-side
 The cross, and wept as Je-sus died!
 Oh, grant that I may with thee weep,
 With thee may watch and vig-il keep.

Questions.—1. What do you know of little Nell? 2. When is a child good? 3. Who is Mary? 4. Who is Jesus.

LESSON VI.

scytha, fields, called, lōōk'ing, grāss swēet,
 cut-ting, eōv'ered, shārp, dried, hān'-dle,
 un-ēā'sy, blāde, stīck, win'-ter, find'-ing,
 chīef smēlls, hōrs'-es, sns-pēcts', play'-ing.



child,
 -er mild!
 ing eyes.
 dear-ing cries.

1. This man is cut-ting grass. He cuts it with a scythe. A scythe is a big, sharp blade. It is made fast to a long, bent stick. This long stick is the han-dle. The grass, when dried, is called hay. Cows and hors-es are fed with hay. New hay smell very sweet. In win-ter, when there is no green grass, and the snow is on the fields, then hay is the chief food of cows and hors-es.

2. "Make hay when the sun shines," is good ad-vice. Lit-tle boys and girls

|| || || || || || || || || ||

some-times help to do it. They like to pl
with each oth-er a-mong the hay-cocks.

3. John and James and Em-ma are pla
ing in the mead-ow. They have such gre
sport play-ing hide and go seek, that th
will not give much help to the hay-ma
ers. Now it is time to go home, but Em-
ma has lost her hat. See, she is look-ing
for it, but can not find it. It must be cover-
ed with the hay. John sees that Em-ma is



un-ea-sy a-bout the loss of her hat, and he
is help-ing her to find it. James laughs at
her, but he soon finds the hat. Em-ma now
sus-pects that James, who is fond of a joke
hid her hat, and hard-ly thanks him for
find-ing it.

But they go home well pleased with how
they have spent the day

III III III II II II III

They like to pl
the hay-cocks.
d Em-ma are pla
ey have such gre
go seek, that the
to the hay-ma
go home, but Em-
e, she is look-ing
It must be cover
ees that Era-ma is

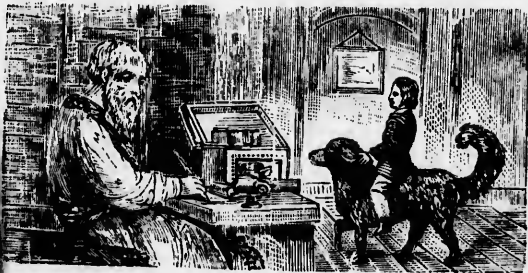
Questions.—1. What do you see in the picture?—2. What is
a by the?—3. How is hay made?—4. What beasts eat hay?—5. What
are the children doing?—6. What do you mean by this saying:
“Make hay while the sun shines?”

LESSON VII.

A FAITHFUL DOG.

ough, strēets, sought, [sawt] mās'ter,
ēive, like'ly, bēg'gar, cēr'tain, mōn'ey.
d'ōw, some'times, mōr'sel, hūg'ry.
ways, un'lēss, fāith'ful, col'lēct, giv'en.

The name of the lit-tle boy is Tom.
The name of the dog is Prince. See how
and that big dog is. He lets lit-tle Tom



her hat, and he
James laughs at
at. Em-ma now
is fond of a joke
thanks him for
pleased with how

on his back. How happy he is to have
a good ride. His father al-lows him
ride thus when he knows the les-son
en him to study in his read-ing book.

u u mmm aaaa cccc aaaa aaaa aaaa

Tom knows this big dog will not hurt him. The old man who sits near the table is the father of Tom: he is writing a book for his young son. It is the "Elementary Reader." Tom will have it as soon as he knows the Primary Reader well.

2. In the city of Rome there was a poor blind beggar, who was always led by a dog. The poor man went twice a week through certain streets of the city, to collect alms. The dog knew all the streets through which his master was to be led, and every door in those streets at which he was likely to get any thing. When a piece of money was thrown from a window the beggar could not, of course, seek it, but the poor dog sought it out, took it up in his mouth and put it in the hat of the poor man. Bread was sometimes thrown to them from the windows, and though the dog must have been badly fed at home, and was often hungry, yet he never ate a morsel of the bread, unless given to him by his master.

eeee aaaa eaaa eaaa eaaa

will not hurt him
near the table is the
ting a book for
mentary Reader
as he knows th

Questions.—1. What is the subject of the lesson?—2. What was the father doing?—3. Was Tom a studious boy?—4. When shall you get the Second Reader?—5. What do you know of the blind man and his dog?—6. What does the lesson teach us?

LESSON VIII.

THE CHURCH AND THE THEATRE.

there was a poor
always led by
nt twice a week
the city, to collect
be streets through
be led, and every
ich he was like-ly
t piece of money
dow the beg-gar
it, but the poor
t up in is mouth
f the poor man
wn to them from
the dog must
me, and was off
ate a mor-sel of
by his mas-ter

parents, re-ceive, thē'a-tre, s-pēct',
gain, [-gēn'] in-strū'e-tion, āet'-ing, tou'ched,
re-pār'-ing, tīek'-ets, bēn'-e-fit, āt'-er-nōōn,
ing, ē'ven-ing, šāe'-ra-mēnt, eōn-fir-mā'-tion.

1. Where are you going, Paul? said Walter Car-roll to Paul Bren-nan, as he met him in the street one aft-er-noon.

2. I am going to the church, said Paul; Father Far-rell is pre-par-ing us for con-fir-mation. Are you not com-ing with me, Walter?

3. Oh; no, said Walter, I am going to have great fun; I am going, this e-ven-ing to the the-a-tre, and I want you to come with me. I have two tick-ets, one for you and one for me. Do, Paul, do come with me; Fa-ther Far-rell will not miss you at all, and your par-ents will nev-er sus-pect where you have been.

ada eada wwww wwww wwww wwww wwww

4. Why, Wal-ter, said Paul, how could you ask me to do such a thing? How can you dare do so your-self? Are you not pre-par-ing for con-fir-ma-tion as well as I am? How, then, can you go to the the-a-tre when your par-ents think you are at the



church? You know how wrong it would be. Be-sides, it would be a sin to miss the in-struc-tion. It would be act-ing a great lie. We can on-ly be con-firmed once, and we ought to do our best to be good, and

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Did Paul, how could
 a thing? How can
 self? Are you no
 nation as well as
 you go to the thea-
 think you are at the

all the ben-e-fit of this sac-ra-ment,
 h we can nev-er re-ceive a-gain.
 Wal-ter was touched by what Paul
 He tore up the tick-ets for the play,
 went with Paul to the church.

Questions.—1. What do you notice in this picture?—2. What is
 the subject?—3. Of what does the lesson treat?—4. Whom do you
 think was right, Walter or Paul? and why?—4. What is the
 subject of a theatre?—5. What is confirmation?—6. Paul said you
 receive it only once, why?—7. Does Paul teach us any lesson?

LESSON IX.

PROVIDENCE.

honey, pléas'-ant, flow'-ers, [flours] wéave,
 m'ner, táught, [tawt] bus'-y, [bíz'y]
 th'-er, swéet'-est, wín'-ter, nā'-rōw.

Who taught the bird to build her nest

Of wool, and hay, and moss?

Who taught her how to weave it best,

And lay the twigs a-cross?

Who taught the bus-y bee to fly

A-mong the sweet-est flow-ers?

And lay her store of hon-ey by,

To eat in win-ter hours?

o's o's o's moss see me an no.



3. Who taught the lit-tle ants the way
 Their nar-row holes to bore?
 And through the pleas-ant sum-mer's day
 To gath-er up their store?



4. 'Twas God who taught them all the way
 And gave their lit-tle skill;
 And teach-es chil-dren, when they pray
 To do his ho-ly will.

Questions.—1. What do you understand by Providence?—2. What does the first stanza treat?—3. Tell what you mean by wool, hay, and moss?—4. What is a bird? Are all birds alike?—5. What do you get from bees? How is it obtained? How are they kept?—6. Did you ever see an ant? Did you see an idle ant?—7. Who taught them to do all this as well?—8. What lessons are taught by the bird, bee, and ant?

Now now warm no man

READER.

le ants the way
es to bore?
s-ant sum-mer's d
store?



t them all the w
e skill;
when they pray

and by Providence?—2
Tell what you mean
d? Are all birds alike
it obtained? How are
did you see an idle ant?
1?—8. What lessons are

no man

THE SLEIGH RIDE.

73

LESSON X.

THE SLEIGH RIDE.

sleigh, [slā] vīſīt, hūn'-gry, drīve, ō'-ver,
pleāsure, thōught, [thəwt] fāther, plēāsed,
ār'-ried, bēgged, hūf'-fa-lo, wrāpped, eōv'-ered.

Little Nel-lie Gray want-ed to have a sleigh ride. She loved the sound of the sleigh bells, and thought it great fun to be car-ried so fast over the snow and ice in the sleigh. Her father had put the horse to



the sleigh, and was go-ing to drive in-to town. Little Nel-lie begged to be taken with him, so that she could have a ride in the sleigh. Her father wrapp-ed her up warm in the buf-fa-lo robe, and start-ed off at a

quip quoci quit quick q.

rapid rate. The snow fell so fast and thick that they could hardly see where they went, but the good old horse knew the road well and would, no doubt, carry them safely to town. Oh! father, said Nellie Gray, that little bird. Is not that poor bird cold and hungry? No doubt, the poor bird is hungry, for now that every thing is covered with snow, the poor bird can not find any thing to eat. Nellie begged her father to stop the sleigh, so that she could throw out to the poor bird, some crumbs of cake that she had in her basket. Nellie had a good heart. She felt for the poor bird. And though she was greatly pleased with her sleigh-ride, and with her visit to town, for she was never there before, yet she had more pleasure in seeing the poor bird pick up the crumbs of cake, than in any thing else that day.

Questions.—1. Do you know the subject of the lesson?—2. What prompted little Nellie to go to town?—3. Do you know what it is to be curious?—4. How many things are required to make a sleigh?—5. Who makes sleighs? What is their use?—6. What can you learn from this lesson?

hh, home, hum, hunt.

LESSON XI.

THE FLOWERS.

ll so fast and thin
 e where they were
 new the road we
 r-ry them safe-ly
 Nel-lie Gray.
 hat poor bird
 the poor bird
 y thing is cov-er-
 l can-not find
 gged her father
 e could throw
 eams of cake th
 Nel-lie had a g
 oor bird. And
 pleased with t
 visit to town. f
 e, yet she had mo
 oor bird pick
 in any thing el

-ry,
 ng'-in,
 an'-try,
 hap'-lets,
 um'-mer,
 efore',
 many. (mën'y)

sīs-ter,
 līt'-tle,
 Jū-līā,
 smēll'-ing,
 gār'-den,
 āft'er,
 nīč'est,

flow'-ers, (flōur)
 vīs'-it,
 pret'ty, (prīt'ty)
 nōsē'-gāys,
 shōwed,
 pīked,
 hānd'sōmie.

Ma-ry Dean and her sis-ter were good lit-
 tle girls. Their cous-in, Ju-lia White, lived
 in the coun-try, and was very fond of flow-



t of the lesson?—2. Wh
 Do you know what it is
 quired to make a sleigh?
 ?—6. What can you lea

s. She would weave them in-to pret-ty
 ap-lets or sweet-smel-ling nose-gays. When

m, hunt. pēpēp. pa. pēpē. pēn.

Mary Dean and her sis-ter went to vis-it J. lia, it hap-pened to be a fine sum-me-day, the sun was clear and bright so they spent a most pleas-ant after-noon: she took them in-to the garden, and through the fields, and showed them her pretty flow-ers. She told them the names of those they had not seen be-fore. After they had picked great many of the nicest flow-ers, they sat down at the foot of a fine old tree, and wove them in-to pret-ty chap-lets. But the nicest chap-let of all was made for a hand-some statue of the Bless-ed Vir-gin which J. had. Her father gave it to her when she was nine years old. She had it placed on a little al-tar in her bed-room, and she loved to a-dorn it with flowers.

These chil-dren have a great de-vo-tion to the Bless-ed Vir-gin. They re-gard her as their moth-er. That ac-counts for the rea-son why they have gath-ered the flow-ers. Ma-ry re-gards them as her chil-dren. She guides them, pro-TECTS, and as-sists them.

like her hands hand.

er went to vis-it
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and bright so th
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s of those they h
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great de-vo-tion
ey re-gard her
counts for the re
ered the flow-e
er chil-dren. Sh
and as-sists the

to kind.

Do we wish her to be a moth-er to us ?
then, let us im-i-tate these good girls.

Questions.—1. What are the names of these children?—2. Why
they gather flowers?—3. Who is the Blessed Virgin?—4. How is
our Mother?—5. Why should we wish to be her children?—
What lesson do these children give us?

LESSON XII.

THE LESSON AT HOME.

Come, Pat-rick, bring your book to me.
Read me one of your pretty les-sons.
—Yes, Mam-ma, I like to read to you.
What book shall I read in, Mam-ma ?
In your Primary Reader ; but keet it clean :
Good boys take care of their books.
Read slow-ly, and mind your stops.

Hold your book : do not read so fast.
Speak so, that I can hear every word.
Do not whine, nor read with a tone.
Spell all the hard words to me a-gain.
—What does that word mean, Mam-ma ?
—I will tell you, my dear ; 'tis well to ask.
You thus learn to think, as well as to read.

plati birds plume be.

—And now, read me your spell-ing task.

Can you re-peat your verse to me?

—I think I know it, Mam-ma, very well.

—Speak out then with a clear voice.

Do not drawl out your words.

At-tend to the sense, and vary your voice.

—Very good. Sweet fel-low! that will do

Questions.—1. Who asks Patrick to read? 2. What does Mam-ma request of him in regard to his book? 3. How does she tell him to read? 4. Should little boys and girls ask their teacher the meaning of words they do not know? and why? 5. Do you think Patrick a good boy? Why?

LESSON XIII.

THE MERIT OF OBEDIENCE

təʒɪt (tawt),
twēlvə,
wɪd'ow,
ɒn'ly,
tɛmpt'ed,

wɒm'an,
vɪl'ləʒə,
gʊd'nɛs,
əd'əm,
ɔf'fɛnd',

re-mɛm'ber,
dɪs'obɛy,
pɑr'a-dɪsə,
ət-tɛn'tɪən,
schʊl'fɛl-lʊws

1. John Martin was twelve years old. His mother was a wid-ow, and he was her on-ly son. She loved him ver-y much. Her love for her son was so great, that no one could tell you how great it was. John felt all this

to same toms same.

spell-ing task.
 e to me ?
 a-ma, very well.
 clear voice.
 rds.
 vary your voice.
 ow! that will do

ad? 2. What does Ma
 How does she tell him
 their teacher the meani
 5. Do you think Patrick

11.
EDIENCE

re-mēm'-ber,
 dīs-o-bey,
 pār'-a-dīse,
 āt-tēn'-tion,
 sehōōl'-fēl-lōws

ve years old. Hi
 he was her on-l
 much. Her lov
 at no one coul
 John felt all this

and would not do a-ny thing to give his
 oth-er pain.

2. The vil-lage school was near-ly two
 iles from their house, and when John was
 very small boy—too small to walk so far—
 s moth-er taught him how to spell and
 ad, and how to say his prayers with at-
 tion. She told him of the good-ness of
 od, how He loved good chil-dren. She
 ld him how sin came in-to the world; that
 Ad-am and Eve were the first man and
 wom-an; that when God made them He
 placed them in the gar-den of Par-a-dise.
 This was a de-light-ful place. God gave
 them leave to eat of all the fruit in the gar-
 den, ex-cept that of one tree; but if they
 ate of that, they should die. The dev-il, in
 ne form of a ser-pent, tempt-ed them to eat
 of it; and they did eat of it, and dis-o-beyed
 God. This was the first sin on earth, name-
 ly that of do-ing what God told them not to
 do. It was a great sin to dis-o-bey God;
 and chil-dren should re-mem-ber this, and

ms lane. faint room friend moat.

nev-er dis-o-boy their par-ents, for they of-
fend God as well as their par-ents.

3. John was now big e-nough to go to
school, but he nev-er for-got his moth-er's
les-sons, and as he was a truth-ful and no-ble
boy his teach-er loved him, and so did his
school-fel-lows.



4. Dur-ing school hours he stud-ied his
les-sons, with at-ten-tion, and when play-
time came, he took part in base-ball and
oth-er games that were al-lowed. He played
with skill and spir-it, and the boys all liked

g go great guns grave.

nts. for they of
 e-ents.
 ough to go to
 t his moth-er's
 h-ful and no-ble
 and so did his

to play with him. But he would never
 take part in any play that would prevent
 him from being at home at the usual hour
 after school without his mother's leave.

5. One fine day some of the boys of his
 school tried to keep him to play a game of
 base-ball with them. He thought of his
 mother's early lessons and refused to stay
 with them. When they could not induce
 him to stay by promises and soft words,
 some were base enough to make use of
 threats and abusive language.

6. At this moment James Wilson, who
 was at heart a good boy, cried out to his
 school-fellows: "Shame upon you! shame
 upon all of us! Instead of heaping abuse
 on John Martin, we should all thank him
 for the lesson he has taught us. He has
 done what we all know to be right, and for
 my part I will always respect him and love
 him more than ever." How much better
 and nobler to do right, and obey your
 parents.



ne stud-ied his
 and when play-
 base-ball and
 red. He played
 boys all liked

grave. if you may wish way.

Questions.—1. Who is the subject of this lesson? 2. What did his mother teach him? 3. What do you know about Adam and Eve? 4. Tell me what you know of John Martin's school-days? How did James Wilson defend him?

LESSON XIV.

flāt,	strāw,	ēarth,
town,	shōōt,	shōrt,
flour,	blāde,	drāwn,
grāin,	stāeks,	yēl-lōw,
sprout,	ḡround,	thrāshēd,
plow'ed,	lōw'ēr,	pro-dūcēd',
mā-chīne',	be-cōmes',	mā-nūred',
hār-rōw,	seāt'-tērs,	pre-pāred'.

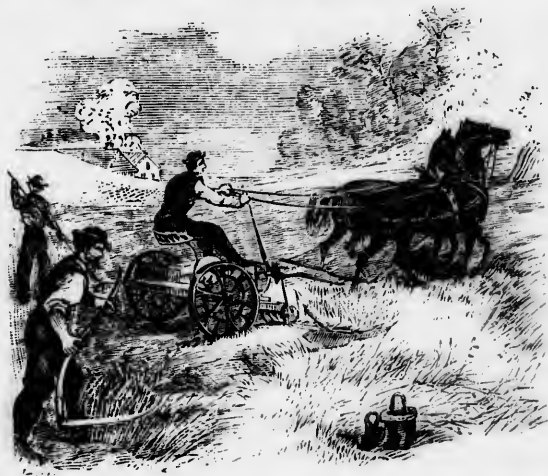
I will now tell you how wheat is produced. The land is plowed, and perhaps manured. Then a man scatters some wheat on the land thus prepared: and a har-row is drawn over it to cover the seed. The har-row is a flat machine, with rows of short spikes on its lower side. When rain falls, it sinks down to 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.

yi zome suzygy zebra.

Lesson? 2. What do you know about Adam and Martin's school-days?

with an ear of wheat on the top, which the sun rip-ens and makes yel-low. When ripe, it is cut down and then sent to the farm-yard, where it is laid up in stacks, or put in-to the

earth,
short,
drawn,
yel-low,
thrashed,
pro-duced',
mā-nūred',
pre-pared'.



wheat is pro-duced, and per-haps scat-ters some seed pre-pared: and a horse is used to cover the seed in the field, with rows of wheat. When rain falls, the wheat is soft-ened, and soft-ens the soil.

The sprout is seen in the heat of the sun. It is then cut down, and soon grows tall.

After this, it is thrashed, to loos-en the grain from the straw, and then sent to the mill to be ground and sift-ed from its bran, and thus it be-comes flour.

Questions.—What do you observe in this picture? 2. What do you know about wheat? a harrow? 3. How does wheat become flour? 4. How is flour used? 5. Did you ever eat bread? Is flour used in the bread?

zebra.

am vine jim signs mals,

LESSON XV.

THE LITTLE BIRDS.

straw, haw^k, vūl'-tūre, ōs'-trīch, cōūn'-try
 prō-eūre, swā'low, ēā'-gle, lārg'-ēst, cēr'-tain
 sēa-son, chēar'-lēss, dīs-tūrb', fōnd'-ly, joy'ōūs
 wār'ble, pās'sāge, small'-ēst
 wīn'-ter, chīll-ing, hūm'-mīng

Birds have two legs, with which they walk on the ground, or perch on the branches of trees. They have two wings, with which they fly in the air. The os-trich is said to be the larg-est bird. The hum-ming bird is the small-est, its body be-ing on-ly a-bout one inch in length. Some birds, as the ea-gle, the vul-ture, and the hawk, are called *birds of prey*. There are oth-er birds, which pass from one country to an-oth-er, at cer-tain sea-sons of the year, on which ac-count they are cal-led *birds of pas-sage*. A-mong these are the crane, the stork, and the swal-low. The small-est birds are said to build the warm-est nests. They form them of straws and moss, and coat them with wool or soft down. The old birds are ver-y kind

in uses with with with

to their young ones. They teach them to fly, and take care of them, un-til they are a-ble to pro-cure food for them-selves.

It is wrong for lit-tle boys to rob the bird's nests, or to de-stroy their young ones.

Questions.— 1. What is our lesson to-day? 2. How many birds are mentioned in the lesson? 3. What are birds of prey? 4. What are birds of passage? 5. How do birds build nests?

LESSON XVI.

DON'T KILL THE BIRDS.

1. Don't kill the birds—the little birds !
They sing a-bout the door.
Soon as the joy-ous spring has come.
And chill-ing storms are o'er.
2. The little birds that sweet-ly sing!
Oh, let them joy-ous live ;
And do not seek to take their life.
Which you can never give.
3. Don't kill the birds—the pret-ty birds,
That play a-mong the trees ;
'Twould make the earth a cheer-less place.
To see no more of these.

He his him hist soon.

4. The little birds that fond-ly play,
Do not dis-turb their sport :
But let them war-ble forth their songs,
Till win-ter cuts them short.



5. Don't kill the birds—the hap-py birds,
That cheer the field and grove :
Such harm-less things to look up-on,
They claim our warm-est love.

Questions.—1. What does the first stanza teach? 2. What are you told in the second? 3. What is meant by the third? 4. What does the fourth say? 5. Why should we not kill birds?

ccc uu van came eccc.

ly play,
ort :
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hort.



hap-py birds,
grove :
ook up-on.
t love.

teach? 2. What are
the third? 4. What
kill birds?

e cccc.

THE CASTLE.

LESSON XVII.

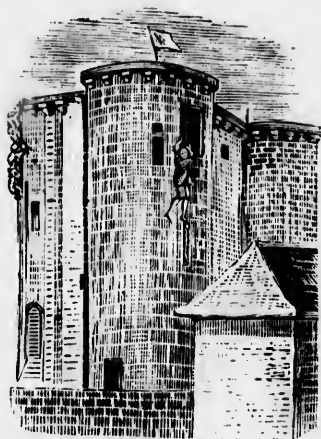
nūn'-ġer,	sēizəd,	prīs'-ōn-ĕrs,	hūn'-dred,
in'-nō-ġent,	wīn'-dōws,	hīm-self,	wretch'-ed,
ĕn-ānts,	sōme'-tīmes,	trēat'-ed,	chīek'-ĕns,
let'-tīng,	thēm-sēlvēs,		pow'ēr-fūl.

A man lived in this cas-tle a-bout three hun-dred years a-go. He was a very cru-el man. He treat-ed his poor ten-ants very bad-ly. E-ven when they had paid him all the rent he had a right to claim, he would take from them their cows, their hogs, and some-times their hens and chick-ens. He oft-en seized in-no-cent men, and kept them pris-on-ers in the cas-tle un-til they had paid him mon-ey for their ran-son.

2. Some-times these men were kept in the cas-tle, in small dark rooms, a long time. Ma-ny of these poor men died in cas-tle from grief and hun-ger. But some who were ver-y bold and dar-ing, made their es-cape, by let-ting them-selves down from the win-dows, which were so high up that it

didel den deie deat didel.

would make you a-fraid to look down from one of those win-dows to the ground.



3. This bad man died a wretch-ed death. He was seized and put in pris-on by a man more pow-er-ful than him-self. He had to suf-fer, as he had made oth-ers suf-fer, from cold, hun-ger, thirst, and the strong chains that were put on his limbs.

Questions.—1. What is a castle? 2. What does your lesson say about the man who lived in the castle? 3. How did he get money? 4. How did he treat his fellow-men? 5. What became of him?

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ground.

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-on by a man
. He had to
s suf-fer, from
strong chains

does your lesson say
ow did he get money?
became of him?

u m m.

WHAT THE CLOCK SAYS.

Tick, " the clock says, " tick, tick, tick! "

What you have to do, do quick :

Time is glid-ing fast away :

Let us act, and act to-day.

If your les-son you would get,

Do it now, and do not fret :

That a-lone is hearty fun

Which comes after work is done.

When your mother says, " Obey, "

Do not loiter, do not stay ;

Wait not for an other tick ;

What you have to do, do quick,

- -

There is in heav-en

Life with-out death,

Youth with-out age,

Rest with-out la-bor,

Peace with-out strife,

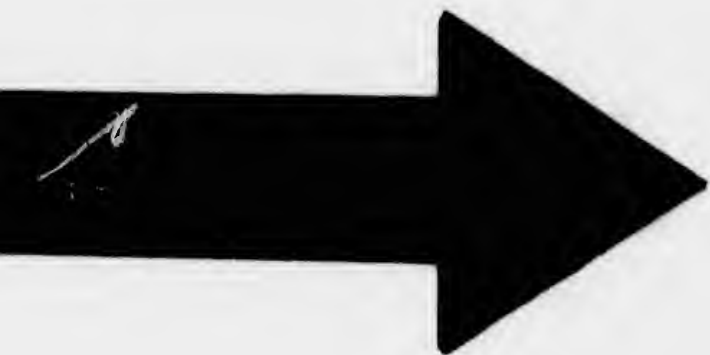
Joy with-out tears,

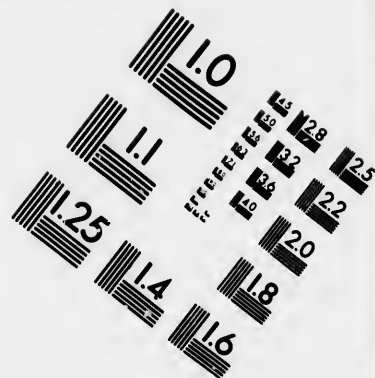
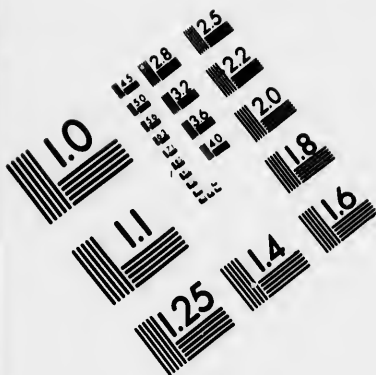
Wealth with-out want,

And hap-pi-ness be-yond meas-ure.

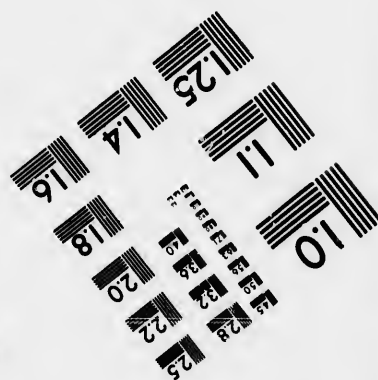
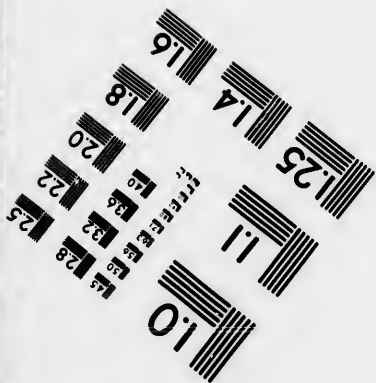
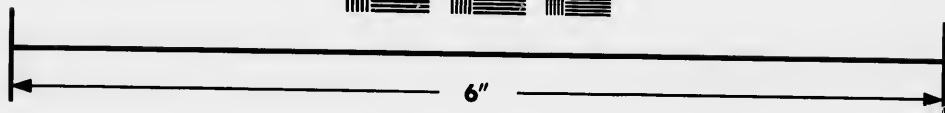
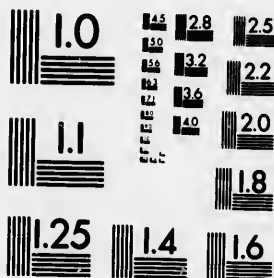
A Ann Jane Joy.







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LESSON XVIII.

THE TREE.

brānch'-es,
boughs,
bās'-ket,

rō'-sy,
tā'-bles,
hāng,

eār'-ry,
beaū'-ti-ful,
de-light'-ful.



A large old tree, like the one in the picture before us, is not only very beautiful, but it is also very useful. In very hot weather it affords a delightful shade from

S. A. M. W. J. S.

eār'-ry,
 beāū'-ti-ful,
 de-līght'-ful.



e in the pict-
 y beau-ti-ful.
 In ver-y hot
 ul shade from

J. S.

he rays of the sun. Birds build their nests
 n the branch-es of the trees, and in the
 rees, it may be said, they have their home.

2. When cut down, the most use-ful things
 are made of the wood. Even the bark is
 turned to use. The chairs up-on which you
 sit, the ta-bles at which you eat, the doors
 of your house, are made of wood. And some-
 times hous-es are built en-tire-ly of wood.

3. A tree has a root that goes a great way
 un-der ground. The roots may be called its
 legs; the tree could not stand with-out them.
 Then the tree has a trunk: a large straight
 trunk; which is its bod-y. Then the tree
 has branch-es; these are its arms; some-
 times they spread out ver-y far. Then there
 are boughs; and up-on the boughs, leaves
 and blos-soms. There is a blos-som up-on
 the apple tree. Will the blos-som be al-
 ways up-on the tree? No; it will fall off
 soon; per-haps it will fall off to-night. But
 then do you know what will come in-stead
 of the blos-som? What? The fruit. After

I Inform Image All.

the blossoms of the apple tree fall off, there will be apples. At first, they will be little things, not much bigger than the head of a pin, but they will swell and grow bigger and harder each day, till at last they will come to their full size. And when the sun has made them grow riper, they will hang with rosy cheeks, ready to be plucked by the man who owns them, and then, perhaps, the fruit dealer will buy them, and carry them to the market to sell.

Questions.—1. What do you know about the tree? 2. What are the parts of a tree? 3. What are the uses of a tree? 4. Do trees furnish any thing else besides the wood to build houses? 5. How many kinds of trees do you know?

LESSON XIX.

MARY IMMACULATE.

vīr'-ūē,
tēmp't'ed,

vīr'-ģin,
prō-elāi m',

de-vout'-ly,
ae-knōw'l'edge.

Hail! vir-gin of vir-gins!
Thy prais-es we sing,
Thy throne is in heav-en,
Thy Son is its King.

James Thomas Feresa.

The Saints and the An-gels
 Thy glo-ry pro-claim :
 All na-tions de-vout-ly
 Bow down at thy name.

Let souls that are ho-ly.
 Still ho-lier be.
 To sing with the an-gels,
 Sweet Ma-ry, of thee.
 Let all who are sin-ners
 To vir-tue re-turn,
 That hearts with-out num-ber
 With thy love may burn.

Thy name is our pow-er,
 Thy love is our light ;
 We praise thee at morn-ing,
 At noon, and at night.
 We thank thee, we bless thee,
 When hap-py and free :
 When tempt-ed by Sa-tan
 We call up-on thee.

Oh ! be then our Moth-er.
 And pray to the Lord.

Teresa.

Huron Henry Knife.

That all may ac-knowl-edge
 And wor-ship his word.
 That good men with cour-age
 May walk in his ways,
 And bad men con-vert-ed
 May join in his praise.

Lit-tle drops of wa-ter,
 Lit-tle grains of sand.
 Make the might-y o-cean,
 And the pleas-ant land.
 Thus the lit-tle min-utes,
 Hum-ble though they be,
 Make the might-y a-ges
 Of e-ter-ni-ty.
 Thus our lit-tle er-rors
 Lead the soul a-way
 From the path of virt-ue,
 Off in sin to stray.
 Lit-tle deeds of kind-ness,
 Lit-tle words of love,
 Make our earth an E-den,
 Like the heav-en a-bove.

Promise Prove Rosa R

Questions.--1. Who is Mary Immaculate? 2. What do you mean by Immaculate? 3. Is Mary the only one born immaculate? Why? 4. Why is she called our mother? 5. What must we do to be truly her children?

 LESSON XX.

A BOY MAKING A SPEECH.

sev'en-teenth, plăt-fôrm, PÄU-riek, de-tēr'-mined, hās' tined, eqūn'try, ěx-clāim'-ing, ěm-brāçed, eqūr'āge, āp-point'ed, eqūs'-ins, āt-tired'.

It was a bright, clear morning on the seven-teenth of March, when Wil-lie Burke, who lived in the coun-try, re-ceived a vis-it from his four cous-ins, who were a-bout his own age, and in-habi-tants of the city. They were neat-ly at-tired: each wore a nice green coat and neck-tie, and on his hat a pretty sham-rock. They were all ful-ly de-ter-mined to spend the day as it should be spent. It was to be-gin with a speech, and Wil-lie Burke was chosen as the speaker. Wil-lie had just won the first prize in his his-tory class, and he car-ried off a prize for logic. His cous-ins thought very high-ly of Wil-lie.

Cosa Re Gone Good God Girls.

and he felt proud that they had chosen him to be their speaker. The country looked fresh and beautiful, and the sounds of distant music filled the air. They, with a choice



assortment of cakes and fruits, hastened to the place appointed for their feast. It was at the foot of a large tree, where the

Small Sage Seaf' Set. (Q)

had chosen him ground formed a nat-u-ral plat-form for the
 coun-try looked young ora-tor. When Wil-lie mount-ed the
 e sounds of dis plat-form, a ray of joy beamed up-on his
 y, with a choice bright and in-tel-li-gent coun-ten-ance. He
 spoke bold-ly such thoughts as he had in
 simple and earnest words. He had not read
 the life of St. Pat-rick in his school books,
 but, prob-a-bly he had often done so in the
 lives of the Saints. He told them that the
 faith plant-ed in Ire-land by St. Pat-rick
 would have been des-pised had it not been
 main-tained by brave and he-ro-ic deeds;
 that brave words are very good in their place,
 but that brave deeds are better. He con-
 clu-ded by ex-claim-ing: "Look at what a
 noble race of he-ros he created! They are
 yet liv-ing in that coun-try and will al-ways
 live there, happen what may, because they
 are sons of St. Pat-rick."

This was the les-son he thought they should
 learn and re-solve to main-tain by courage
 and self-denial, what their fathers had won
 by the practice of the same vir-tues. When

Leaf Set. One Omen Equal Emma.

he finished, the boys, who had listened with at-ten-tion, gave forth hearty cheers, and ap-proach-ing him, heart-i-ly con-grat-u-lat-ed him on his suc-cess. They then par-took of the cakes and fruit, and then they re-tur-ned home, well pleased with the man-ner they had spent the day. Dear friends, im-i-tate Wil-lie Burke; al-ways love your faith and coun-try and be ever ready to die rather than for-sake either.

“Lift up your hearts!” Yes, I will raise
 My heart and soul, dear Lord, to Thee,
 My voice I'll tune to sing Thy praise,
 For all that Thou hast done for me.

’Twas Thou that gavest me life and breath,
 It is Thy hand that holds me still,
 That keeps me from the sleep of death,
 And shel-ters me from ev-ery ill.

Come Cash Dear Daisy.

A CHILD'S EVENING PRAYER.

An-oth-er day its course has run.

And still, O God, the child is blest ;

For Thou hast been, by day, my sun.

And Thou wilt be, by night, my rest.

Questions.—1. Who was St. Patrick? 2. What did he do for Ireland? 3. Why is the seventeenth of March held in such esteem? 4. Where is Ireland? 5. What did Willie Burke say? 6. What lesson do his words convey?

LESSON XXI.

A SAIL.

roll, rēll, wāves, dāshəd, cōat, pāpā',
cāp'tain, lēarnəd, bōat, wīnd, blōws, knōw.

Papa, I want to sail in the new boat.
Will you take me out?

It is pretty cold, Frank. See how the
wind blows, and how the waves roll on the
beach.

I know it is cold, papa, but I have a
warm coat.

Well, come on. I will hold the boat while
you get in.

Daisy. Kativa Wandt Quebec Q.

So Frank and his papa go into the boat and put up the sail.



The waves were very high, but Frank was not afraid. The boat was strong, and his papa could sail it well.

The waves dashed over the side of the boat, but the more they dashed, the more fun it was for Frank.

When Frank got to be a man, he was so fond of the water that he went to sea in a large ship.

He learned how to sail the ship, and after a while, he was made captain of it.

David Union Goble Verban.

into the boat



nt Frank was
ong, and his

e side of the
ed, the more

n, he was so
t to sea in a

hip, and after
f it.

Urban.

He is an old man now, and likes to tell little boys and girls all he learned and saw while he was captain of a ship.

Questions.—1. What do you see in this picture? 2. Who is the subject of our lesson? 3. What did Frank become? 4. What does he tell little boys and girls?

LESSON XXII.

THE BUSY BEE.

bus'y (bĭz'y), hōn'ey, ō'-pēn-ing, ĩm-prōve',
mĭs'-chĭf, ac-count', shĭn'ing, ĩ'dle, lā'-bor.

How doth the lit-tle bus-y bee
Im-prove each shin-ing hour,
And gath-er hon-ey all the day
From ev-er-y o-pen-ing flow-er



How skill-ful-ly she builds her cell,
How neat she spreads the wax!
And la-bors hard to store it well
With the sweet food she makes.

Quirch Wexford Vic W.

In works of la-bor or of skill,
 I would be bus-y too :
 For Sa-tan finds some mis-chief still
 For i-dle hands to do.

In books, or work, or harm-less play,
 Let my first years be passed,
 That I may give, for ev-er-y day,
 Some good ac-count at last.

TO A REDBREAST.

Lit-tle bird, with bo-som red,
 Wel-come to my hum-ble shed ;
 Dai-ly near my ta-ble steal,
 While I pick my scant-y meal.

Doubt not, lit-tle though thou be,
 But I'll-cast a crumb to thee ;
 Well re-paid, if I but spy
 Pleas-ure in thy glanc-ing eye.

A Authority Banisher

LESSON XXIII.

HOW THE CAT SEES.

1. Now, Mary, will you please tell us all that you have found out about your kitty's eyes?

2. Yes! When I looked at my pussy's eyes, in the bright sunshine, I saw that they



are round and yellow, with a black streak in the middle running up and down.

3. The black spot in the middle of my

Beremony Agnes Cat D.

eye is round, and I have read in a book that it is a hole to let in the light, and is called the "pupil."

4. The black streak in pus-sy's eye is the pupil, and it is al-most shut up to keep out the bright light.

5. I looked into her eyes last night just before dark, and the pupil was large and round.

6. When the pupil is opened so wide, more light is let in, and pus-sy can see very well when it is so dark, I can not see any thing.

7. In this way, with her big eyes open, she sees and catches rats and mice that come out of their holes in the night to get something to eat.

8. My kit-ty loves to sleep in the day-time on the nice bed in her basket, or on the rug before the fire. In sum-mer she likes to go out and get a nap on the grass in the shade of a tree.

9. In the night, when she can see so well.

Eva Jane Easter Fast.

she goes out to hunt and to make visits. When visitors come to see her in the night, we often hear an awful squalling, which I suppose is a "cat's concert."

10. In cold, winter nights, kitty mews to be let in, and she then likes to curl up on my bed.

PUSSY'S VISIT.

'Pussy-cat, pussy-cat! where have you been?'

'I've been to London to see the Queen.'

'Pussy-cat, pussy-cat! what saw you there?'

'I saw a little mouse under the chair.'

Questions.—1. What are the shape of the eyes of Mary's cat? 2. Can you explain them? 3. Do cats see as well in day-time as in the night? 4. Are cats useful? How? 5. What is a "cat's concert?"

LESSON XXIV.

GOD SEES ALL THINGS.

laugh, (lāf), naught'-y, scent'-ed, watch'-ing,
happ'y, twink'-ling, quī'-et, sorr'-ry, point'-ing.

God can see me ev-er-y day,

When I work, and when I play:

George Hand Henry G.

When I read, and when I talk ;
 When I run, and when I walk ;
 When I eat, and when I drink ;
 When I sit and only think ;
 When I laugh, and when I cry,
 God is ev-er watch-ing nigh.



When I'm qui-et, when I'm rude.
 When I'm naught-y, when I'm good ;
 When I'm hap-py, when I'm sad,
 When I'm sor-ry, when I'm glad ;
 When I pluck the scent-ed rose,
 That in my pret-ty gar-den grows ;
 When I crush the ti-ny fly,
 God is watch-ing from the sky.
 When the sun gives heat and light,
 When the stars are twink-ling bright.

I Imagination Jest Just!

When the moon shines on my bed.
 God still watch-es o'er my head ;
 Night or day, at church or fair,
 God is ev-er, ev-er near,
 Mark-ing all I do or say,
 Point-ing to the hap-py way.

LESSON XXV.

ROWING A BOAT.

beau'-ti-ful, de-light-ful, re-lat'-ing, be-nef-i-cent,
 hand'some, ob-edi-ent, bless'ed, pur'-chased,
 in-jured, de-light'ed, hap'-pi-ness,
 in-volve', de-sire', protect', hea-ven.



See what a beau-ti-ful boat. John and James are tak-ing a ride. John is older than James. James is as big as John. James

Hundred Sailing Aid.

has an oar in his hand. How well they row. They are go-ing by that house. Their father pur-chased them that pretty boat. John and James go to school every day. John can write better than James. Would you like to have as hand-some a boat as that? Be a good boy and your father may buy you one. Do you live near a river? James can sing some very beau-ti-ful hymns. He can sing "Hail! Star of the Sea," or "Holy Ma-ry, Mother Mild." John is de-lighted to hear James sing. James loves to sing for John. It is so pleas-ant to sing those sweet songs, re-lating to the most bless-ed Vir-gin. How happy those boys are. Do you de-sire to have happi-ness? You must love your father and mother. You must learn to sing a-bout your bene-ficent Mother who is in heaven. She will be good to you. She will pro-tect you in all your dangers if you get a fine boat and take a row. You should in-voke her that you might not get injured. You should call your boat: "The Star of

Mattie Nellie Mary N.

the sea." Be a good boy and God will love you and make you very happy.

Questions.—1. Who are the two boys in the boat? 2. Who gave them that boat? Why? 3. Does James sing? 4. What must we do to be happy? 5. Who is our heavenly Mother?

LESSON XXVI.

HOW NERO SAVED HIS MASTER.

1. Ne-ro was a dog that slept in a ken-nel in the yard to keep watch in the night, so that no thieves would come about and steal.

2. One night he fol-lowed his mas-ter up-stairs to his bed-room. The servant turned him out; but he howled and scratched at the door, and, when he was driv-en away, he soon came back.

3. At last his master, cu-ri-ous to see what he would do, or-dered the door to be opened. The dog at once rushed into the room, and, giv-ing a little, short bark, by way of thanks, he crawled under the bed, as if he meant to stay there.

Omnibus Pate Quibus I.

4. The master thought the dog acted rather strangely; but he soon forgot all about it, and, at the usual time, went to bed.

5. In the middle of the night a great noise in the room woke the master, and he got up to see what was the matter. There, on the floor, was a man flat on his back, while Nero stood over him growling in a way that said, "Lie still if you wish to keep a whole skin."

6. The man was tied and taken to prison, and he proved to be a robber who had come to steal the master's purse, and perhaps to kill him.

7. What made the dog leave his own bed and go up to the room of his master nobody knew; but he seemed to think that his master was in danger, and so he went up to help him.

8. You may be sure that Nero was well treated after this, and he could sleep where he pleased; but he went back to his ken-

Quantity Remarks Quay.

nel, as though he knew it was his place to keep watch out-of-doors.

9. He lived to be a very old dog, and he had the best of care un-til he died.

Questions.—1. What did Nero do? 2. How did he succeed? 3. How was he rewarded by his master? 4. Why did Nero leave his kennel to follow his master? 5. Will you tell me how Nero saved his master?

LESSON XXVII.

SUFFER LITTLE CHILDREN TO COME UNTO ME.

sūf'fer, fōōt'-stōōl, hēav'-en, lit'-tle, prāyer,
wor'-ship, chil'-dren, prē-pāre', hō'-ly, stō'-ry,
washēd, āl'-tar, kīng'-dom, sīm'-ple,
lōn'-gēr, be-lōw', gāth'-er, de-çēivē'.

I think, when I read that sweet sto-ry of old,
When Je-sus was here a-mong men ;
How He called lit-tle chil-dren like lambs
to His fold,—

I should like to have been with Him then.
How I wish that His hands had been laid
on my head,

Summer Thomas Sum.

And my arms had been thrown round
 His knee,
 And that I might have seen His kind looks
 when He said :
 " Let the lit-tle ones come un-to me. "



Yet still to His foot-stool in prayer I may go,
 And ask for a share of His love ;
 And if I thus ear-nest-ly seek Him be-low,
 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 ;

Umpire Void Usc Vile.

For ma-ny dear children are gath-er-ing
there,

And "of such is the king-dom of heav-en."

But His mer-cy and love each day I may see

For He says : " I am all days with you ; "

And surely He loves lit-tle chil-dren like me.

And all who are sim-ple and true.

His word I be-lieve, and I trust in His grace,

And will straight to His al-tar re-pair ;

For He says He shall dwell in that sweet,

ho-ly place,

And a child may wor-ship Him there.

Questions.—1. Who is the subject of this lesson? 2. Who is our Lord? 3. Why should we wish to have lived when our Lord was on earth? 4. Is He not with us now? How? 5. What were some of His sayings? 6. Could you tell me all this in your own words?

Do your best, your very best,

And do it every day.

Little boys and little girls,

That is the wisest way.

Wrongs Xavier Willie Co.

LESSON XXVIII.

HOW DOGS SEE AND SMELL.

I think John has some-thing new to tell us about his dog to-day. Let us listen to him.

2. I have looked at my dog's eyes, and I find that the pu-pil is round, like mine, and it does not shut up into a streak, as in a cat.

3. The dog does not see so well in the night as a cat. but his sense of smell is much more keen.

4. My Uncle James has a pointer-dog named "Grouse," and one day I went out with them to hunt quails.

5. Grouse would run all about un-til he smelled the birds, and then he would creep along a little way and stand still with his nose point-ing for-ward.

6. My Uncle would then come up with his gun, and, when he was ready, the dog would go slow-ly for-ward scar-ing the birds up, when Uncle would shoot them.

*Yours Truly
John Gale, Jr.*

7. In this picture we see a dog pointing quails among the reeds. The birds hear him, and are just ready to fly.



8. A dog will follow the track of his master for a long distance, and hounds will follow the track of a wolf or a fox or a bear, so that the hunter can come up with it and kill it.

9. Rover is a good watch-dog, and, if he hears or smells anybody about in the night, he makes a great racket.

A good boy is ever happy.

10. He knows, too, where the other animals be-long, and, if a cow or a sheep gets into the gar-den or yard, he goes and drives it out.

Questions.—1. What is Uncle James' dog's name? 2. Can you tell the difference between the dog's eyes and the cat's? 3. What did John relate about "Grouse"? 4. How many different kinds of animals are mentioned in this lesson? 5. What does a hound do? 6. What do you know about Rover?

LESSON XXIX.

WHAT THE HORSE CAN DO.

1. Hors-es, when they do not work too hard, love to play and have fun. They will race after each other, kick their heels, and have a mer-ry time. Here are two stor-ies which a man tells of the kind of fun that the horse seems to enjoy :

2. "One of our hors-es, "Billy," used to give us a great deal of trouble, he knew so much. He had found out how to un-tie his halt-er, and open the stable-door, and so would get out when the door was not locked.

Be always very good boys.

One day Billy came out, and found little Har-ry in the yard. He did not attempt to hurt the child, but drove him into a corner, and kept him there by shaking his head when-ever the little fel-low tried to get away.



3. "I heard Har-ry cry, and let Billy away; but he gave a part-ing shake of his head to the boy, as much as to say, "Next time I will look after you clos-er."

4. "Com-ing home one eve-ning, I heard

Comfort follows sorrow. C.

a couple of hors-es run-ning and frisk-ing about in the farm-yard at a great rate. The wall was high, and I could on-ly see their heads and their manes.

5- "I found a hole to look through, and saw that the hors-es were amus-ing them-selves by chas-ing a pig around the yard.

6. "They would drive it into a cor-ner, and fling their heels into the air with great de-light. They would not give the poor pig a mo-ment's rest."

Questions.—1. What do you see in this picture? 2. Did people ever travel in a stage coach? When? 3. What can you tell about "Billy"? 4. What do you know of the tricks and pranks of horses? 5. Of what use are horses?

LESSON XXX.

THE SACRED HEART.

reace, be still! Our God is dwell-ing
 Silent on His altar throne;
 Let us kneel, our bosoms swell-ing
 With a joy but seldom known.

Do nothing that is naughty.

Heart of Jesus! Call me hither,
 With our burden, sad, within,
 From a world, where children, falling,
 Learn how hard it is to win,



In the battle with that Serpent
 That our ruin seeks, by sin
 Sacred Heart, be our pro-tection,
 Lead us past the thorn-y way,
 Take us to the bet-ter land, where
 Night gives place to end-less day.

Evil deeds dishonor man.

LESSON XXXI.

ONLY A LITTLE BOY.

1. People of-ten say " he is on-ly a lit-tle boy and can not do any-thing." Do you believe this? I hope not; for boys even of a tender age can do man-y use-ful things. They can make mother's heart re-joice by be-ing kind to small-er broth-ers or sis-ters.

Lit-tle boys can say their pray-ers just as well as grown-up^d people. They can run er-rands, help to keep the house neat and clean, read at night for mother and father, speak gent-ly to the ser-vants and bring food to the poor.

2. When holy Da-vid was but a small boy he watch-ed his father's flocks; Sam-u-el when a mere child, lived and prayed in the tem-ple; the most bless-ed Vir-gin Ma-ry, the Mother of God, went to the tem-ple when she was four or five years old; and Je-sus when a child, helped his fos-ter fa-ther Saint Jo-seph, in a car-pen-ter's shop.

Fortune is often an evil

If lit-tle boys and girls could do noth-ing else than make their pa-pas and mam-mas hap-py, by be-ing gen-tle, kind o-blig-ing, this would be a great thing al-ready. When you think that mother has a head-ache, or is tired, ask her if you can do any-thing for her. Do not be a-shamed to help her at any kind of work. Bad boys laugh at you, but this must not give you any trouble. A lit-tle boy who helps his mother to make fire, or who minds the ba-by while she is cook-ing sup-per, is do-ing just as much as a big man can do.

3. When ev-er you have a chance, try to be of service at home. When you can get back from school, ask mother if you can do any-thing for her. Per-haps, she will not kiss you each time you of-fer to work for her, but you may be sure she will be ver-y much pleased.

4. Now, we are all go-ing to try how man-y things lit-tle boys can do. This will make fa-ther and mo-ther proud of us. We

Goodness is a quality of heart.

will be the pride and the joy of our homes. God will bless us on earth, and af-ter a while, will call us to a happy land, where father and mother, brothers, and sisters will be forever together.

Questions.—1. How many things can a little boy do? 2. Are there any other things a little boy can do? 3. Can he do anything in school? 4. Is it well to imitate him?

LESSON XXXII.

THE SELF-WILLED BOY.

Gaôrge, hând'sôme, mârsh'y, rîv'er, thòught, flòat'ing, eût'ing, rêek'lëss, brîdge, thròw'ing, mov'ing, bênd'ing, stônës, shòul'de., ôr'ders, wâ'tër, re-stòrè', re-gârd'ing, sêdg'y, for-bâde'.

George Morris was a very careless and heedless boy. Indeed, he was a bad boy, for he oft-en did things which his mother told him he must not do. He would go alone to the river which was very deep, and amuse himself by throwing stones into the water; or bending down from the low, sedgy banks, he would try to catch the light pieces of wood or other things that floated with the

Heed not evil companions.

current. His mother, knowing how reckless he was, forbade him to go to the river when alone. But still he would go there, not regarding the orders she had given him.

2. One day, when he came to the bank of the river, as usual, he saw what he thought was a very handsome cane floating near the bank on the other side of the river. Oh! said he, I wish I had that cane. See, it is not moving with the water, and must be held fast in some way. I will run to the bridge and cross over it, and then I shall soon have the cane.

3. The land on the other side was low and marshy. An old man was there cutting grass. The old man told George not to go too near the river. He saw what a small boy George was, and he knew that the bank of the river was wet and slippery. But George made the old man a short and impudent answer, and went along toward the river. After a short time the old man heard a cry and the noise of a splash in the water. He looked up, but

In all you say reflect well.

could not see George. The poor old man ran as fast as he could to-ward the river, and seeing George just sinking below the surface of the water, he jumped in to save him. This poor man, though old, was a good swimmer, and he soon placed George, who was now



insensible, on the bank of the river, and then having taken the best means he could to restore him, he placed him on his shoulder and carried him home. Notwithstanding

Justice is a cardinal virtue.

the great care which his good mother took of him, he caught a cold, and was sick for at least some seven or eight days.

Questions.—1. Who is the subject of this lesson? 2. Can you tell it in your own language? 3. How did the old man act toward the disobedient boy? 4. What was the consequence? 5. What is the lesson taught?

Be the matter, what it may
 Always speak the truth.
 If at work, or if at play,
 Always speak the truth.

*Love God and your parents.
 My child look to God.
 Never do an act to regret.
 Youth is the spring of life.
 Heaven is our true home.*

TIME TABLE.

60	Seconds,	make	1	Minute.
60	Minutes,	"	1	Hour.
24	Hours,	"	1	Day.
365	Days,	"	1	Com. Year.
366	Days,	"	1	Leap Year.
7	Days,	"	1	Week.
52	Weeks,	"	1	Year.
100	Years,	"	1	Century.

UNITED STATES MONEY.

10	Mills	make	1	Cent.
10	Cents	"	1	Dime.
10	Dimes	"	1	Dollar.
10	Dollars	"	1	Eagle.

ENGLISH OR STERLING MONEY.

4	Farthings	make	1	Penny.
12	Pence	"	1	Shilling.
20	Shillings	"	1	Pound.

MULTIPLICATION TABLE.

2 times	1 are	2	3 times	1 are	3	4 times	1 are	4
2 times	2 are	4	3 times	2 are	6	4 times	2 are	8
2 times	3 are	6	3 times	3 are	9	4 times	3 are	12
2 times	4 are	8	3 times	4 are	12	4 times	4 are	16
2 times	5 are	10	3 times	5 are	15	4 times	5 are	20
2 times	6 are	12	3 times	6 are	18	4 times	6 are	24
2 times	7 are	14	3 times	7 are	21	4 times	7 are	28
2 times	8 are	16	3 times	8 are	24	4 times	8 are	32
2 times	9 are	18	3 times	9 are	27	4 times	9 are	36
2 times	10 are	20	3 times	10 are	30	4 times	10 are	40
2 times	11 are	22	3 times	11 are	33	4 times	11 are	44
2 times	12 are	24	3 times	12 are	36	4 times	12 are	48
5 times	1 are	5	6 times	1 are	6	7 times	1 are	7
5 times	2 are	10	6 times	2 are	12	7 times	2 are	14
5 times	3 are	15	6 times	3 are	18	7 times	3 are	21
5 times	4 are	20	6 times	4 are	24	7 times	4 are	28
5 times	5 are	25	6 times	5 are	30	7 times	5 are	35
5 times	6 are	30	6 times	6 are	36	7 times	6 are	42
5 times	7 are	35	6 times	7 are	42	7 times	7 are	49
5 times	8 are	40	6 times	8 are	48	7 times	8 are	56
5 times	9 are	45	6 times	9 are	54	7 times	9 are	63
5 times	10 are	50	6 times	10 are	60	7 times	10 are	70
5 times	11 are	55	6 times	11 are	66	7 times	11 are	77
5 times	12 are	60	6 times	12 are	72	7 times	12 are	84
8 times	1 are	8	9 times	1 are	9	10 times	1 are	10
8 times	2 are	16	9 times	2 are	18	10 times	2 are	20
8 times	3 are	24	9 times	3 are	27	10 times	3 are	30
8 times	4 are	32	9 times	4 are	36	10 times	4 are	40
8 times	5 are	40	9 times	5 are	45	10 times	5 are	50
8 times	6 are	48	9 times	6 are	54	10 times	6 are	60

8 times 7 are 56 9 times 7 are 63 10 times 7 are 70
 8 times 8 are 64 9 times 8 are 72 10 times 8 are 80
 8 times 9 are 72 9 times 9 are 81 10 times 9 are 90
 8 times 10 are 80 9 times 10 are 90 10 times 10 are 100
 8 times 11 are 88 9 times 11 are 99 10 times 11 are 110
 8 times 12 are 96 9 times 12 are 108 10 times 12 are 120

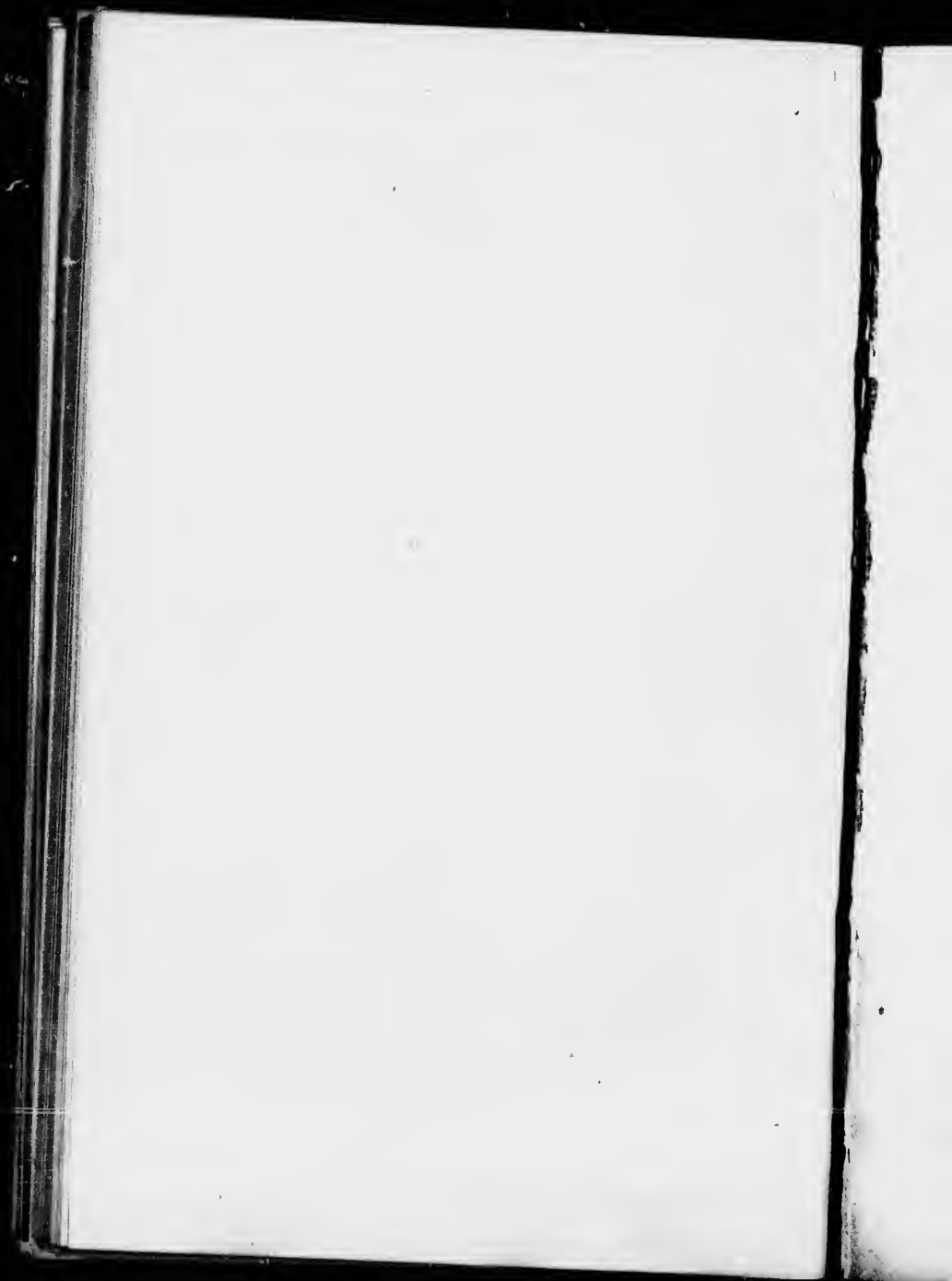
11 times 1 are 11 12 times 1 are 12 13 times 1 are 13
 11 times 2 are 22 12 times 2 are 24 13 times 2 are 26
 11 times 3 are 33 12 times 3 are 36 13 times 3 are 39
 11 times 4 are 44 12 times 4 are 48 13 times 4 are 52
 11 times 5 are 55 12 times 5 are 60 13 times 5 are 65
 11 times 6 are 66 12 times 6 are 72 13 times 6 are 78
 11 times 7 are 77 12 times 7 are 84 13 times 7 are 91
 11 times 8 are 88 12 times 8 are 96 13 times 8 are 104
 11 times 9 are 99 12 times 9 are 108 13 times 9 are 117
 11 times 10 are 110 12 times 10 are 120 13 times 10 are 130
 11 times 11 are 121 12 times 11 are 132 13 times 11 are 143
 11 times 12 are 132 12 times 13 are 144 13 times 12 are 156

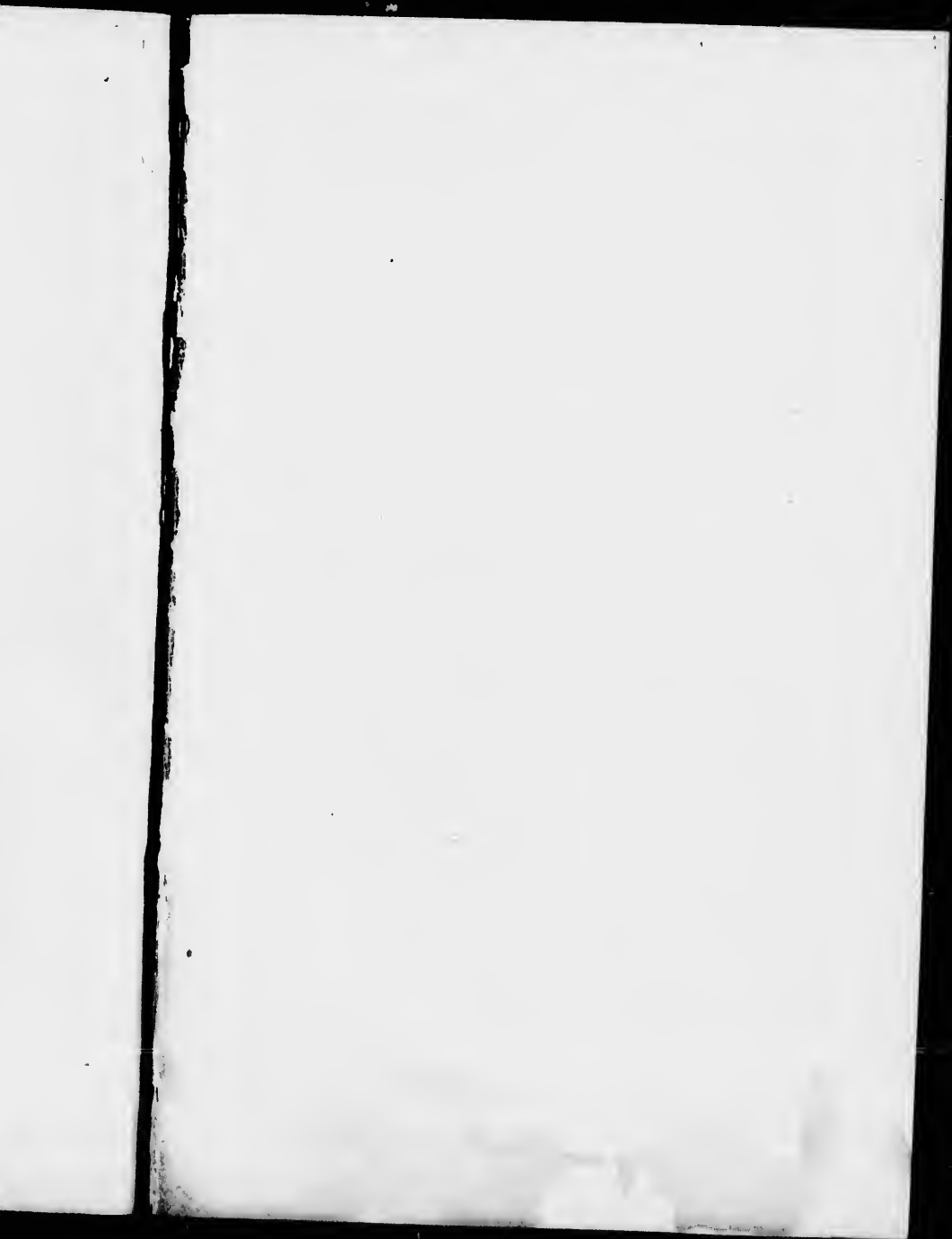
14 times 1 are 14 15 times 1 are 15 16 times 1 are 16
 14 times 2 are 28 15 times 2 are 30 16 times 2 are 32
 14 times 3 are 42 15 times 3 are 45 16 times 3 are 48
 14 times 4 are 56 15 times 4 are 60 16 times 4 are 64
 14 times 5 are 70 15 times 5 are 75 16 times 5 are 80
 14 times 6 are 84 15 times 6 are 90 16 times 6 are 96
 14 times 7 are 98 15 times 7 are 105 16 times 7 are 112
 14 times 8 are 112 15 times 8 are 120 16 times 8 are 128
 14 times 9 are 126 15 times 9 are 135 16 times 9 are 144
 14 times 10 are 140 15 times 10 are 150 16 times 10 are 160
 14 times 11 are 154 15 times 11 are 165 16 times 11 are 176
 15 times 12 are 168 15 times 12 are 180 16 times 12 are 192

7 are 70
8 are 80
9 are 90
10 are 100
11 are 110
12 are 120

1 are 13
2 are 26
3 are 39
4 are 52
5 are 65
6 are 78
7 are 91
8 are 104
9 are 117
0 are 130
1 are 143
2 are 156

1 are 16
2 are 32
3 are 48
4 are 64
5 are 80
6 are 96
7 are 112
8 are 128
9 are 144
0 are 160
1 are 176
2 are 192





N.L.C. - B.N.C.



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