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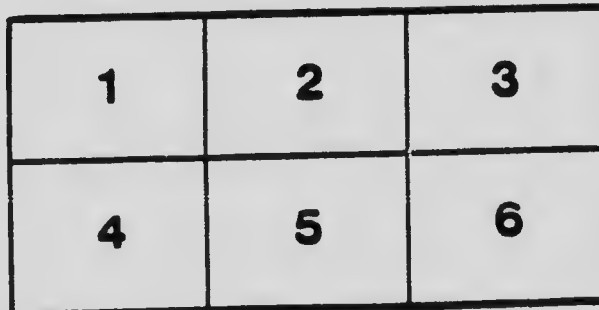
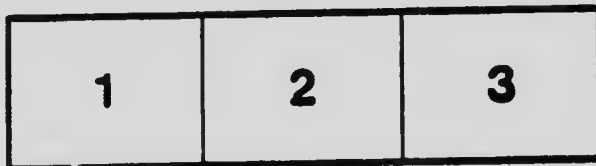
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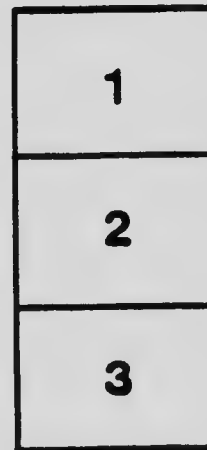
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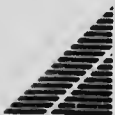
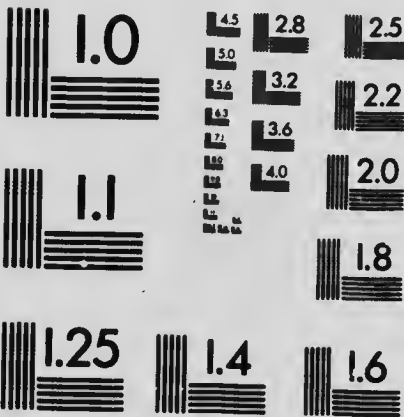
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The  
*Art-Literature*  
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*A Primer*

*Canadian Series*



PE 1127  
A7  
G7

*Julia Osgood Grover*

134

10<sup>2</sup>

by T. B. Hapgood

WITH COMPLIMENTS OF  
THE AUTHOR AND PUBLISHERS

The  
Art-Literature Readers  
—  
A Primer

Barton



*A MOTHER AND CHILD*



# The Art-Literature Readers — A Primer

BY  
EULALIE OSGOOD GROVER  
*Author of "The Sunbonnet Babies' Primer"*



W. J. GAGE & COMPANY, LIMITED  
TORONTO

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*PUSS IN BOOTS*

*Paton*



*WIDE AWAKE*

*Adam*

THREE LITTLE KITTENS.

One little kitten.

Two little kittens.

Three little kittens.

I see three little kittens.

One kitten says, "Meow!"  
Two kittens say, "Meow!"  
Three kittens say, "Meow!"  
Three little kittens say,  
    "Meow, meow, meow!"

One kitten runs.  
Two kittens run.  
Three kittens run.  
Three little kittens  
    run, run, run.

One kitten plays.  
Two kittens play.  
Three kittens play.  
Three little kittens  
    play, play, play.

THE BUTTERFLY.

One little butterfly.

Two little kittens.

The kittens see the butterfly.

The butterfly sees the kittens.

The kittens say,

“We see a butterfly.”

The butterfly says,

“I see two kittens.”

The kittens say,

“Come, come, little butterfly.”

The butterfly says,

“No, no, little kittens.”

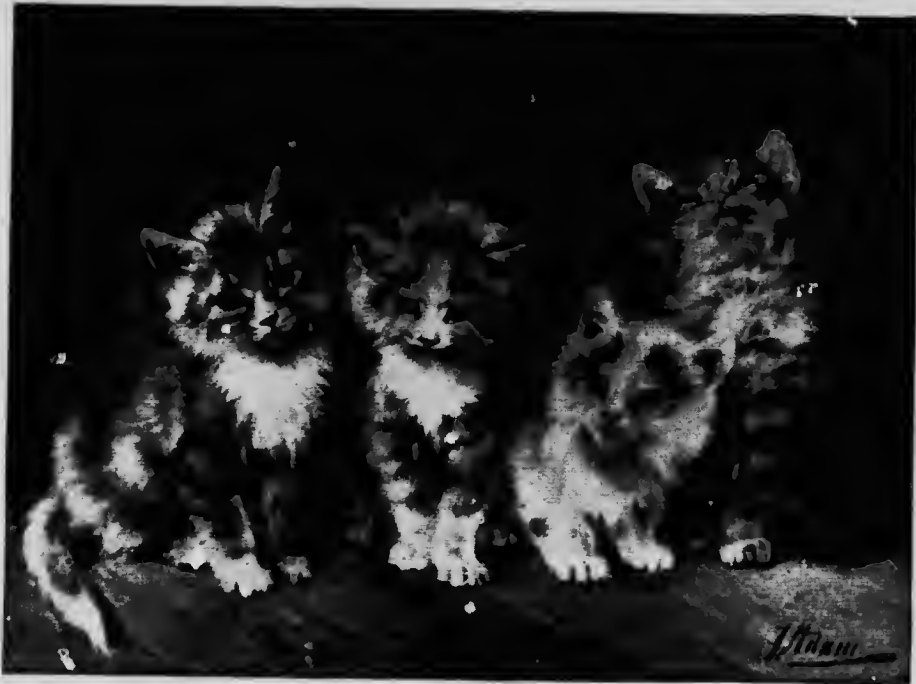
One little butterfly.

Two little kittens.



*CURIOSITY*

*Adam*



*FOUR LITTLE SCAMPS ARE WE*

*Adam*

FOUR LITTLE SCAMPS ARE WE.

One, two, three, four kittens.

We are four little kittens.

We are four little scamps.

Are you little scamps?

One, two, three, four little scamps.



One little kitten can run.  
Two little kittens can run.  
Three little kittens can run.  
Four little kittens can run.

One little scamp can play.  
Two little scamps can play.  
Three little scamps can play.  
Four little scamps can play.

Kittens are little scamps.  
I see four little scamps.  
Can you see four scamps?  
Can you see four kittens?

One little scamp says,  
“Meow, meow, meow!  
I can see you.  
Can you see me?”

PLAYING PEEK-A-BOO.

We are little kittens.

We are four little kittens.

We can run.

We can play.

We play Peek-a-boo.

Can you play Peek-a-boo?

We say, "Peek-a-boo, mother!"

Mother says, "Peek-a-boo!

I can find you.

I see one little kitten.

I see two little kittens.

I see three little kittens.

I see four little kittens."

Mother can find four little kittens.

We can find mother.

Can you?



*THE CAT FAMILY*

*Adam*

Find four little kittens.  
Find the kittens' mother.  
What do the kittens play?  
What do the kittens say?  
The kittens say, "Meow, meow!  
We can play Peek-a-boo.  
We can see you. Meow, meow!"

THE BABY PLAYS PEEK-A-BOO.

Peek-a-boo!

I see you.

Can you see me?

I am hiding.

I am hiding behind mother.

I am hiding behind the chair.

Mother sees me.

Mother can find me.

Can you find me?

“Peek-a-boo,

I see you,

Hiding behind the chair.

Peek-a-boo,

I see you,

I see you hiding there.”



*WHERE AM I?*

*Beyschlag*



*PLAYING BALL*

*Dvůrak*

PLAYING BALL.

We are playing ball.  
One, two, three, play!  
See the balls go up.  
See the balls go down.  
Up and down.  
Up and down.  
The balls go up and down.

WHAT CAN YOU FIND?

Can you find two kittens?

Can you find a butterfly?

What do the kittens say?

The kittens say, "Meow, meow!  
Come, come, little butterfly."

The butterfly says,  
"No, no little kittens."

The butterfly says,  
"Kittens are little scamps."

Kittens can play Peek-a-boo.

Kittens can play ball.

The balls go up and down.

Can butterflies play Peek-a-boo?

Can you play Peek-a-boo?

Can you play ball?



*MISS BOWLES*

*Reynolds*

MY DOG.

I like my dog.  
My dog likes me.



I say, "Hide, little dog."

My little dog hides.

I say, "Peek-a-boo, little dog."

My little dog says, "Bow-wow!"

I say, "Run, little dog."

My little dog runs.

I say, "Come, little dog."

My little dog comes.

I say, "Find me, little dog."

My little dog finds me.

I say, "Good dog, good dog!"

My dog says, "Bow-wow,  
bow-wow!"

I like my dog.

My dog likes me.



*THE CHERRY GIRL*

*Russell*

THE CHERRY GIRL.

“Cherries ripe, cherries ripe!  
Who will buy my cherries ripe?  
Cherries ripe, cherries ripe!  
I will buy your cherries ripe.”

See the little cherry girl.

See the ripe cherries.

The little girl says,

“Cherries, cherries!

Buy my cherries.

I have ripe cherries.

I have good cherries.

Do you like ripe cherries?

You will like my cherries.

I know you will.

Will you buy?

Will you buy my cherries?”

“Cherries ripe, cherries ripe!

Who will buy my cherries ripe?

Cherries ripe, cherries ripe!

I will buy your cherries ripe.”



*MOVING DAY*

*Lengo*

## THE CHICKENS.

How do you do?  
We are chickens.  
One, two, three, four, five, six.  
We are six little chickens.  
Three chickens have run away.  
We will run away, too.  
Peek-a-boo!

One, two, three, four, five, six  
little chickens.

One little chicken says,  
“How do you do?”

And one little chicken says,  
“We like you.”

And one little chicken says,  
“Here we come.”

And one little chicken says,  
“See me run.”

And one little chicken says,  
“Peek-a-boo.”

And one little chicken says,  
“How do you do?”

WHAT IS IT?

“Come, little brother.  
I want to have a run,”  
said one little chicken.

“And I want to have a run,”  
said the little brother chicken.

“We will run and run and run.  
We will see what we can find,”  
said the two little chickens.

“I see a butterfly,”  
said one little chicken.

“I see a kitten,”  
said the little brother chicken.

“I see a dog,”  
said one little chicken.



*YOU'RE NO CHICKEN*

*Paton*

“Come here, come here!”  
said the little brother chicken.  
“I see something queer.  
It is not a butterfly.  
It is not a kitten.  
It is not a dog.  
It is not a chicken. What is it?”

THE LITTLE BOY KNOWS.

“I know what you are,”  
said a little boy.

“You are a toad.

The chickens do not know you.  
They have run away.

They think you are queer.

I think the chickens are queer.

They will not play with me.

They run away.

I am not queer, am I?

I am a boy.

Boys are not queer.

Boys like to play.

Do toads like to play?

Will you play with me?

Do not run away, little toad.”





*WILL YOU PLAY WITH ME?*

*Peel*

THE BUTTERFLIES HAVE COME.

The butterflies have come.

The birds have come.

The flowers have come.

Can you find a butterfly?

The little boy can find one.

Can you find a bird?

There is one up in the tree.

Can you find the bird's house?

The little bird can find it.

The house is in the tree.

Can you find some flowers?

The little girl can find some.

The little boy and girl say,

“We like the flowers.

We like the butterflies.

We like the birds.”



*SPRINGTIME HAS COME AGAIN*

*Beyschlag*

## THE BABY BIRDS.

See the two baby birds.  
They are in a nest.  
The nest is in a little tree.  
Can you see the baby birds?  
The mother bird is away.  
She will find something to eat.  
She will find something good.

One little bird is saying,  
“Cheep, cheep!  
I want something to eat.”  
And one little bird is saying,  
“Cheep, cheep!  
I want my mother.”  
The two baby birds are saying,  
“Come, mother, come.  
We want something to eat.  
Cheep, cheep, cheep!”



*IN THE WOOD*

*Gardner*

UP AND DOWN.

Up, Baby, up!

Down, Baby, down!

How do you like to go up, Baby?

How do you like to go down?

What are you saying, my Baby?

What do you see?

Do you see the birds?

Do you see the flowers?

Do you see the trees?

Do you see your mother?

Do you see your little brother?

Here we go up, here we go down.

Up with the birds.

Down with the flowers.

Up in the tree.

Down to your mother.

Here we go up and down.



*MOTHER'S PRIDE*

*Beyschlag*

## FIND THE PICTURES.

1. I can find five girls and boys.  
They are playing ball.
2. I can find a little girl.  
She has a good dog.
3. I can find a Cherry Girl.  
She has some ripe cherries.
4. I can find three chickens.  
The chickens say, "Peek-a-boo."
5. I can find two chickens.  
They see a queer toad.
6. I can find a little boy.  
He sees the toad, too.
7. I can find another boy.  
He sees a butterfly.
8. I can find a baby.  
He likes to go up and down.
9. I can find two birds in a nest.  
Can you find the nest for me?



## WHAT THEY SAY.

The little girl says, "Good dog!"

The dog says, "Bow-wow!"

The kitten says, "Meow, meow!"

The Cherry Girl says,

"Cherries ripe, cherries ripe!

Who will buy my cherries ripe?"

The little boy says,

"I like toads.

I like butterflies. I like birds."

The baby says,

"See me go up, up, up!

See me go down, down, down!"

The chickens say, "Look, look!

Here we come.

We can run."

The baby birds say,

"Cheep, cheep!

We want something to eat."



LEARNING A, B, C.

*Defregger*

LEARNING A, B, C.

See this little girl.  
She is saying something.  
Do you know what she is saying?  
I think I know what it is.  
I think she is saying this,

“Here’s A, B, C,

D, E, F, G,

H, I, J, K,

L, M, N, O, P,

Q, R, S, T,

U and V,

And O, dear me!

When shall I learn

My A, B, C?”

Do you think the little girl likes  
to say it?

When will she learn to say it all?

See the little girl's brother.  
He knows what she is saying.  
He wants to say it, too.  
He says, "I say that in school.  
I can say it for you.

Here's 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 and Z,

And don't you see  
That I have learned  
My A, B, C?"

The brother likes to say it.  
I know he does.  
He learned it all in school.

## ABOUT THE PICTURE.

Find the little girl's father.  
Find the little girl's mother.  
What is the little girl doing?  
What is her father doing?  
What is her mother doing?  
What is her brother doing?  
They live far, far away.  
They live in a little house.  
Do you see it in the picture?  
Is it like your house?  
This little girl wants to learn.  
She wants to go to school.  
She will go with her brother.  
She is learning to say, A, B, C.  
Her brother can say it.  
He says it for her.  
He goes to school



*IN WHICH HAND?*

*Meyer von Bremen*

## IN WHICH HAND?

See this little boy and girl.  
They live far away, too.  
See the mother.  
She is a good mother, I know.  
They are having a good time.  
The mother is saying something.  
What do you think she is saying?  
I think she is saying,

“Come here, come here!  
I have something in my hand.  
I am hiding it behind me.  
It is something good.  
It is something to eat.  
Do you want it, little girl?  
Do you want it, little boy?  
Tell me in which hand it is.  
The one who tells me  
shall have it.”

Just see the little girl!  
She is thinking and thinking.  
This is what she is thinking:  
“Mother has something good.  
It is in her hand.  
She is hiding it behind her.  
She says it is good to eat.  
I want it! Oh, I want it!  
Is it in this hand?  
Is it in that hand?  
Oh, dear! In which hand is it?”

The little boy wants it, too.  
He says, “I know, mother!  
I know in which hand it is.  
It is in this hand.  
It is behind your chair.  
I know, I know!  
So let me have it, mother.”



## ABOUT THE PICTURE.

Whom do you see  
in the last picture?  
Can you see what the mother has?  
What does it look like?  
In which hand is it?  
Will the little girl have it?  
Will the little boy have it?  
Is it good to eat?  
What have they just been doing?  
What have they been eating?  
What makes you think so?  
Do you see the sunshine?  
How does the sunshine come in?  
Can you see a window?  
How do you know there is a  
window?  
Tell what you see in the house.  
Does it look like your house?

ABOUT A LITTLE GIRL AND BOY.

I know a little girl.  
I think you know her, too.  
She has a brother.  
She has a father.  
She has a mother.  
They live in a little house.  
I think it is a queer house.  
It has a queer little window.  
Can you find a picture  
of the house?  
The little girl is saying something.  
Do you know what she is saying?  
Tell what it is.  
Can the little boy say it, too?  
Does the little boy go to school?  
Does the little girl go to school?  
Do you go to school?

ABOUT ANOTHER GIRL AND BOY.

I know another little girl.  
I know another little boy.  
They live in a queer house, too.  
They have a mother.  
I think they have a father.  
The father is not in the picture.  
He is not in the house.  
The mother has something good.  
She is hiding it behind her.  
Can you see it?  
Do you know what it is?  
What is the mother saying?  
What is the little girl thinking?  
What is the little boy saying?  
Does he know in which hand it is?  
Do you see a window  
    in the picture?  
Can you see the sunshine?



*WHO WILL BUY A RABBIT? Meyer von Bremen*

## THE LITTLE RABBIT GIRL.

Look at this picture.

I will tell you about it.

A little boy is going to school.

He sees a girl with some rabbits.

He runs to her.

A baby boy has a big sister.

They are having a good run.

They see the girl with the rabbits.

They run to her.

Two little girls are playing.

They are playing in the sunshine.

They see the girl with the rabbits.

They run to her.

They all run to the little girl.

They all say, "Look, look!

Just look at the rabbits!

Look at the baby rabbits!"

Look at the last picture again.  
Do you see two little boys?  
Do you see four little girls?  
Do you see six boys and girls?  
One little girl has a basket.  
Four rabbits are in the basket.  
There is a mother rabbit.  
And there are three baby rabbits.  
Can you see them all?  
What are the two little girls  
doing?  
What is the big sister doing?  
What is the baby boy doing?  
Can you see what he is eating?  
Is he having a good time?  
Where is the other boy going?  
What makes you think  
he is going to school?  
What are they all saying?

The little Rabbit Girl says,  
“Just see my rabbits!  
Who will buy a baby rabbit?”

The big sister says,  
“I will buy a rabbit.  
I will buy one for my baby  
brother.”

The little boy says,  
“I will buy a rabbit.  
I will buy one for my mother.”

The two little girls say,  
“We will buy a rabbit.  
We want to play with it.  
Dear little rabbit!  
Here is some bread to eat.  
Here is some grass to eat.  
Oh, we will buy a rabbit!”

## A QUEER RABBIT.

There was a little lass,  
Who sat on the grass,  
Eating her bread and milk;  
There came a big rabbit,  
Who said, "Let me have it.  
I like to eat bread and milk."

The little lass said, "Oh, no!  
Go away, big rabbit!  
Go away!  
You cannot have my bread  
and milk.

Go and eat some grass.  
Rabbits like grass.  
Little girls don't like grass.  
You are a queer rabbit.  
This is my bread and milk.  
Go away! Go away!"





*BOTH ASTONISHED*

*Beyschlag*

## BIRTHDAY MORNING.

Good morning, Baby.  
This is your birthday.  
This is your birthday morning.  
You are mother's big boy now.  
See your playthings, Baby.  
Just see your playthings.  
They are on the chair.  
You have three little houses.  
The houses are from your sister.  
You have a little horse.  
The horse is from your brother.  
You have a little cart.  
The cart is from your father.  
You have some flowers.  
The flowers are from your mother.  
They are your birthday flowers.  
Oh, what a big boy you are!

WITH COMPLIMENTS OF  
AUTHOR AND PUBLISHERS



BIRTHDAY MORNING

*Meyer von Bremen*

## ABOUT THE PICTURE.

Look at the picture of "Birthday Morning."

Look at it a long time.

Do you like the picture?

Whom do you see in it?

Tell what playthings the baby has?

Where are the playthings?

Have you a chair like this one?

What is in the baby's hand?

Tell all you see in the house.

Does it look like your home?

Is it morning?

What makes you think so?

Is the sun shining?

Can you see the sunshine?

Can you see the window where  
the sunshine comes in?

Where do you think  
the window is?

## SOMETHING TO TELL.

1. Tell what a little girl had  
in a basket.
2. She had four rabbits in a basket.
1. Tell what the little girl said.
2. The little girl said,  
“Who will buy a baby rabbit?”
1. Tell about the “little lass  
Who sat on the grass,  
Eating her bread and milk.”
2. “There came a big rabbit,  
Who said, ‘Let me have it.  
I like to eat bread and milk.’”
1. Tell what playthings Baby had  
on “Birthday Morning.”
2. Baby had three houses.  
Baby had a little horse.  
Baby had a little cart.  
And he had some pretty flowers.



*CAN'T YOU TALK?*

*Holmes*

CAN'T YOU TALK?

I know a baby boy.  
I know a big, big dog.  
And I know a little cat.  
Here is the picture of them all.  
The baby has just learned to talk.  
He likes to talk.  
He talks and talks all day.

He talks to the big dog.  
But the dog will not talk to him.  
The dog just says, "Bow-wow."  
The dog plays with the baby.  
He likes the baby.  
I know he does.  
But he will not talk to him.  
One day the baby said,  
    "You are a good dog.  
    I like to play with you.  
    But why don't you talk?  
    You just say, 'Bow-wow.'  
    Can't you talk, big dog?  
    Tell me, can't you talk?"  
And what do you think  
    the dog said?  
The dog said, "Bow-wow."  
And the cat said, "Meow, meow."

THE DUTCH GIRL AND HER CAT.

Do you know this little girl?  
I will tell you about her.  
She is a Dutch girl.  
She lives in Holland.  
Holland is far, far away.  
Dutch boys and girls  
live in Holland.  
They all talk Dutch.  
You think it is queer to talk Dutch.  
They think it is queer to talk  
as we do.  
See this little girl's cap.  
See her queer shoes.  
They are wooden shoes.  
See her cat.  
It is a Dutch cat.  
She likes her Dutch cat.  
I know she does.





*DUTCH GIRL AND HER CAT*

*Hoecker*

I AM A LITTLE DUTCH GIRL.

I am a little Dutch girl,

My home is far away.

If you will come to see me,

We will play and play and play.

We will go into the garden

And hide behind the flowers.

We will put on mother's wooden  
shoes

And play that they are ours.

We will go into the meadow

To see them make the hay.

Oh, if you will come to see me,

We will play and play and play.



*A DUTCH MAIDEN*

*H. von Bartels*

## DOLLY'S RIDE.

Just see our boat!  
It is a sailboat.  
It is a good boat.  
Don't you think so?  
It is father's big, wooden shoe.  
Just see the sail!  
The wind will blow on the sail.  
Then the boat will go.  
And Dolly can have a ride.  
Dolly likes to ride in our boat.  
Dolly likes to ride on the water.

Oh, dear! The wind does not blow.  
The boat will not go.  
Dolly cannot have a ride.  
Brother will make the wind blow.  
He can make the boat go.  
Now Dolly is having a good ride.



*A FAIR WIND*

*Raupp*

## HELPING FATHER.

Once there was a little girl.  
She was a little Dutch girl.  
She lived in Holland.  
Her father had a big boat.  
It was a sailboat.  
One day her father said,  
“Come, little girl.  
I am going out on the water.  
I am going out on the ocean.  
I am going in the big boat.  
Will you go with me?  
You can help me if you will go.  
There is no wind to-day.  
So we cannot sail in our boat.  
We shall have to row it.  
You can help me row.  
Come, little girl.  
Will you go?”



*A HELPING HAND*

*Renouf*

Here we are in our big boat.  
We are on the big, big ocean.  
Other boats are on the ocean, too.  
Can you see them?  
They are sailing away, away.  
We are not going very far away.  
I am helping father row the boat.  
He likes to have me help.  
I like to row.



*THE WOLFHOUND*

*Potter*

THE DUTCH DOG.

Bow-wow, bow-wow!

Do you want to know who I am?

Do you want to know where I live?

I will tell you. I am a Dutch dog.

I live in Holland. This is my house.

I play with the Dutch children.

We have good times in Holland.

Bow-wow, bow-wow!



## THE DUTCH BOYS AND GIRLS.

1. Where is Holland?
2. Holland is far, far away.  
It is on the other side  
of the ocean.
1. Who live in Holland?
2. Dutch children live in Holland.
1. Do they talk as you do?
2. No, they talk Dutch.
1. What do Dutch girls wear?
2. They wear queer little caps.  
They wear big, wooden shoes.
1. Tell what Dutch children do.
2. Dutch boys make sailboats  
of the wooden shoes.  
They sail them on the water.
2. Dutch girls make flower  
gardens.  
Dutch children all go to school.



*THE HAYMAKERS*

*Dupré*

A MEADOW IN FRANCE.

“Willie boy, Willie boy,  
where are you going?  
I will go with you, if I may.”  
“I am going to the meadow  
to see them a-mowing.  
I am going to see them make hay.”

## MOWING THE GRASS.

Here is a meadow in France.  
France is on the other side  
of the ocean.  
It is not far from Holland.  
Here are two French men.  
And here is a French woman.  
They are making hay.  
The men are mowing the grass.  
Just see them work!  
The woman has been working, too.  
Now she is resting.  
She is eating something.  
Do you see her basket?  
It is on the grass.  
What a big meadow this is!  
There are trees on the other side  
of the meadow.  
Can you see them?



*TOSSING THE HAY*

*Duprè*

MAKING THE HAY.

The woman is tossing grass now.  
The man is tossing grass, too.  
They toss it to make it dry.  
The sun helps to dry the grass.  
The wind helps to dry it.  
When grass is very dry it is hay.



*HAYMAKERS' REST*  
RESTING.

*Dupré*

Here are the haymakers again.  
They have worked all the morning.  
Now they are resting.  
They will soon go to work again.  
The sun is shining.  
The grass is getting dry.  
It will soon be hay.



*THE HAY HARVEST*

*Dupré*

THE HAY-CART HAS COME.  
The hay-cart has come.  
Four horses are drawing the cart.  
Two horses are white.  
And two horses are black.  
The haymakers are working fast.  
They are not resting now.  
They will put the hay on the cart.

## ABOUT THE PICTURE.

Do you like the last picture?

Look at it a long time.

Tell all you see in it.

What are the man and woman  
doing?

Do you see other haymakers?

Where are they?

What are they doing?

How many horses do you see?

What color are the horses?

Are there trees on the meadow?

Are there clouds in the sky?

Is the sun shining?

Why do you think so?

What time of day do you think  
it is?

Do you think the grass is dry?

Is it grass or hay now?

## THE BALLOON.

“What’s the news of the day,  
Good neighbor, I pray?”

“They say the balloon  
Is gone up to the moon!”

Some other haymakers have come.  
Just see them!

They are not working at all.

They are looking up at the sky.

They are saying something.

They are saying, “Look! Look!

Do you know the news?

Oh, do you know the news?

Look up at the sky.

See the balloon.

It has gone up to the moon.

How will it get down again?

Oh, how will it get down?”





*THE BALLOON*

*Dupré*

IT IS GOING TO RAIN.

How black the clouds are!  
How the wind blows!  
It is going to rain.  
It is going to rain very soon.  
The haymakers are working fast.  
Just see them!  
They see the black clouds.  
They say, "Work fast! Work fast!  
We cannot rest now.  
It is going to rain.  
We shall get wet.  
Our hay will get wet.  
Our horses will get wet.  
The balloon will get wet.  
Oh, where is the balloon?  
Has it gone up to the moon?  
How the wind blows!  
It is going to rain very soon."



HAYING TIME

*Dupré*

“We do not want our hay  
to get wet.

We have worked in the meadow  
all day to make it.

The sun and wind have dried it.  
We must put it in the barn.

Then the rain may come as fast  
as it wants to.

Then the wind may blow.”

## WHO PAINTED THE PICTURES?

Look at the last six pictures  
again.

Do you know who painted them?

Yes, it was Julien Dupré.

That is a queer name, isn't it?

Can you find his name?

It is on all of his pictures.

Julien Dupré was a Frenchman.

He lived in France.

He loved the French men.

He loved the French women.

He loved the French children.

He liked to paint pictures of them.

He liked to paint them at work.

He liked to paint big meadows.

He liked to paint the clouds.

He liked to paint the sunshine.

Do you like his pictures?

## ABOUT THE LAST SIX PICTURES.

1. Look at the picture on page 68.  
What are the haymakers doing?
2. Look at the picture on page 70.  
Tell how they make hay.
3. Look at the picture on page 71.  
What color is the grass?  
What color is the sky?
4. Look at the picture on page 72.  
Put your hand over one side of  
the picture. What do you see?  
Put your hand over the other  
side of the picture.  
What do you see?
5. Look at the picture on page 75.  
What do the haymakers see?  
What is a balloon?
6. Look at the picture on page 77.  
Do you like this picture?  
Tell all you can about it.

## FEEDING HER BIRDS.

Here are three little French girls.  
And here is their mother.  
Their mother is talking to them.  
This is what she is saying:

“Come here, little birds,  
You dear little birds;  
Sit here in a row,  
In the doorway, just so.  
Your mother will feed you,  
As mother birds do.

Sit still, little birds,  
You dear little birds;  
Sit still as a mouse,  
In the door of your house.  
Now which shall it be,  
One, two, or three?”



*FEEDING HER BIRDS*

*Millet*

## ABOUT THE PICTURE.

Look at the last picture again.  
Whom do you see in it?  
Where are the little girls sitting?  
What is their mother doing?  
What is the cat doing?  
What is the hen doing?  
What do you think the hen wants?  
What has one little girl  
    in her hand?  
Do you wear caps like theirs?  
Do you wear shoes like theirs?  
What is their mother saying?  
Which is she feeding?  
Is it morning or evening?  
Good night, little girls.  
You will go to sleep soon.  
Good night, little One, Two,  
    and Three.





*WOMAN SEWING BY LAMPLIGHT*      *Millet*

GOOD NIGHT.

Good night, Baby, good night.  
Mother is here by your side.  
Mother will work, Baby may sleep  
Good night, Baby, good night.

## FEEDING THE HENS.

The night is all gone.  
It is morning.  
The sun is shining.  
The birds are singing.  
The baby is happy.  
Just see him in the doorway.  
His mother is feeding the hens.  
Can you see what she feeds them?  
What do you think it is?  
Some of the hens are eating.  
And some are running.  
They all want something to eat.  
How fast they run!  
Do you see the garden?  
I think the hens have been  
    in the garden.  
I think the baby will play  
    in the garden.



*FEEDING THE HENS*

*Millet*



# MICROCOPY RESOLUTION TEST CHART

(ANSI and ISO TEST CHART No. 2)



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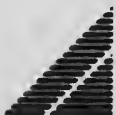
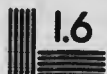
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MILLET

*By himself*

MILLET.

Do you like the last three pictures?  
A Frenchman painted them.  
His name was Millet.  
This is his picture.  
He was once a little boy like you.

Millet had eight brothers  
and sisters.

He was the big brother.

So he had to work.

He worked in the garden.

He helped his father make hay.

He helped his mother, too.

He helped her feed the hens.

He helped her wash the clothes.

Millet liked to work.

He liked to go to school.

And he liked to draw pictures.

He drew pictures of his lambs.

He drew pictures of his father.

He drew pictures of the children.

Then he learned to paint beautiful  
big pictures.

He painted a long, long time.

He painted the things he loved.

## WASHING IN THE RIVER.

Here is another French woman.  
She has been washing her clothes  
in the river.

Other women are washing, too.  
Some are in the little house.  
Do you see them?

Some are on the other side of  
the river.

Some are putting their clothes  
on the trees.

The clothes will dry on the trees.  
The sun and wind will dry them.  
This woman has worked fast.

Her clothes are all dry.

They are in the basket.

She is going home now.

Her home is away on the hill.

It will soon be evening.





*THE WASHERWOMAN*

*Breton*

## ABOUT THE LAST FIVE PICTURES.

1. Look at the picture on page 81.  
Whom do you see in it?  
What are they all doing?
2. Look at the picture on page 83.  
What is the baby doing?  
Why is the mother working?
3. Look at the picture on page 85.  
Tell all you can about this  
picture.
4. Look at the picture on page 86.  
Tell all you know about Millet.
5. Look at the picture on page 89.  
How many little pictures  
do you see in this big one?  
What are all the women doing?  
Do you see meadows or hills  
in the picture?



ON THE BEACH

*Meyer von Bremen*

PLAYING BY THE OCEAN.

Go on, John! Go on, Willie!

Make us ride fast.

Make us go as fast

as the sailboats go.

How do you like to be horses?

We think you are good horses.

We like to ride in your cart.

We like to ride by the ocean.

## WHAT MOTHER HAD.

The children played and played.

At last they ran home.

They said, "We will see if mother has come.

She has been gone all day."

"I see her," cried May.

"She has something in her hand. It looks like a basket."

"Oh, mother!" cried Mary.

"What have you? What have you? Do let us see!"

Then their mother let them look.

And what do you think they saw?

Yes, they saw a beautiful bird.

It was in a little bird house.

It was their bird.

It had come to live with them.

Their mother said so.



*Meyer von Bremen*  
*SEE WHAT MOTHER HAS BROUGHT HOME*

## THE RAINY DAY.

One day it was raining very fast.  
The grass was very wet.  
The children had to play  
in the house.

“What shall we do?” said Mary.

“We cannot go out of doors.  
What shall we do all day?”

“I know,” cried Willie.

“We can play with our bird.”

“Oh, yes! Oh, yes!” cried May.

“Just see him hop about!

He is not happy in his house.

He wants to come out.

He wants to play with us.

He will sing for us.

Let us open the door.

You will not go away,  
will you, little bird?”



*THE PET BIRD*

*Mey*

Then John opened the little door.  
Out hopped the bird.

He hopped up on John's hand.  
He looked this way

and he looked that way.

“He wants something to eat,”  
said John.

“Here is some bread, little bird.  
Eat it and then sing for us.”

The children did not see  
that the clouds had gone.

They did not see that the sun  
was shining.

But the little bird saw.

He saw the open window.

He saw the sunshine and away  
he flew.

He flew and he flew and he flew.

He flew to a big tree.



Then how he did sing!  
He was singing for the children.  
I think he wanted to say,  
    "I like you, Willie.  
    I like you, John.  
    I like you, Mary and May.  
    But I like the trees.  
    I like the flowers.  
    And I like the sunshine, too."

"Once I saw a little bird  
    Come hop, hop, hop;  
So I cried, 'Little bird,  
    Will you stop, stop, stop?'  
And was going to the window  
    To say, 'How do you do?'  
But he shook his little tail,  
    And far away he flew."

A LITTLE BOY AND HIS LAMB.

Here is a picture of a little boy  
and his lamb.

He is a beautiful boy.

Don't you think so?

He is a good boy.

He likes the birds.

He likes the flowers.

He likes the trees.

And he likes his lamb.

The lamb likes the little boy, too.

They play all day.

They like to play out of doors.

The boy does not wear clothes  
like yours.

He wears a little skin coat

It is a queer little coat.

But the little boy likes it.

You will see his picture again.



ST. JOHN AND THE LAMB

*Murillo*

AT PLAY.

Here is another picture of the  
little boy and his lamb.

A little friend is with them now.  
I think they have been running.  
They have been having a good  
time. Now they are resting.  
The little friend has found some  
water.

He is giving some to the other  
little boy to drink.

Can you see what the boy  
is drinking from?

Yes, he is drinking from a shell.  
That is why the picture is named  
"The Children of the Shell."

Tell all you see in the picture.  
Do you see the sun going down?  
It will soon be evening.



*CHILDREN OF THE SHELL*

*Murillo*

The children will run home fast.  
They are happy little children.  
Many people think that no other  
picture of children is so beautiful  
as this.

Do you like it?

Do you know who painted it?

## AT HOME.

The two little friends are at  
home now.

They are very happy.

I think the mother is happy, too.

Don't you think so?

The boys have had a good time  
all day.

They have run over the hills.

They have played in the meadows.

They have found water to drink.

And they have rested by the trees.

The little lamb has played  
with them all day.

I think it is evening now.

The sun has gone down.

The boys will soon go to sleep.

Good night, little friends,  
good night.



*MADONNA OF THE CHAIR*

*Raphael*

*Good night, little friends, good night.  
Sleep sweet till morning light.  
And wake to meet the coming day,  
With love and laughter and with play.*

# Memory Selections.

1.

One day I went walking,  
And what did I see?  
A butterfly chasing  
A big bumblebee!

When tired of tagging,  
They played hide and seek,  
And like little children,  
Played peek-a-boo, peek!  
*Wilhelmina Seegmiller.*

2.

In the heart of a seed,  
Buried deep, so deep,  
A dear little plant  
Lay fast asleep.  
"Wakel" said the sunshine,  
"And creep to the light!"  
"Wakel" said the voice  
Of the raindrops bright.

The little plant heard  
And it rose to see  
What the wonderful  
Outside world might be.  
*Kate Louise Brown.*

3.

Hush-a-bye, baby,  
On the tree-top,  
When the wind blows  
The cradle will rock;  
When the bough breaks  
The cradle will fall,  
Down will come baby,  
Bough, cradle and all.

4.

'Tis raining, 'tis raining,  
'Twill wake up the flowers,  
And then they'll say "Thank you  
For sunshine and showers."

5.

"Mistress Mary, quite contrary,  
How does your garden grow?"  
"With silver bells and cockle  
shells  
And pretty maids all in a row."

6.

Come see my small garden!  
How sweetly they grow,  
My five little flowers,  
All in a row.  
The rose and the tulip, the lily  
so tall,  
The daisy and violet, smallest  
of all.  
My flowers are thirsty, so now  
I will bring  
A drink of cold water for each  
little thing.

7.

Kind hearts are the gardens  
Kind thoughts are the roots,  
Kind words are the blossoms,  
Kind deeds are the fruits.

Oh, care for the gardens,  
Guard, guard them from weeds,  
Fill, fill them with blossoms,  
Kind words and good deeds.

8.

Down falls the pleasant rain  
To water thirsty flowers;  
Then shines the sun again,  
To cheer this earth of ours.

If it were always rain  
The flowers would be drowned  
If it were always sun,  
No flowers would be found.



## 9.

"How many miles to Baby-land?"  
 "Any one can tell;  
 Up one flight,  
 To your right;  
 Please to ring the bell."

"What can you see in Baby-land?"  
 "Little folks in white,  
 Downy heads,  
 Cradle beds,  
 Faces pure and bright!"

"What do they do in Baby-land?"  
 "Dream and wake and play,  
 Laugh and crow,  
 Shout and grow;  
 Jolly times have they!"

"What do they say in Baby-land?"  
 "Why, the oddest things;  
 Might as well  
 Try to tell  
 What a birdie sings!"

"Who is the queen of Baby-land?"  
 "Mother, kind and sweet;  
 And her love,  
 Born above,  
 Guides the little feet."

*George Cooper.*

## 10.

The birdie has gone to its nest,  
 And baby must go to her bed,  
 For the sun has sunk down in  
 the west  
 In curtains of purple and red.

Yes, this is the end of the day;  
 The lambs are asleep in the  
 dew;  
 So baby must leave off her play,  
 And go to her little bed, too.

## 11.

Where does the light go  
 When mother blows it out?  
 Off to the fairies' land,  
 To see what they're about.  
 Some are making courtesies,  
 Some are making pies;  
 Some are making veils of down,  
 To cover baby's eyes.

*Bertha E. Bush.*

## 12.

When I was down beside the sea  
 A wooden spade they gave to me  
 To dig the sandy shore.  
 My holes were empty like a cup,  
 In every hole the sea came up,  
 Till it could come no more.

*Robert Louis Stevenson.*

## 13.

Little boy blue, come blow your  
 horn,  
 The sheep's in the meadow, the  
 cow's in the corn.  
 Where's the boy that locks after  
 the sheep?  
 He's under the haycock, fast  
 asleep.  
 Will you wake him? No, not I;  
 For if I do, he'll be sure to cry.

## 14.

Twinkle, twinkle, little star;  
 How I wonder what you are,  
 Up above the world so high,  
 Like a diamond in the sky!

When the glorious sun is set,  
 When the grass with dew is wet,  
 Then you show your little light,  
 Twinkle, twinkle, all the night.

*Jane Taylor*

## ABOUT THE BOOK.

**I**T has come to be the accepted thing for School Readers to be based on the lives of great writers and selections from their works, accompanied by portraits of authors and pictures of their homes. The emphasis is being rightly placed on "literature." This much is a distinct gain. Literature and art, however, have been so intimately related through so many centuries and by so many peoples, that it is surprising that they have not been more closely related in education. To teach a child to interpret and appreciate good art is quite as desirable as to teach him to read and enjoy good literature.

"The Art-Literature Readers" represent an attempt to relate art and literature in a series of graded Readers for school use. The basis of the series is a collection of the choicest literature, the gathering of which has occupied several years of painstaking search. The effort has been to discover in the works of the best writers selections that are literary units, and which possess distinct dramatic and inspirational qualities. Selections that have not been used in innumerable readers have been given the preference. These selections are accompanied by anecdotal biographical sketches and portraits of the leading authors. It is hoped that as literary readers they will be found to possess freshness and the power to hold the child's interest.

The distinguishing feature of the series, however, is the introduction of portraits and biographical sketches of artists with reproductions of their most famous works. Beginning with Book II., the leading artists of the different "schools" are taken up, so that the child completing the series in the eighth grade will have some definite information regarding the characteristics of the various "schools" and the artists of the different nations.

In the "Art-Literature Primer" the purpose has been to present pictures dealing with child life and children's pets, with text drawn from them and presented in such a way as to retain the interest and give training in natural expression. The colloquial form has been retained wherever possible in the belief that the chief end of oral reading is to make children read as they talk. Wherever possible each line is either a complete sentence or a complete phrase. The Primer contains nearly 6,000 words of reading matter, with a vocabulary of only 258 words. In place of distributing the memory selections through the book to interrupt the interest of the child, they have been placed at the back of the book for the teacher's use.

## SUGGESTIONS TO TEACHERS.

**T**HE following suggestions may be of assistance to teachers in enlarging the work outlined in the lessons of this book and in making the picture study, as well as the selections at the back of the book, of greater value.

Before reading the lesson for the day, a few minutes should be spent in talking about the picture upon which the lesson is based. It is advisable to dwell chiefly upon the story which the picture tells, encouraging the children to express in their own words what they see in the picture. This will stimulate their imagination and teach them to observe carefully. Much confidence and freedom of expression are sure to follow. With tactful questioning, while talking about the picture, the teacher can lead the children to use many of the words which occur in the written story, especially those which are used for the first time and which may be new to them. These may be written on the blackboard so that the children will become familiar with them, thus making the first reading of the story easy and pleasant. The title of the picture and the name of the artist should be learned whenever practicable, and gradually, as the class progresses, a simple method of picture study may be pursued, which will prepare the children for the more careful study required in the higher books of this series.

The selections at the back of the book should be read frequently to the children or memorized by them in connection with the lessons to which they are most appropriate.

### SPECIAL SUGGESTIONS.

*Pages 6-17.* In this group of lessons, each picture should be talked about and the children encouraged to tell of their own pets. Words and sentences should be written on the board, so as to familiarize the children with the vocabulary of the text.

*Pages 18-35.* In studying these lessons, great care should be taken that the children get the *thought* of the whole sentence before attempting to read it aloud. If this is done, smooth, fluent expression, with suitable emphasis and voice inflection, come as naturally as in speaking and the formation of bad habits of expression is avoided.

*Pages 36-45.* The first two lessons in this group may interest the children in the alphabet, which it is well for them to learn. The picture story, however, should receive the emphasis.

*Pages 46-57.* If possible, give the children an opportunity to see a live rabbit before reading these lessons, letting them observe its habits and telling them something about its life. Lead them to notice the sunshine and shadows in the pictures, also the time of year represented. The review lesson on page 55 may be read as dialogue.

*Pages 58-67.* Before studying these lessons the teacher should tell the children about Holland and the quaint but sturdy Dutch people, and read to them parts of "Hans Brinker" by Mary Mapes Dodge, or some of the stories from "The Land of Pluck" by the same author. The children should be made to realize that they are reading about other real children who play and work just as they do.

*Pages 68-79.* Prepare the children for the study of these lessons as for the previous group, by telling them of the life of the French peasants and of Julien Dupré, the artist who painted so many pictures of them.

Ask questions about the pictures similar to the following: Look long at the picture on page 75. What is the name of the picture? Why was it given this name? Whom do you see in the picture? Where do they live? What have they been doing? What are they doing now? Who saw the balloon first? Why do you think so? Do you see the sunshine? Do you see the shadows? What time of the year is it? Are the haymakers nearly through with their work? Would the picture be as beautiful without the hills and trees? Do you like this picture? Can you tell why you like it? Who painted it?

Before taking up the review lesson on page 79, each child should be given one of the pictures referred to to study and be ready to tell all he can about it to the class.

*Pages 80-90.* This group continues the pictures and stories of French peasants. The boyhood of Millet and his first attempts at drawing can be made very interesting to the children. For information on his life see "Jean François Millet, Peasant and Painter," by Sensier, also "Painters of Barbizon," Vol. I (Great Artists Series). Have before the class reproductions of several of Millet's pictures for the children to study and talk about. The review lesson on page 90 should be treated as was the one on page 79.

*Pages 91-97.* These pictures should be studied until the thought of each story is worked out, when the reading will be full of animation, the spirit of the story controlling the expression. After reading, the children may be allowed to tell the complete story in their own words.

*Pages 98-103.* If possible, show the children reproductions of other pictures by these artists. If this group of lessons is read near the Christmas season, penny copies of the pictures studied, suitably mounted, form pretty Christmas cards.

When the work of the book is completed, some time might be profitably spent in having each child tell which picture in the book he likes best, why he likes it, and the name of the artist. A reproduction of the picture chosen, mounted on a mat ready for hanging at home, will be a pleasant reminder of the child's first reading book. The children's comments on the pictures, memorized selections, and suitable songs might form an interesting special exercise.

# THE GUIDE TO PRONUNCIATION

The following key explains the symbols which are used to indicate the pronunciation of the words in the vocabulary of this Primer. It is based upon the latest edition of Webster's International Dictionary.

ä . . . . . as in <i>ä</i> te	l . . . . . as in l <i>ce</i>	ÿ . . . . . as in b <i>a</i> ' <i>b</i> y
â . . . . . as in p <i>ref</i> ' <i>ä</i> ce	l . . . . . as in l <i>t</i>	ö . . . . . as in m <i>ö</i> ö <i>n</i>
ã . . . . . as in ä <i>dd</i>	ö . . . . . as in ö <i>ld</i>	ö . . . . . as in g <i>ö</i> ö <i>d</i>
â . . . . . as in ä <i>r</i>	ö . . . . . as in ö <i> bey</i> '	ou . . . . . as in o <i>u</i> t
â . . . . . as in ä <i>sk</i>	ö . . . . . as in ö <i>t</i>	th . . . . . as in t <i>h</i> is
ä . . . . . as in f <i>ä</i> r	ö . . . . . as in lö <i>rd</i>	ü = ng . . . . . as in i <i>ng</i>
ä . . . . . as in g <i>ä</i> ll	ü . . . . . as in f <i>ü</i> se	' for voice glide,
ö . . . . . as in ö <i>at</i>	ü . . . . . as in ö <i> nite</i> '	as in e <i>aten</i> (et''n')
ö . . . . . as in ö <i> vent</i> '	ü . . . . . as in ö <i>p</i>	
é = ä . . . . . as in t <i>h</i> ere	ü . . . . . as in b <i>ü</i> rn	
ö . . . . . as in h <i>ö</i> r	ü . . . . . as in f <i>ü</i> ll	

Silent letters are italicized. Certain vowels, as *a* and *e*, when obscured, are also italicized.

## THE WORD LIST

6  
*thr*ee  
 lit'tle (t'l)  
 kit'ten (t'n)  
 one (wün)  
 two (töw)  
 see

7  
 säy  
 meow (m*é* ou')  
 rün  
 pläy

8  
 th*é*  
 b*üt*'t*er* fly (fl'i')  
 w*é*  
 come (kü*m*)  
 nö

10  
 f*ö*ur  
 scamp (skä*m*p)  
 äre  
 you (ä)

11  
 can (kän)  
 m*é*  
 12  
 p*ë*ek'-ä-b*ö*  
 mother (m*ü*th'ë.)  
 find

13  
 what (hw*ö*')  
 do (d*ö*)

14  
 ä*m*  
 hid'ing  
 b*é*'h*ind*'  
 chä*r*  
 th*é*re

16  
 b*ä*ll  
 gö  
 üp  
 down (d*ö*un)  
 ä*nd*

17  
 (Review)  
 18  
 my (mi)  
 dö*g*  
 like

19  
 bow wow (bou'-'wou')  
 gö*ö*d

20  
 ch*é*r'ry  
 girl (g*é*rl)  
 r*ip*e  
 who (h*ö*)  
 w*ill*  
 buy (bi)

21  
 h*ä*ve  
 know (nö)

22  
 chick'ën  
 how (hou)  
 five  
 six (siks)  
 ä wäy'  
 t*ö*

23  
 h*é*re

24  
 is (iz)  
 it  
 brother (br*ü*th'ë*r*)  
 wä*nt*  
 to (t*ö*)  
 säid (s*é*d)

25  
 something  
 (s*ü*m't*h*ing)  
 queer (kw*é*r)  
 nö*t*

26  
boy (boi)  
tôad  
they (tha)  
think  
with

29  
bird (bêrd)  
flower (flou'êr)  
in  
trêe  
house

30  
bà't'ý  
nêst  
shê  
êat  
chêep

32  
(Review)

34  
picture (pik'tu-)  
has (hâz)  
hê  
another (an'ath'êr)  
fôr

35  
lôok  
(Review)

37  
lêarn  
thîs  
dêar  
whên (hwên)  
shâll  
all

38  
thât  
school (skool)  
dôn't  
does (dâz)

39  
à bout'  
fâ'thêr  
hêr  
live  
fâr

41  
which (hwîch)  
hând  
time  
tôll

42  
júst  
ôh  
sô  
lêtt

43  
lâst  
been (bîn)  
mâkes  
sûn'shine'  
win'dôw

44  
of (ôv)  
(Review)

45  
(Review)

47  
ràb'bits  
ât  
big  
sis'têr

48  
again (â'gên')  
bâs'kêtt  
thêm  
whêre (hwêr)  
othêr (ath'êr)

49  
brêad  
grâs

50  
was (wôz)  
lâss  
sât  
ôn  
milk

52  
môrn'ing  
birthday (bêrth'da')  
now (nou)  
frôm  
hôrse  
cart (kârt)

54  
lông  
hômê  
sûn  
shîn'ing

55  
hâd  
(Review)

56  
can't (kân't)  
tâk  
cat (kat)  
dây

57  
bût  
hîm  
why (hwi)

58  
Dûtch  
Hôll'land  
as (âz)  
cap (kâp)  
shoe (shoo)  
wôod'en ('n)

60  
if  
gâr'den (d'n)  
put  
ours (ourz)  
mêad'ôw  
hây

62  
sâil'bôat  
wind  
blôw  
thên  
Dôl'l'ý  
ride  
wâ'têr

64  
once (wûns)  
hêlp'ing  
out  
ocean (ô'shân)  
rôw

65  
vêr'ý

66  
chil'drên

67  
side  
weâr  
(Review)

68  
France (Frâns)  
Wil'le  
mây  
â'-môw'ing

69  
Frênc  
mên  
women (wim'en)  
work (wûrk)  
rêst'ing

70  
tôss'ing  
dry (dri)

71  
hây'mâk'ers (êrz)  
sôon  
gêtt'ing  
bê

72  
draw'ing  
white (hwit)  
black  
fast

73  
many (mën'y)  
color (käl'ër)  
clouds (klouds)  
sky (ski)  
ôr

74  
bäl löön'  
news (nüz)  
neighbor (nä'ber)  
prây  
göne  
mööñ

76  
râin  
wët

77  
müst  
bärn

78  
pâint'éd  
Julien Duprè  
(Zhü 'le än' Dü-prä')  
yès  
nâme  
his (hiz)  
loved (lâvd)

79  
päge  
ô'ver  
(Review)

80  
feed'ing  
their (thâr)  
sît  
döör'wây'  
stîll  
mouse

82  
hen (hën)  
evening (ë'v'n-ing)  
night  
slêep

83  
by (bi)

84  
sing'ing  
hăp'pÿ

86  
Millet (Mé ya')

87  
eight (at)  
wash (wôsh)  
clothes (klôthz)  
lâmb  
beautiful (hä'ti ful)

88  
r.v'ër  
käll

90  
(Review)

91  
Jöhn  
üs

92  
cried (krid)  
Mä'ry  
sâw

94  
höp  
ô'pën

96  
dîd  
flew (fla)

97  
stöp  
shöök  
tâil

98  
skin  
coat (kôt)

100  
friënd  
found  
drink  
shöll

101  
péo'ple (p i)

102  
(Review)

