

LIPPINCOTT'S

NEW SERIES

THE
BEGINNER'S
READING
BOOK

UC-NRLF

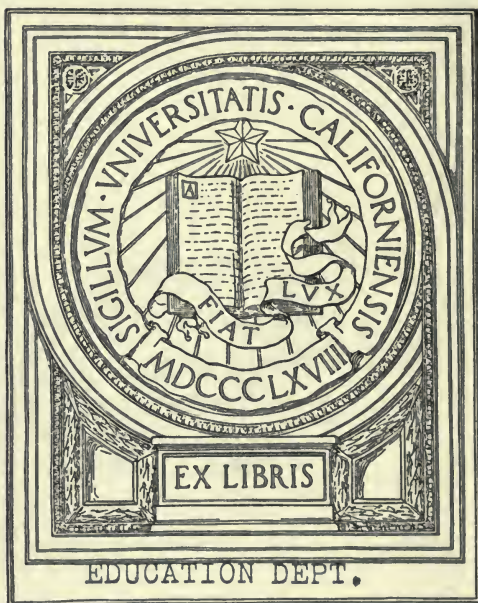


\$B 307 180

by Eben H. Davis

PHILADELPHIA

J. B. LIPPINCOTT & COMPANY



894
D261

160

THE
LIBRARY OF THE
MUSEUM OF
COMPARATIVE ZOOLOGY
AND ANATOMY
HARVARD UNIVERSITY
CAMBRIDGE, MASS.





Digitized by the Internet Archive
in 2008 with funding from
Microsoft Corporation

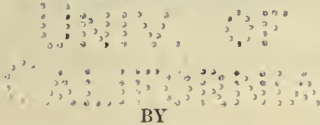


LIPPINCOTT'S NEW SERIES.

THE

BEGINNER'S

READING-BOOK.



BY

EBEN H. DAVIS, A.M.,

SUPERINTENDENT OF SCHOOLS, CHELSEA, MASS.

ILLUSTRATED.

PHILADELPHIA:

J. B. LIPPINCOTT COMPANY.

EDUCATION DEPT

Copyright, 1889, by J. B. LIPPINCOTT COMPANY.

60
w/1603

PE 1117
D354
1889
ED-7

PREFACE.

A FIRST READER should contain a great many very easy lessons, carefully graded, and so arranged as to aid sight and memory, since these powers are the most active in the process of learning to read. The style should be natural and simple, yet never in conflict with good English, and the sentences or paragraphs short, such as may be apprehended at a glance before utterance begins. This plan should continue throughout the first year, in order to establish the habit of natural and fluent sight-reading. After a few months' practice, however, long sentences may be read at sight with little effort, if divided into short sections at natural pauses, each section occupying a separate line. In such cases the pupils should read each section through as if it were complete in itself, then combine the parts and read the whole. The mind is thus aided to grasp the entire thought without undue effort, and without confusion. Extensive practice with easy reading is the surest and quickest way of laying the foundation for intelligent sight-reading of a higher grade.

This is in every sense a *reading-book*, whatever would tend to interfere with the legitimate work of thought-getting and thought-expressing having been carefully excluded. The design is to show forth such an arrangement of lessons as will be most helpful to little children. The vocabulary is much more extensive than is usually found in a First Reader, yet the lessons are so graded as to form a standard of acquirement which the children will be able to attain in their first year's work. Should

any difficulty be experienced, develop some of the words on the blackboard in original sentences, according to suggestions given in the Teachers' Edition for the early stages of the work.

It is now customary in all good schools to spend more or less time upon blackboard exercises as a preparation for the reading-book. The Teachers' Edition offers a complete method for conducting such exercises, which, if followed in detail, will lead to results that will be surprising to teachers who have not tried it. The whole plan is founded on an experience of many years in the school-room.

The introduction of Mother Goose Melodies, so delightful to little children, is in accordance with a definite purpose to furnish a series of reading-books of four grades only, each containing as much of classic literature as the conditions would allow, which may tend to the development of a taste for good reading and the early appreciation of English classics. The tendency of late years has been to underestimate the powers of children in this direction.

While the special object of this book is to exemplify a particular method of teaching reading, it is equally well adapted to any of the various processes used in our schools.

Grateful acknowledgment is hereby made to Miss May Stone, a teacher of large experience and eminent success, for valuable assistance, and to Prof. G. L. Farnham, formerly Superintendent of Schools at Binghamton, New York, for early inspiration in the thought method.

HOW TO TEACH READING.

Essentials.—The crayon and blackboard, script or print representations, together with a carefully selected vocabulary, are recognized as essential appliances for teaching the first stages of reading preparatory to the introduction of books. Script is far preferable to print in the blackboard exercises, for the reason that it is more easily and rapidly executed and acquaints the pupil with a form of representation very important for him to learn;—its use offers little impediment to the immediate transition to the printed page.

When little children first enter school—at five years of age, we will suppose—they have already learned how to use, intelligently, several hundred words in conversation, or to understand their meaning as they hear others use them; it is the teacher's duty to make as many as possible of these words recognizable to the eye in the briefest possible time, by both their script and their print representations, in such manner that they may be read as easily and fluently as they are uttered in conversation.

Attention.—Before reading can be taught successfully, by any process, it is necessary to engage the close attention of every pupil during recitation. Darwin tells of a showman who, in purchasing monkeys for exhibition, was in the habit of offering double the required price provided he might take several on trial for one week and select such as he desired. He gave

as a reason, that in a week's time he could ascertain whether he should be able to hold the attention of the monkeys, deeming it of little use to teach those that were inattentive. Children are not wholly unlike monkeys in this respect; but the teacher cannot as easily make a selection, and, therefore, must devise means to compel their attention. These are known to her who has given the subject proper consideration, but the advantages resulting from the division of a school into small groups may not be as well appreciated. No teacher is sufficiently strong or magnetic to hold the uninterrupted attention of fifty pupils during a single recitation. Experience has shown that ten or twelve children grouped by themselves are as many as can be taught at one time with best advantage. It is better for them to stand in some convenient place that their attention may not be distracted by the immediate surroundings.

Outfit.—Every school-room needs appliances for the first stages of this work, which are inexpensive,—an outlay of a few dollars being sufficient to equip a whole school,—and should consist of objects, picture-books with easy reading, pieces of boards seven or eight inches square and perforated with holes for pegs or nails, bundles of worsted a few inches long arranged in colors and shades, colored paper for geometric forms, splints, etc., the uses of which will be explained hereafter.

The objects should be selected with reference to representing perfectly the object-words of the vocabulary. They will arouse the dullest child, help to establish confidence at the first entrance to school, open the mind and heart to first impressions, and unloose the tongue.

With this outfit we are ready for the work of teaching little children how to read.

If we listen to their conversation while at play or in other daily experiences, we shall often hear expressions of true eloquence, with inflections and emphasis natural and pleasing to the ear. Do these natural utterances sound aught like their first attempts at reading? If otherwise, you may be sure that you are not on the right track.

It is altogether possible—nay, more, it is the duty of the teacher—to continue this naturalness and eloquence of expression from the very outset. How may it be accomplished?

PLAN OF INSTRUCTION.

We will suppose the teacher has before her a school of fifty little children as yet untaught, undisciplined, restless, curious, some timid, and others bold and mischievous. Each has a slate and pencil, which are kept on the desk during the session, except when the pupil is engaged with other busy work.

Obedience.—The first lesson is on obedience,—a very important one,—which may be introduced in the following pleasing manner:

The teacher, taking the table-bell in her hand, says, “What have I?”

Pupils: “A bell.”

Teacher: “Tell me something about the bell.”

A few may answer, “A bright bell.” “A large bell,” etc.

Teacher: “Children, can you all talk?”

Pupils; "Yes." (A few may answer correctly, "Yes, ma'am.")

Teacher: "Can this bell talk?"

Pupils: "No, ma'am."

Teacher: "The bell has a tongue, and if I strike it against the side, thus, it talks in a certain way. Listen!" (rings the bell several times.) "It says to you, 'Keep very still;' and now, when I ring it again, 'You must be *very* quiet.'"

The children are quiet.

Again, the teacher says, taking the bell, "The bell is to tell you, this time, to fold your hands, thus:" (showing them how.) The teacher rings the bell again and again until the children fold and unfold their hands, softly and promptly, at the given signal. This exercise is repeated at intervals.

The teacher then gives a simple exercise for the use of the slate and pencil, in which the whole school engages and in which the lesson of obedience is again instilled. She then divides the school into five groups, of ten pupils each, just as comes most convenient; later on these groups are formed according to the abilities of the children.

To teach the pupils to talk.—Near the teacher's desk is a table some ten feet long and of the proper height, on which is a box of toys or objects consisting of a doll, mat, dog, hen, cup, mug, ball, top, cat, fan, egg, nest, bell, nut, box, bird, cow, horse, axe, apple, pitcher, basket, donkey, etc., to represent the object-words which are to be used in the first reading lessons. Care is taken that each is a good representation, so that there may be no hesitancy in naming the object.

The teacher calls a group around the table, seats

herself in their midst, and opens the box. Curiosity and delight are depicted on their faces. The purpose of the lesson is to induce each to talk, and for several days this is the chief aim. The objects help very much to draw out voluntary expressions, also to secure attention and win confidence. They are also serviceable in teaching the uses of the personal pronouns, and later on in teaching to read. As soon as the children acquire sufficient confidence and ability to talk easily and fluently and to ask questions,—in a few days, a week, or, in some exceptional cases, two weeks,—they are ready to read from the blackboard some of the simplest expressions they have been taught to make.

The teacher, now seated at the table with the first group before her,—the remainder of the school being engaged with slates,—takes from the box a toy horse and proceeds somewhat in this manner :

Teacher : “ What have I ? ”

Pupils : “ You have got a horse,” or perhaps, simply, “ A horse.”

Teacher : “ Cannot some one give me a better answer ? I do not like the word *got*.”

Some one will answer, in time, just as desired, “ You have a horse.”

It is much better, when possible, to draw from the pupils the desired form of expression than to tell them. Patiently and judiciously the teacher corrects all mistakes, insisting upon full sentences in every effort.

The uses of the pronouns may be taught thus :

Teacher (placing the horse in the hands of one of the pupils) : “ What have you ? ”

Pupil : “ I have a horse.”

Teacher : “ Right.”

Then, handing the object to each of the children, severally, she elicits the same expression, "*I have a horse.*"

She then places the object in the hands of two children, each taking hold of it at the same time, and says to them, "What have *you*?"

Together, they answer, "*We have the horse.*"

Teacher (the two children still holding the object): "What have these two children?"

Pupils: "*They have the horse.*"

Teacher (handing the object to a boy): "Who has the horse?"

Pupils: "*He has the horse.*"

Teacher (handing it to a girl): "Who has the horse now?"

Pupils: "*She has the horse.*"

Teacher: "Tell me her name."

Pupils: "Mary has the horse."

Teacher: "Tell me now something about a horse. What has a horse?"

Pupils: "A horse has a head. A horse has two eyes. A horse has four feet," etc.

Every answer is a full sentence, it will be remembered.

Teacher: "What can a horse do?"

Pupils: "A horse can run. A horse can eat. A horse can drink," etc.

Teacher: "Who will take the horse and tell me all about it?"

Some one in the class volunteers, takes the horse, and says, "I have a horse. A horse has a mane. A horse has a nose," etc., touching with the hand the parts named.

This is sufficient for the first lesson, which has been

taught rapidly and with considerable enthusiasm. The children are made to use their faculties with much energy while engaged in recitation, the duration of which never exceeds fifteen minutes.

The next lesson is a repetition of the first, with such additions and variations as the occasion suggests.

The next step may introduce the use of possessives, and may be presented as follows :

An object is taken in the hand, as before.

Teacher : " Whose horse is this ?"

Pupils : " It is *your* horse."

Teacher (handing it to a pupil and addressing the person who has the horse) : " Whose horse is it now ?"

Pupil : " It is *my* horse."

Teacher (placing it in the hands of two children) : " Now whose horse is it ?"

Pupils : " It is *our* horse."

Teacher (addressing the rest of the class) : " Children, whose horse is it ?"

Pupils : " It is *their* horse."

Teacher (handing it to a boy) : " Whose horse is it now ?"

Pupils : " It is *his* horse."

Teacher (handing it to a girl) : " Whose horse is it ?"

Pupils :

" It is *her* horse."

" It is *Sarah's* horse," etc.

As soon as the children are able to talk with confidence they may be induced to ask questions of one another, similar to those of the teacher. A pupil will take an object and say, " Can a horse run? Can a horse talk? Has a horse four feet?" etc., the class responding promptly and correctly, having been trained

not to interrupt one another. The same animation and enthusiasm are maintained as before.

Each of the five groups is taught in the same way, one lesson each session.

Placing the class in groups.—In four or five days the teacher is able to judge of the abilities of the different pupils so as to reorganize the groups, placing the brightest in the first division, and so on. The second and third will very nearly equal the first, but the rest will develop more slowly. One advantage of this system of grouping is the opportunity it affords for advancing pupils naturally, and of varying the instruction to meet the necessities of such as need special attention.

The first group is ready to read script sentences from the blackboard in four or five days, but the exercises with table and objects are not abandoned for a week or two longer.

What to do with pupils not in recitation.—Before proceeding to the next step, that of reading from the blackboard, let us consider a few of the ways for engaging the attention of the school while one group is reciting. Ten minutes each session is devoted to a lesson in writing. The teacher writes on the blackboard, very slowly, some simple sentence, as, "I see a man," etc., the pupils imitating, or trying to write just as she does, between ruled lines on slates. They may then be left to themselves, and will be kept busy a proper length of time repeating the copy. Their first efforts, to be sure, will not be encouraging, but it is astonishing how soon the characters begin to assume form and meaning. The effect is somewhat like that produced by the adjustment of a field- or opera-glass,

each turn of the screw bringing distant objects into definite and well-defined outline, only the process is much slower. Each step in knowledge is gained by persistent repetitions, nor will the tasks weary when enlivened by proper changes. All busy work has a definite purpose, combining entertainment with instruction.

Children will entertain themselves, at first, with colored sticks and splints of different lengths, which, later, they will learn to arrange in definite forms; dissected pictures of animals, paper triangles, squares, and other forms being traced around with pencil on the slate; pieces of white-wood boards several inches square with one hundred holes arranged in rows of ten each, to be filled with colored pegs or smooth steel nails an inch or an inch and a half long; pin-cushions for arranging forms with pins; bunches of worsted, each containing duplicate strands of the primary colors and their different shades which are to be separated and matched,—all of which will furnish sufficient employment, amusement, and instruction at the outset.

The teacher is ever on the alert to keep her school busily employed, whether in recitation or otherwise, for this is the secret of good discipline and natural teaching.

The plan of inducing children to talk readily and without restraint before reading from the blackboard is an exceedingly important one, and should not be neglected. A very strong point is always gained when we can make the pupils talk, whatever the exercise.

Formation of vocabulary.—We come now to the formation of a vocabulary which shall consist of just the words we wish to teach before the introduction to

books. Their number depends upon the time we expect to spend with blackboard exercises. Experience has proved that five months—twenty weeks—may be spent very profitably in this kind of work exclusively, with the warranted expectation of greater progress and better expression in the subsequent reading from books. Three hundred words should be the limit of vocabulary, for only the brightest children will be able to learn this number so as to read them in every easy combination. Except that it is very desirable to have some uniform list, arranged in natural order and adapted to the capacity of pupils, it matters little whether the words be of easy or difficult orthography, provided their uses are understood,—this point having little connection with sight-reading.

The following vocabulary is used in the lessons of the reader, with additional words, thus increasing the value of this system of teaching.

FIRST AND SECOND MONTHS.

Object-words (represented and taught by means of objects or toys):—Horse, cow, donkey, dog, hen, nest, basket, apple, doll, fan, mug, cat, bird, bell, ball, bat, top, box, axe, cup, jug, egg, rat, pitcher,

Have, see, has, is, put, can, will, run, bite.

A, an, the, red, fat, big, little, pretty.

I, it, my, me, you, yes, no, not, in.

THIRD MONTH.

Man, boy, girl, lamb, fox, tail, fur, feathers, wool, eye, ear, nose, mouth, head, hair, face, hand, feet, kitten, squirrel, chicken, rabbit.

Do, did, was, are, may, fly, lay, play, hit, like, spin, eat, smell, hear, wash, comb, jump, catch.

He, she, we, our, this, that.

One, two, three, four, five, good, bad, new, old, white, black, gray, right, left, bushy.

Here, there, where, fast, very, too, now, ever, and, on, of, to, for, with.

FOURTH MONTH.

Tree, leaves, grass, hay, fish, boat, water, book, slate, desk, chair, floor, pencil, school, teacher, lady, gentleman, papa, mamma, flower, garden, day, night, bed, morning, evening, Christmas, Santa Claus, present.

Be, saw, grow, get, make, row, swim, read, write, go, say, thank, please, love, buy, give, gave, should, bring.

Six, seven, eight, nine, ten, green, yellow, brown, large, small, dark, bright, polite.

Us, your, his, her, him, they, their.

Yes, sir; yes, ma'am; no, sir; no, ma'am; why, when, well, at, up, O, if, always.

Teach sentences inculcating habits of politeness; as, "I say 'yes, sir,' to a gentleman;" "I say 'yes, ma'am,' to a lady;" "When I go to bed I say 'good-night;'" "I always say 'thank you' and 'if you please,'" etc.

FIFTH MONTH.

Brother, sister, baby, house, barn, home, yard, street, summer, winter, snow, ice, pond, hill, sled, sleigh, skates, mittens, hood, fire, stove, wood, coal, sun, moon, star, sky, rain, wheel, wagon, clock, time, o'clock.

Feel, try, help, let, live, slide, coast, ride, wear, shines, laugh, fall, fell, could, burn, ticks.

Warm, cold, pleasant, round, hard, soft, sick, happy, beautiful, young, kind, cross, clear, blue, glad, great, long, some, any.

Who, where, those, these, what.

By, down, into, out, over, much, how.

Fifteen proper names may be added, as desired, to complete the list of three hundred words; or others substituted for those given.

Use the plural forms of any of the words and change declarative to interrogative sentences. Reviews are made by combining new words with such as have been learned, the reviews being kept up throughout, until all the words are easily and fluently read at sight.

First lesson in reading.—Let us now begin our first lesson in reading. The teacher calls the first group of children to the blackboard, selects an object,—a horse, for instance,—holds it before the class, and says, “What have I?”

Pupils (very promptly): “You have a horse.”

Teacher (putting the horse into Harry’s hand): “What have you, Harry?”

Harry: “I have a horse.”

Teacher (to Harry): “I am going to write on the blackboard what you have just said. What did you say?”

Harry repeats in a clear and distinct tone, “I have a horse.”

Teacher: “Very well! Now watch me as I write it.”
(Writes in her best hand the sentence.)

“Now can you read it?”

Harry repeats the sentence.

Teacher: “That is right, only I want you to use the pointer, this time, as you read, just as I do.” (Shows him how.)

Harry takes the pointer and reads the sentence boldly and rapidly (the pointer having a tendency to hasten the delivery).

Teacher: "Very well, indeed! Who else can read it?"

All hands are quickly raised, and each child in turn is allowed to read the sentence, the teacher first placing the object in the hand of the one who is to read.

Teacher (slyly taking another object from the box near at hand): "I will now write another sentence and see who is going to read it." (Writes "I have a dog," directly under the first sentence.)

Very likely some bright eyes have seen the movement as well as the object, in which case their hands will be quickly raised; but if otherwise, she slips the dog into Mary's hand and asks her to read the sentence. She takes the pointer and reads, "I have a dog."

Teacher: "Harry, you may read your story again."

Harry points out his sentence and reads it again, as correctly as before.

Other sentences are written in the same way, underneath, according to the time it takes,—usually not more than three or four, at first, but very soon giving as many sentences as there are pupils in the group. Each is written with great care, both as to the position of the left extremities of the lines and as to the handwriting. Each pupil tries to remember his particular sentence, which, even at the first lesson, and before the fifteen minutes have expired, one or more may be able to do.

As soon as all are able to find their sentences readily, they may exchange objects with one another, then find and read the sentence corresponding with the one in hand. (It is interesting to observe the eagerness with which some children seek the most attractive objects.) By constantly and rapidly changing the objects, interest is increased and attention held throughout.

As soon as possible, require individuals to read all the sentences on the blackboard—usually ten—without the object in hand. This feat is the occasion of no little delight.

Recognizing words as individuals.—We next require the pupil, immediately after his reading, to point out the object-word, afterwards the remaining words, rapidly. (The articles *a*, *an*, and *the* are never pointed out nor pronounced separately, but always as if they were a part of the word following.) Ten of the object-words are quickly learned, and the succeeding ten in a much shorter time. The moment of recognition of the thought conveyed by the words may be noticed by a careful observer from the expression of the eye and countenance.

Thus far we have used only “I have” with ten object-words, and we continue with this combination until the twenty-four are learned; then we may substitute the verb *see* (or it may be substituted earlier if desired). By this time new words are rapidly learned, and a few adjectives are added, substituting other pronouns for “I,” until, by the end of eight weeks, two, and perhaps three, groups have mastered the whole fifty, reading them in very short and easy combinations. It is a good plan to keep a list of all the words, as fast as they are learned, in some convenient place upon the blackboard, and to apply tests through frequent reviews and by requiring the pupils to read them in columns, up and down.

The pointer.—The pointer forms a very important factor in learning to read, and is never discontinued during the blackboard exercises. As it must continue moving when once started, the pupil cannot commence

until he has glanced through the entire sentence (however short or long) and taken in its full meaning,—a point sometimes not gained until after one or two years in school. The pointer, therefore, breaks up at once all hesitancy, which the observant teacher never allows to appear subsequently. It is not gracefully used at first, but is of so great importance that it is advisable not to check a child's natural impulse by too prematurely correcting his awkwardness.

Emphasis.—Emphasis like that in the child's conversation, previously alluded to, may be taught in various ways, though rarely by reading for the pupil to imitate. By repetitions, by various forms of questioning, by calling upon one and another, we may always obtain just the expression we desire, for the children are very apt and quick to detect what is wanted of them. When a pupil gives the correct expression, let the others imitate him rather than the teacher (whose expressions are unnatural in children), if you would have natural reading. Emphasis may be taught by underlining the word to be emphasized, though this should be cautiously done and at rare intervals. For instance, it is easy to improve expression by writing sentences like these:

You have a little *doll*.

You have a *little* doll.

You *have* a little doll.

You have a little doll.

You have a *pretty* little doll.

Variety—Blackboard-drawings.—In the requirements we have thus far made of the pupils no step is unintelligible to them. To be sure, they do not recognize the characters at first, but the process which leads

to the recognition is understood and is a very natural order of procedure, keeps the class ever animated and full of expectancy, and creates a desire for what is to follow. The lessons are not distasteful nor overtaxing, but rather one round of pleasure. To a person unacquainted with the method, and ignorant of the time required for developing the various stages, the first lesson, up to the time of recognition of the characters, may not seem encouraging, but by constant repetitions all will come out right. Make the sentences very short at first, but gradually lengthen them from the third month. The teacher who can draw rapidly and with a fair degree of accuracy will find this talent exceedingly serviceable. Through it she will discover many ways of varying the exercises, a few of which are here noted. She may draw an outline of a basket, write the word *cat* inside, and elicit the expression, "I see a cat in a basket." She may draw a house, an animal, or any object, and call forth appropriate expressions. Again, she may write a sentence expressing some action, requesting the pupil to perform the act, as, "Put the doll in a box,"—all of which helps to intensify the delight which the children derive from such instruction. A teacher full of resources and tact will here find ample scope for her talents, and will advance her pupils at the same time at a pace heretofore unknown.

Animation and enthusiasm.—As soon as the pupils begin to recognize the words by their script representations it will be observed that they are following the teacher as she writes them upon the blackboard, with closest attention, whispering each word loud enough to be distinctly heard, as fast as it is written,—a tendency it is well to repress, encouraging silent

recognition instead,—and manifesting an enthusiastic eagerness to read the sentence when completed. This enthusiasm is shown in various ways, leading to great activity in the children; their eyes beaming, hands and feet in motion, in fact, their whole bodies swaying and dancing with interest and excitement. These healthful emotions should not be repressed, but encouraged, yet so regulated as naturally and gracefully to occur at the exact moment of full recognition, thus avoiding any semblance of guess-work, which is prohibited from the outset.

Relation of letters to words, and of words to sentences.—Very soon the children evince a disposition to analyze the sentences they see written on the blackboard, and intuitively discover that not only are they composed of words, but that the words themselves are made up of letters. Thus they learn their relations and uses,—a new revelation which comes without special instruction or reference. *This is the proper time to call attention to them, by the introduction of oral spelling, assuming that their names are understood, and teaching them in due order in the writing lessons for the slate.*

Pupils not to read until the thought is understood.—The pupils are not called upon to read in turn, as this interferes with that constant expectancy which gives life and energy to the recitation, and recognizes the principle that no one should read until he is master of the thought; they will manifest their readiness by raising the hand. Thus it will not be difficult to elicit strong emphasis, accent, or earnestness of expression, which, otherwise, is not so easily obtained.

The sentences written on the blackboard to be models of good English.—The number of words in the vocabulary affords opportunity for an endless

variety of sentences. Let each represent a real picture and *in good English*,—not a careless combination devoid of sense or meaning. Wit and humor may be introduced, judiciously, adding interest and spice to the exercises. Many a lesson in good morals and manners may likewise be presented in attractive form which will make a lasting impression.

Transition from script to print.—If twenty weeks are spent in learning to read fluently at sight from the blackboard,—during which time about fifty per cent. of the pupils will learn three hundred words, others two hundred,—good habits will have become established and much greater progress be made than if readers were taken earlier. The transition from script to print is easy and the work of but one or two lessons. Whenever a word is not recognized, simply write it on the blackboard in script and the resemblance is at once noted.

What to read at this stage is an important question, which can easily be settled, however, by a choice of books which contain selections or pieces similar in style to the blackboard lessons. Short sentences only, consisting of not over a single line, are best adapted to the first year's work. The common reading-book, whether primer or first reader, is usually graded too abruptly to be read in course, or fully; therefore it is necessary to make appropriate selections from several books.*

Neither skill nor natural expression is acquired by the study of a few pieces, but both are rather the result of extensive acquaintance with easy matter.

*The Reader which accompanies these directions is carefully graded for first-year work.

Reading-books to be kept in the teacher's possession until read through.—Let the lessons be read but once, or twice at most, and allow the books in the hands of the pupils during the recitation only; this engages closer attention and awakens livelier interest than if they were read in advance; but when completed in the class they may be used advantageously at the desk or in the home. Small, cheap picture-books that are properly graded are very desirable for independent individual reading, and may be given out as busy work and taken up again before the interest diminishes.

Exceedingly important that the whole thought be pictured in the mind in advance of its utterance.—As soon as a group is called out for recitation, require each period to be read in silence by every member,—sufficient time being granted,—then call for volunteers to read it orally, allowing no one to commence until he manifests his readiness; yet give all an opportunity during every exercise. It is an excellent plan, during the first year, to train the child to grasp the thought at a glance, whether the sentence be long or short, then give the oral expression while either looking from the book or closing it gracefully by the side. This not only induces greater naturalness, more intensity of expression, and fluent rendering, but strengthens the memory and expands the mental grasp. It likewise prevents any attempt at utterance before the thought is understood. When the lesson has been read once in this manner we may call upon the class individually to read the whole lesson. During the second and the third year, it is better for the pupils to read a whole paragraph at a time with the book in hand and with-

out looking from the page, unless occasionally at a period.

How to teach spelling.—Before commencing a new lesson, write all new or difficult words on the blackboard, covering each quickly with a book and calling upon some one to spell it orally; before erased, call for original sentences which may show the right use of the words. Once a day require the pupils to write all the most difficult words in blank-books, and once a week review what is written in the blank-books.

This is one of the best ways of teaching spelling, and requires not more than five minutes' time (excepting the written spelling), leaving ten for the reading. It should be the aim to have every word understood both as to its orthography and its definition or use, but to waste no time on familiar words.

Whenever a pupil fails to do acceptable work or lags behind his class he should be placed in a lower grade with easier reading. Likewise, whenever a pupil shows a tendency to hesitate, let him read again from the blackboard with a pointer, or with the book closed.

Do not accept any reading—at least do not pass it by—until the expressions are just right. Exaggeration, even, is far more desirable than monotonous reading, and is not altogether out of place with young pupils.

Facial expression, gesture, movement of the head, etc., are legitimate, exceedingly enjoyable to children, and very easily and naturally called forth. It is a true principle in the education of our little folks to require an active exercise of the faculties, *doing with all the might* for a short time only, then changing to something lighter and easier.

ALPHABET.

A a B b C c

A a B b C c

D d E e F f

D d E e F f

G g H h I i

G g H h I i

J j K k L l

J j K k L l

M m N n O o

M m N n O o

ALPHABET.

P p Q q R r

P p Q q R r

S s T t U u

S s T t U u

V v W w X x

V v W w X x

Y y Z z

Y y Z z

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

THE BEGINNER'S READING-BOOK.

LESSON I.



I see a horse.

I see a horse.

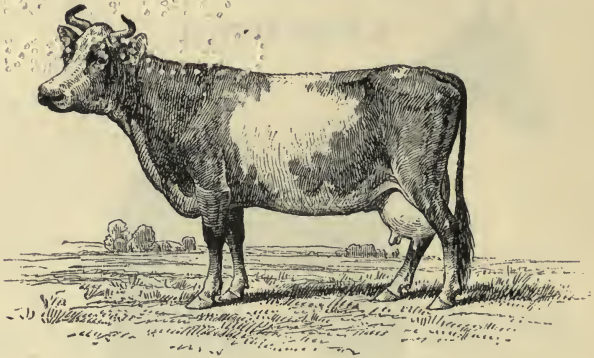
I have a horse.

I have a horse.

Have you a horse?

Have you a horse?

LESSON II.



I can see a cow.

I can see a cow.

The cow can see me.

The cow can see me.

Can you see the cow?

Can you see the cow?

LESSON III.



See my big dog.

See my big dog.

Have you a big dog?

Have you a big dog?

My big dog can bite.

My big dog can bite.

LESSON IV.

This is a fat donkey.

This is a fat donkey.

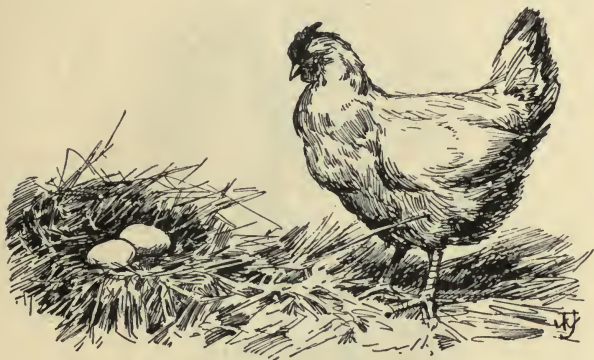
You have no donkey.

You have no donkey.

No, I have a big horse.

No, I have a big horse.

LESSON V.



This is a hen.

This is a hen.

It is my hen.

It is my hen.

My hen has a nest.

My hen has a nest.

LESSON VI.

My basket is full.

My basket is full.

You can see the apples.

You can see the apples.

Will you have an apple?

Will you have an apple?

LESSON VII.

This is a big doll.

This is a big doll.

The doll has a pretty fan.

The doll has a pretty fan.

Is it not a pretty doll?

Is it not a pretty doll?

LESSON VIII.

Will you have the mug?

Will you have the mug?

It is not a little mug.

It is not a little mug.

Tom has a pretty mug.

Tom has a pretty mug.

LESSON IX.

Can the cat see the bird?

Can the cat see the bird?

I can see a bell on the cat.

I can see a bell on the cat.

The cat can not get the bird.

The cat can not get the bird.

LESSON X.

Frank has a ball.

Frank has a ball.

He can hit the ball.

He can hit the ball.

Hit the ball with the bat.

Hit the ball with the bat.

LESSON XI.

Ned has a little red top.

Ned has a little red top.

Ned can spin his red top.

Ned can spin his red top.

He can spin it on the box.

He can spin it on the box.

LESSON XII.

This boy has an axe.

This boy has an axe.

Can he cut with it?

Can he cut with it?

Yes, he can cut with his axe.

Yes, he can cut with his axe.

LESSON XIII.



This is Harry.

Harry is a big boy.

He has a pretty basket.

The basket is full of eggs.

I saw two eggs.

They were in a nest.

A fat hen saw them.

Did you see the fat hen ?

LESSON XIV.

See the big rat run !
See the little dog run !
Let me see you run, big dog.
Let me see you bite the rat.

Will the dog bite the rat ?
The little dog will bite it.
The big dog will not bite it.
The little dog is my dog.

LESSON XV.

Frank has a cat.
It is in the basket.
Do you see the basket?
Oh, yes; I see the basket.
I can see the cat, too.

LESSON XVI.

Do you see the ball?
Yes, I see the ball and bat.
Do not hit me, Tom.
Let me hit the ball.
Let me have the bat.

LESSON XVII.

I see a rat in the box.
Will it bite me?
No, it will not bite you.
Is it a big rat?
No, it is a little rat.

LESSON XVIII.

I see an axe.

May I have it ?

No, it will cut you.

I will not let it cut me.

I will cut the log.

LESSON XIX.

Do you have a mug ?

Do you have a jug ?

Do you have a fan ?

I do not have a jug.

I have a mug and a fan.

LESSON XX.

Put the apple in the basket.

Put the bell on the cow.

Put the egg in the nest.

Put the bird on the nest.

Put the nest in the tree.

LESSON XXI.

I see a tin can.

Can you see the can ?

Yes, I can see a can and a pitcher.

I can put the can in the pitcher.

Can you do it ?

LESSON XXII.

Have you a horse ?

Have you a dog ?

Have you a cow ?

Yes, I have a horse and a dog.

No, I have no cow.

LESSON XXIII.

Is it a bell ?

It is not a bell.

Is it a ball ?

It is a ball.

It is a big red ball.

LESSON XXIV.

Can a donkey run? Yes.

Can a cow run? Yes.

Can a horse run? Yes.

Have you a donkey? Yes.

Have you a horse? Yes.

LESSON XXV.

Is it a nut? No.

Is it a mat? No.

Is it a top? No.

Is it a box? No.

Is it a basket? Yes.

LESSON XXVI.

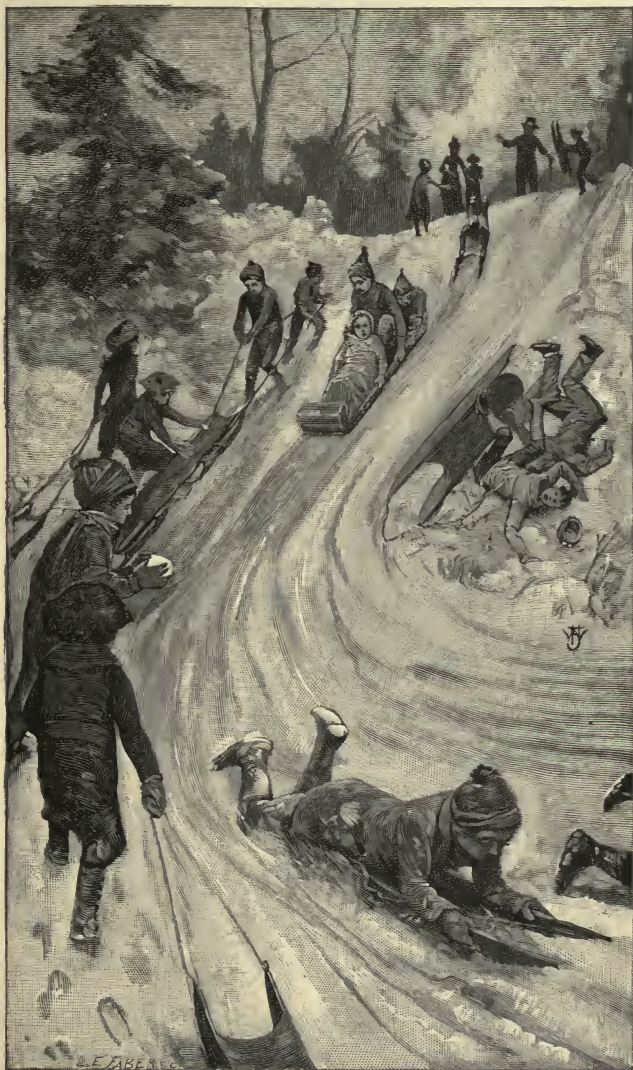
I have a little cup.

You have a little saucer.

Put the cup in the saucer.

You may have the cup.

I will have the saucer.



LESSON XXVII.

I have a doll.
The doll has a fan.
Have you a mug ?
No, I have a jug.
It is not a big jug.
It is a little jug.
Can you see my jug ?

LESSON XXVIII.

The boy has a cap.
Have you a cap ?
No, I have no cap.
I have a hat.
Has the boy a hat ?
Yes, he has a hat and a cap.
Let me see the hat and the cap.
I will have a cap and a hat.

LESSON XXIX.

I am a girl.

I am a little girl.

See my pretty doll.

See me put the cap on the doll.

The doll can not see me.

I can see the doll.

Can you see the cap ?

See the cap on the pretty doll.

LESSON XXX.

It is a big cat.

It is a big doll.

The cat can run.

The doll can not run.

Will the cat bite the doll ?

The cat is on the mat.

Pretty cat, can you bite ?

The boy and girl are on the mat.

Put the cup and mug on the mat.

LESSON XXXI.

Run, little rat, run.
A cat will eat a rat.
Will a rat bite a cat?
Eat the rat, pretty cat.
The cat and the rat can run.
Can the girl get the cup?
The girl can get the cup.
She can get the cup and saucer.

LESSON XXXII.

See the hen on the nest.
Is the nest in the tree?
No, it is in the box.
Little red hen, can you see me?
Can you see me, I say?
Have you an egg in the nest?
Lay a big white egg for me.
Lay two white eggs for Ned and me.
Ned, you may have the eggs to eat.

LESSON XXXIII.

See the nest.

Is the bird in the nest ?

Yes, the bird is in the bird's nest.

Is the bird's nest in the box ?

No, the bird's nest is in the tree-top.

The pretty bird has a pretty nest.

Can the cat catch the pretty bird ?

LESSON XXXIV.

One, two, three !

Catch me if you can !

Catch me, Ned, catch me !

I will run to the tree.

Can May catch Ned ?

Ned can catch May.

He can not catch me.

Ned has a cup and a ball.

The ball is in the cup.

Can you catch the ball in the cup ?

LESSON XXXV.

Can you see my hat ?

It is not a new one. . . .

I put it on the box.

Old cat, have you had my hat ?

I can not wear my new hat.

I have to wear my old one.

Who has my old white hat ?

Oh, I see it! I see it!

It is in the big basket.

I can not play if I have no hat.

LESSON XXXVI.

My dog is a good dog.

My cat is a good cat.

Tom has a big, fat dog.

My dog is a little dog.

I love my dog and cat.

My dog is good to my cat.

My cat plays with my dog.

A good dog will not bite a good cat.

LESSON XXXVII.

Have you two fans ?

Who has my fan ?

Have you the fan, Roy ?

Has Eva the fan ?

Some one has my fan.

I will see if Alice has it.

Yes, Alice has my pretty fan.

LESSON XXXVIII.

Dolls ! dolls ! dolls !

Big dolls ! Little dolls !

Dolls with hats !

Dolls with fans !

Dolls with wax heads !

Dolls with no heads !

Pretty wax dolls !

Old dolls ! New dolls !

Alice plays with dolls.

Can you see Alice's dolls ?

Alice is a very good girl.

LESSON XXXIX.

See the red apple.

It is a pretty apple.

It is a big apple, too.

I like red apples.

Is this one for me ?

It is for some one.

Who can it be ?

Oh, I can tell.

It is for the baby.

LESSON XL.

I like to run.

I like to play.

Some boys like to jump.

Can you jump ?

Do you like to play ?

You can not see me.

I am in the big basket.

Baby is in the basket, too.

Pretty little baby, I love you

LESSON XLI.

Who has my bat ?

I had a pretty red bat.

Tom has a bat, too.

Tom's bat is a live bat.

It is in an old box.

His bat can catch flies.

My bat can hit a ball.

Tom's bat likes to eat flies.

Would you like to see Tom's bat ?

Would you like to see it eat flies ?

LESSON XLII.

A bird can fly.

A bat can fly.

A fly can fly.

Let me see you fly, little fly.

Do not fly upon the box.

The bat will eat you if you do.

Fly away, little fly, fly away !

I would not let the bat eat me.

LESSON XLIII.

Tell me your name, little boy.

Can you bat a ball?

Can you spin a top?

Can you catch a fly?

Can you catch a horse?

A horse can run fast.

Can you run fast?

A horse can run very fast.

Can you run very, very fast?

LESSON XLIV.

My name is Joe.

I can bat a ball.

I can spin a top.

I can catch a fly.

I can run very fast.

I can not catch a horse.

I can catch a boy.

I can play catch with a boy.

I can do all this. Can you?

LESSON XLV.

Look ! look ! look !

See my top spin !

Do you like to spin a top ?

My top is not a very big one.

It is not a very little one.

Has Rob one he can spin ?

No, he has no top, now.

He lost it in the hay.

I will let Rob have one. I have two.

LESSON XLVI.

You are a good old cow.

Look in my basket.

I have some hay for you.

Do you not see it ?

Will you have some ?

You like hay, do you not ?

You may have some of it.

Yes, you may have all of it.

You can eat it all, can you not ?

LESSON XLVII.

John ran.

He ran fast.

He ran very fast.

Did the horse run ?

Yes, the horse ran.

Did John catch him ?

Yes, he did catch him.

The horse likes John.

John likes the horse.

LESSON XLVIII.

Go away! Go away!

You bad boy, go away, I say.

You hurt Emma and made her cry.

You should not hurt a little girl.

So, go away, you bad boy!

I do not love you, at all.

I will not play with you, now.

I will love you when you are good.

No one can love a bad boy.



LESSON XLIX.

This is my jug.

It is a new jug.

This mug is an old one.

You may have the new jug.

I will play with the old mug.

I keep my things in this box.

Will you play with my play-things?

Yes, I would like to play with them.

You have very pretty play-things.

LESSON L.

Here are four nuts.

Four big nuts in this box.

I like to eat nuts and apples.

My doll can not eat nuts.

I will play that she can.

I will now give her one.

Here is a nut for you, little doll.

Let me see you eat your nut.

Why do you not try to eat it?

REVIEW.

LESSON LI.

See my pretty wax doll!
Tom, Tom, get it for me.
Where is the doll, Alice?
The dog has my best doll.
How did he get it?
I let Mary play with it.
She let it fall on the floor.
The dog ran away with it.
Oh, do get it for me!
Look! see the dog now.
He is up in the hay.
Has he lost the doll, Tom?
Oh, no; it is in the hay.
Here are some eggs, too.
Four, five white eggs.
Here, Alice, catch your doll.

REVIEW.

LESSON LII.

One, two, three, four !
Catch me, if you can.
See how fast I can run !
Run, Ned ; run and catch me.
Ned is your name, is it not ?
No, my name is not Ned.
Then it is Frank, is it not ?
No, Frank is not my name.
Is it Harry ? No, did you say ?
Let me see. Is it George ?
Yes, my name is George.
I like the name of George.
I would like to play with you.
See if you can catch me.
Now, I will try to catch you.
Is that your little dog ?
It is my dog. His name is Hero.
What a pretty name for a dog !

REVIEW.

LESSON LIII.

See the bat fly.

Catch him ! catch him !

Josie, get a box for him.

Oh, we cannot catch a bat.

What do we see in the apple-tree ?

It is a nut-tree, not an apple-tree.

It is a big boy in the tree.

Will he get some nuts for us ?

I would like some good nuts.

No, he will get a bird's nest.

The bird's nest has little birds in it.

Hear the old bird cry, you big boy.

You should not get the bird's nest.

Fly at him, big birds ; fly at him.

You love your dear little birds.

How would you like it,

if you were one of the little birds,
you bad boy ?

REVIEW.

LESSON LIV.

A big dog sat on a mat.

A fat cat sat on a log.

A white hen sat on her nest.

A little baby sat on the floor.

Joe sat up in the tree-top.

The dog and the cat saw him.

So did the baby and the hen.

Joe could see them all.

He loves little baby Belle.

He jumps down to play with her.

He gets his big basket.

It is full of play-things.

Here is a little brown jug.

There is a pretty red mug.

See! a pitcher, a bell, a box,

A cup and saucer, an axe,

A rat, a bird, a horse, a cow,

A ball, a bat, and a donkey.



LESSON LV.

Oh, do look at the squirrel!

Where is he?

He is in that tree.

See his bright eyes!

See his bushy tail!

See how pretty he is!

He has a nut in his paws.

Look! see him eat the nut.

Ah! he sees us now.

LESSON LVI.

Come and sit on the hay.

What shall we do there?

We will sit down and talk.

We can tell what we like best,

where we would like to go,

where we would like to live,

what we would like to eat,

and what we would like to wear.

Come, Grace, you tell first.

LESSON LVII.

I have two hands.

One is my right hand.

One is my left hand.

I have two feet.

One is my right foot.

One is my left foot.

Has kitty two hands?

Oh, no! she has no hands.

She has four feet, or paws.

LESSON LVIII.

How do you do, kitty?

Where is your mamma?

Has she run away from you?

Poor little kitty!

I will get you some-thing to eat.

Is your mamma good to you?

Does she catch mice for you?

Let me pat you, kitty, dear.

You are a good little kitten.

LESSON LIX.

I saw the hen.

She was in the coop.

I saw the bird.

It was in the cage.

I saw the rabbit.

It was in the grass.

I saw the white sheep.

It was in the pen.

I saw the sly old fox.

It was near the hen-coop.

Where was I? I will not tell.

LESSON LX.

The fox has a hen.

He is a sly fox.

He will eat the hen.

He will have her for his dinner.

See how her feathers fly!

Why don't you fly away, old hen?

Poor hen! you cannot get away.

LESSON LXI.

Here is a little pigeon.
Its tail is like a fan.
We call it a fan-tail.
I will see if I can catch it.
I can have it if I do.
I like fan-tail pigeons.

LESSON LXII.

I love you, pretty sheep.
I wear your wool.
It is in my cap.
It is in my coat.
I thank you for your wool.
It looks so white.
It feels so soft.
It keeps me very warm.
I would not hurt you.
You would not hurt me, I know.
May I not pat you?
May I not play with you?

LESSON LXIII.

George has a white rabbit.
Have you a rabbit, Grace?
Yes, but my rabbit is black.
Papa gave him to me.
Oh, how I like rabbits!
You cannot catch him, George.
I can catch him, if you can.
No, he will run away from you.
He likes me, and I can catch him
and put him in a basket.
If you can catch him
I will let you have him.

Alice has three little rabbits.

One is a little black rabbit.

One is a little white rabbit.

One is black and white.

My rabbit likes to run and jump.

Do not let the dog see him.

Why not? He cannot catch him.

The name of my rabbit is Bunny.

If I say "Bunny, Bunny, Bunny,"
he will run to me.

I see with my eyes.

I hear with my ears.

I eat with my mouth.

I smell with my nose.

I feel with my hands.

I walk with my feet.

I can see, smell, and feel.

I can eat, walk, and hear.

LESSON LXIV.



Let us play with our dolls
here on the green grass.
Here is my best new doll,
and there is your pretty doll.
I will put on a blue dress,
and a blue hat to match it,
for my doll has blue eyes.
Your dolly will look best
if she has on a white dress.

Her eyes are black, you see,
and she will look pretty in white.
What is your doll's name?
Jane Ann? What a name!
Here come Frank and George!
Shall we let them play with us?
They can play with their tops
if they do not like our dolls.
I know them. They are good boys.

Little boy blue,
Come blow your horn;
The sheep is in the meadow,
The cow is in the corn.
Where is the little boy
That looks after the sheep?
He is under the hay-cock,
Fast asleep.

LESSON LXV.

I have a new basket.

See it in my hand.

Tell me in which hand it is.

It is in your left hand.

What have I in my right hand?

You have a box in your right hand.

Tell me what I have in the box.

I do not know. I cannot tell.

See if you cannot guess it.

Is it a ball? It is not.

Is it a doll? It is not a doll.

Is it a fan? No; guess again.

Is it some-thing alive? It is.

Is it a kitten? It is not a kitten.

Has it soft fur? It has no fur.

Has it two eyes and four feet?

No, it has two eyes and two feet.

Can it run, jump, or hop?

It can run, jump, hop, and fly.

Oh! I think it must be a bird.

Yes, it is a little yellow bird.

Two little black-birds sat upon a hill,

One named Jack, the other named Jill.

Fly away, Jack; fly away, Jill;

Come again, Jack; come again, Jill.

LESSON LXVI.



Here are four children,—
Tom, Grace, Ida, and Edith.
See Tom toss the ball.
Catch it, Ida, catch it!
Now toss it to Edith.
Edith, toss it back to Tom.
See how high you can toss it, Tom.
Look out, here it comes!
Why did you not catch it?
There! now you have it!

Let Grace play with us.
See how she will toss the ball!
She can toss it with her right hand,
and catch it with her left hand.
She can catch with both hands.
Ida and Edith use two hands.
Tom catch-es in his right hand.
Oh, it is such fun to play ball!

One and one are two.
Two and one are three.
Three and one are four.
Four and one are five.
Five and one are six.
Six and one are seven.
Seven and one are eight.
Eight and one are nine.
Nine and one are ten.
Ten and one are eleven.

LESSON LXVII.

Here is a fox! a sly old fox!
He has a big, bushy tail,
sharp teeth, and bright eyes.
He is after the pretty chickens.
Look up, little chickens, look up!
Do you not see that big old fox?
He will bite your yellow wings,
and spoil your pretty feathers.
Look up, old hen, look up!
and see that sly old fox.
Take good care of your little ones.

Why do you not look up, old hen ?
Run to us, little chicks ! run to us !
We will take good care of you.
The big dog will not hurt you.
Why must a fox eat a fat hen,
or a pretty little baby chicken ?

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.

LESSON LXVIII.

Oh, you naughty, naughty girl!
How did you tear your dress?
It was such a pretty dress!
It was your new dress, too.
What will mamma say?
She is such a kind mamma,
 and always so good to you!
She will feel very sorry
 when she sees her little girl.

LESSON LXIX.

I see the tear in my dress.
It is not my new dress;
 and I am not a naughty girl.
Mamma will not blame me, I know.
She loves me too much for that.
I shall tell her how it was done.
Sometimes, I know, I am naughty,
 but I have been good to-day.
I did not tear my pretty dress.
Miss Puss did it with her sharp claws.

LESSON LXX.

My little doll,
I must wash your face,
and I must comb your hair.
You cannot go with me
if you are not clean.
Look at my face
and look at my hands.
See how clean they are!
My mamma keeps me clean,
so I must keep you clean.

LESSON LXXI.

Let us call on Rose ;
she is my play-mate.
I know you would like Rose.
We can play any-thing you like.
She has some very pretty dolls.
You must take care of your fur cloak.
It is too nice to wear at play.
I think you can keep it clean.

LESSON LXXII.

Dick is a gray cat.

He is a dear old cat.

He has a rough tongue.

He has very sharp teeth.

See how nice and clean he is!

Did you ever see him wash his face?

Did you ever see him wash his paws?

Do you hear him purr now?

How many toes has the cat?

Count them, and see if you can tell.

LESSON LXXIII.

I love little pussy,

Her coat is so warm,

And if I don't hurt her,

She'll do me no harm.

So I'll not pull her tail,

Nor drive her away,

But pussy and I

Very gently will play.

LESSON LXXIV.

Little boy, little boy,
do not hurt the fly!
It cannot hurt you.
It has tiny wings.
It has six little legs.
It has many eyes.
You have no wings.
You have but two legs.
You have only two eyes.
What can the fly do
that you cannot do?
It can walk on the floor.
That you can do.
It can walk on the wall.
Ah! that you cannot do.

LESSON LXXV.

Baby-bye, here's a fly;
Let us watch him, you and I.
How he crawls on the walls!
Yet he never falls.

LESSON LXXVI.

Where are you, little boy ?

Here I am. Can't you see me ?

No, I cannot see you.

Look up high on the hay !

Oh, there you are, you rogue !

Will you come up here, too ?

No, I am afraid to go so high.

I have found a hen's nest.

There are five white eggs in it.

I will put them in my hat.

I must not take all the eggs.

I must leave one for a nest-egg.

I wish you would come up here
and help me get the eggs.

LESSON LXXVII.

A little boy went into a barn

And lay down on some hay ;

An owl came out and flew about,

And the little boy ran away.

LESSON LXXVIII.

I am going to the barn
to look for some chickens.
It is three weeks to-day
since papa set the hen.
Oh, here you are, little ones,
on the nest with your mamma!
Why does not the hen feed you?
Old hen, I will feed them for you.
Do see the little chickens eat!
Do you love your chickens, old hen?
Why don't you feed them, then?
Run away from the nest, little dog!
The old hen will fly at you.

You sly old cat, don't come near.
You cannot have the chickens.
You would eat them if you could.
I cannot let you stay here.
There were ten eggs in the nest.
Here are but five chickens.
One of them has the shell on its back
When will the hen leave the nest?
I wish she would come off now!
You dear little chickens,
 I want to play with you
 and take you in my hands.

LESSON LXXIX.

Willy boy, Willy boy,
 where are you going?
I will go with you, if I may.
I am going to the meadows
 to see them mowing.
I am going to see them make the hay.

LESSON LXXX.

Oh, you naughty boy!

You are not kind to puss.

Why did you hit her so hard?

You hurt her and made her run.

Come to me, little pussy.

Ned shall not hit you again.

I will be good and kind to you.

Come here to me! That is right!

I will not let Ned hurt you.

You ran after his ball.

I saw you try to play with it.

Ned was very un-kind to you.

You are a good little pussy.

You catch all the mice.

You do not catch the little birds.

You let me play with you,

and you like to play with me.

You would not bite nor scratch

any one who treats you well.

Ned shall not treat you so again.

I have a pretty bird in the cage.

If you do not come too near,

it will sing for you.

Will you sing little bird?

Will you let pussy hear you sing?

She shall not hurt you.

I will hold her in my lap.

REVIEW.

LESSON LXXXI.

The cat has four paws.
The fox has a bushy tail.
Hold my doll in your lap.
Have you a white pigeon?
Bertha ran away from me.
Come and eat your dinner.
Is there one for each of us?
The squirrel is eating a nut.
I did not leave my hat there.
Will the dog let you pat him?
Can you hear that loud noise?
Here I am. Can you see me?
Here are the sheep in the pen.
Do you hear mamma call you?
Baby is four weeks old, to-day.
Grace is playing with the rabbit.
See the bright feather on the hat.
Here is the little lamb with its mother.

REVIEW.

LESSON LXXXII.

My hands are clean.

I feel very warm here.

Be kind to one another.

See the yellow butterfly.

I shall not go with them.

Be gentle with each other.

Do look at that blackbird!

Do you know how to sing?

Can you toss the ball high?

Why was Hero in the coop?

They cannot guess my name.

Will you walk fast if I will?

Oh, how did I tear my dress!

Sometimes I help my mamma.

You must hear me when I call.

You must not blame me for that.

Jack count-ed the gray cat's toes.

REVIEW.

LESSON LXXXIII.

Why did you do that ?

He would like a basket.

See the stars in the sky.

I had such a good apple.

I can comb my own hair.

Edith will help you both.

They have very bright eyes.

They have not called for us.

The robin flew into the cage.

How did you tear your coat ?

Does every one treat you well ?

May I look out of the window ?

Are you afraid of me, Charlie ?

Where did you buy your cloak ?

Did you ever bite your tongue ?

I will buy a blue and a red box.

Hear the cow say, " M-o-o! m-o-o."

The baby cried when she was hurt.

REVIEW.

LESSON LXXXIV.

See the yellow buttercups!
How pretty the blue-bells look!
How many wings has a bird?
How many toes has a dog?
How many legs has a fly?
How many stars in the sky?
Do you see that red bird-cage?
Look out for the cow's horns!
Count the chickens in the coop.
The cat has a rough tongue.
The chicken is in the egg-shell.
Papa dear, we thank you.
Bunny will run in the grass.
I went away with mamma.
This little girl came to play, too.
May I walk with you, Edith?
Do hear that old gray cat.
The horse will take me on his back.

REVIEW.

LESSON LXXXV.

They cannot walk so far.

We cannot do without her.

Come and feed the tame squirrel.

You rogue, see me catch you!

The old man has gray hair.

When will you come back?

The walls are very white.

Come, little bird, sing to me.

Do not go too near the horse.

Mamma will come without papa.

Do not be rough with each other.

Puss, I wish you would not scratch!

You must not do it again, Ida.

Is the boy on the hay, asleep?

Fly your kite to the sky!

If I had a top I would spin it.

I will now eat my corn-ball.

Did you blow that horn?

LESSON LXXXVI.

Red leaves, yellow leaves,
green leaves, bright leaves!
How they fall from the trees!
Now they dance in the winds.
Dance, pretty leaves, dance.
Bess and I can catch you.
How you fly about in the air!
I have you! Now for some more!
Leaves are so pretty to press.

LESSON LXXXVII.

Here is a large book,
which also has leaves.
These leaves are made of paper,
and have pictures on them.
Come, let us look at them.
Why, how many we find!
Can you read in a book?
Oh, no! I am not old enough.
When I am older I shall read.

LESSON LXXXVIII.

How tall the green grass is!
Very soon it will be cut down
and left in the sun to dry.
When dry it is called hay.
It is then put into a hay-cart
and sent to the barn.
Good cow, you like to eat the hay.
Old horse, you like to eat it, too.
Does it taste as good to you
as pie and cake do to me?

LESSON LXXXIX.

Here is a toy watch.
It has a paper face.
I am just eight years old,
and in four years from now
I shall be old enough, I think,
to have a real watch.

LESSON XC.

What are you doing, Master Harry?
You should sit still in your chair,
and not play in school.
You may come to my desk.
I will give you something to do.
Please take this read-ing book
and look over this lesson.
Read it all to your-self, first,
then read it a-loud to me.

LESSON XCI.

Mamma was to buy me a new cart,
if I was good in school.
I try to be good, but find it hard
to sit still every minute.
I hope I shall get the cart, to-day,
so that my sister and I
may have it to play with,
as soon as I get home.

LESSON XCII.

I can write. Can you?

See me write my name.

Here it is,—“Percy Brown.”

I wrote this with a sharp pencil.

My sister cannot write at all.

She is not old enough yet.

I can write with a pen just as well.

I hold my pen in my right hand.

I could not write well with my left.

I am writing now on a slate,

but sometimes I write on paper.

Do you write with your right hand?

LESSON XCIII.

My love to all those that I love.

My love to all those that love me.

My love to all those

that love those that I love,

And to those that love those

that love me.

LESSON XCIV.

See the men cut down that big tree.
Let us stop and see it fall.
What a loud noise it will make !
I would not like to be very near it.
The axes must be very sharp
to cut down such a great tree as that.

LESSON XCV.

If all the seas were one sea,
What a great sea that would be !
And if all the trees were one tree,
What a great tree that would be !
And if all the axes were one axe,
What a great axe that would be !
And if all the men were one man,
What a great man that would be !
And if the great man took the great axe
And cut down the great tree,
And let it fall into the great sea,
What a great splash that would be !

LESSON XCVI.

Here are some gold fishes
in this big round glass.
Let us watch them a little while
and find out how they swim.
See how they move in the water,
up and down and all around.
They swim with their tails and fins.
A boy swims with his arms and legs,
and is always very care-ful
to keep his head above the water.
He could not live very long
with his head under the water.
I think I should be afraid
to go into the water,
for I could not swim.

Little Tee Wee
Fell into the sea.
He could not swim;
That ended him.

LESSON XC VII.

Here is papa's boat on the sand.

Come, Emily, let us get in
and play we can row.

Here are the oars in the boat.

You take one, I'll take the other.

If we should fall out of the boat
we shall not be drowned,
for there is no water.

I wish papa was here
to give us a real boat-ride.

LESSON XC VIII.

There was a man in our town,

And he was wondrous wise;

He jumped into a bram-ble-bush

And scratched out both his eyes.

And when he saw his eyes were out,

With all his might and main,

He jumped into another bush,

And scratched them in again.

LESSON XCIX.

See that poor old man !
How white his hair is,
 and how slow-ly he walks !
Perhaps he is lame, or blind.
Who is that little girl
 lead-ing him by the hand ?
She seems very kind to him.
Perhaps she is his grand-child.
Do you think he is blind ?
How sad I should feel
 if I could not see !
Yet, he does not look sad.
He looks cheer-ful and happy.

LESSON C.

It is better to be good than bad.
It is better to do right than wrong.
It is better to be gentle than rough.
It is better to be kind than un-kind.
Boys and girls, you know all this.

LESSON CI.

Here are three little boys
fish-ing from a boat.

If they cannot swim
they should be very care-ful
how they use the boat.

I think the boys under-stand this,
for their boat is near the shore,
where the water is not deep.

They have a fish-basket, you can see,
to hold the fish-es they may catch.

You can see one of the oars, also.

One boy has just caught a fish,
and how happy he seems to look !

But he does not stop to think
how the poor fish may feel.
What would this poor fish say
if it could talk ?

I think this is what it would say:
“Oh, please let me go, little boy;
I cannot live out of the water.
I will not bite your hook again,
if you will please let me go.
Oh, do let me go, won't you?”

God made the little fish-es,
as well as you and me.
So, when-ever you catch a fish
please do not hurt it
any more than you can help.
Do not harm, just for sport,
any liv-ing thing.

LESSON CII.



Oh, there is a gray squirrel!

Isn't he a big squirrel!

Where is he? Show him to me.

Oh, I see him! Isn't he pretty!

I wish I could catch him, George.

He does not seem much afraid of us.

I have a tame gray squirrel at home
with a long bushy tail,

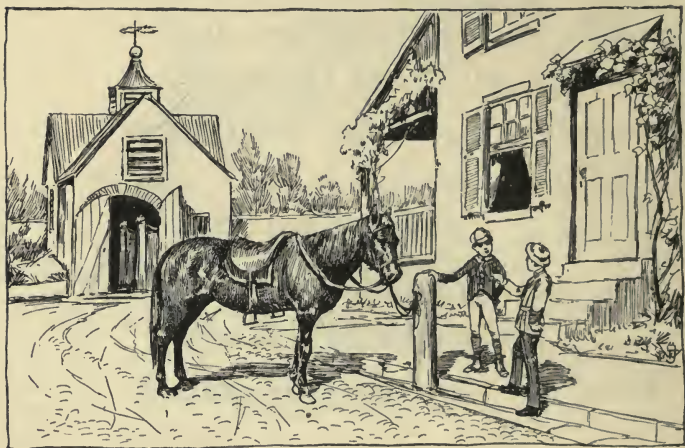
just like this one in the tree.

How I do want to get him, George,
to put in the cage with mine!

My squirrel wash-es his face and paws
just as pussy wash-es hers.
He runs all about the house,
crawls up-on my shoulders,
hides in my pock-et,
and is very play-ful.
Pussy often catch-es red squirrels,
but never harms this one.
They are very good friends.

Ding, dong, bell,
Pussy's in the well!
Who put her in?
Little Tommy Green.
Who pulled her out?
Little Johnny Stout.
What a naughty boy was that,
To try and drown poor pussy cat,
Who never did him any harm,
But killed the mice in his father's barn.

LESSON CIII.



This is papa's horse.
I know he is a gentle horse,
 for papa often puts me on his back.
Would you not like to get on his back?
You would not be afraid, would you?
Papa is now going to take a ride.
Would you like to see the horse trot?
I think you may see him run,
 for papa sometimes rides very fast.
There he goes now on horse-back!

Come out to the stable with me
and see our other horse.

This horse's name is Major.

Major is a large black horse,
and he does all the hard work.

Papa can tell how old Major is
by open-ing his mouth
and look-ing at his teeth.

Guess how old Major is.

Major is just as old as I am.

I am not afraid of our hors-es.

Why, I go into their stalls every day
and lead them out to drink.

Do you want to lead Major out, James?

No, I thank you ; I don't care to.

Lucy Lock-et lost her pock-et,
Kitty Fish-er found it ;
But not a pen-ny was there in it,
But the bind-ing round it.

LESSON CIV.



What a queer horse that is!

What large ears he has!

What a strange noise he makes!

Why, Fred, this is not a horse;

it is my sister's donkey.

She drives him in her dog-cart,

and he can trot, too.

Did you never see a donkey, before?

See me ride him horse-back.

How can you ride horse-back

if you have no horse?

If that is a donkey, Harry,
I should think you would say,
"See me ride donkey-back."
He has a big head and body
for such little legs and feet.
Never mind his head and feet.
He can give us both a ride,
and you may get up behind me.
You must hold on to my shoulders
while I make him trot.
Now hold on. Get up, donkey,
get up!

Toss me an apple.
Name it, if you please.
I will count the seeds.
There are one, two,
three, four, five seeds:—
"One, I love; two, I love;
Three, I love, I say;
Four, I love with all my heart,
Five, I cast away."

LESSON CV.

I am a little fai-ry.
I live in a cunning box
 and am very use-ful.
I drive needles in and out,
 and help the ladies sew.
I am used for a cap,
 and shine so bright-ly
 they call me "Silver-Cap."

LESSON CVI.

I have lost my thimble, Elsie,
 and do not find it.
Let me look for you, please,
 for I have sharp eyes, you know.
You often ask me to thread a needle
 when the light is dim.
I want to help you all I can.
Ah! here is your thimble
 under your chair on the floor.
Now let me put it on your fin-ger.

LESSON CVII.

We have played long enough;
now what shall we do next?
Won't you tell a pretty story, Hattie?
You once told a story about a pussy,—
how her coat was so warm,
and if you did not hurt her
she would do you no harm.

Can you tell another story like it?

I did not tell you all of that one.

Will you have the rest of it?

Oh, yes; do let us have more of it.

Well! here it is:

“She shall sit by my side,
And I'll give her some food;

And pussy will love me

Because I am good.

I'll pat little pussy,

And then she will purr,

And thus show her thanks

For my kind-ness to her.”

Now, it is no more than right
for you to tell me a story.

LESSON CVIII.

Jennie wants to sew.

She must have a needle.

This one is too small.

She wants a large needle.

Mamma will find her one.

A needle has but one eye,
and a very small one it is.

Jennie has two large eyes
to see to thread her needle.

LESSON CIX.

“See, mamma, ’tis half-past eight,
I must haste or I’ll be late;
Teacher says, ‘Make this your rule,
Never to be late at school.’
Day by day I’ll spell and read,
And my teacher try to heed;
Bright-est schol-ars, as a rule,
Never come late to school.”

REVIEW.

LESSON CX.

How rough the pond is to-day !
That glass window is very high.
I want a slate and a sharp pencil.
That fish is making a great splash.
How can a blind girl learn to read ?
The stars shine like silver and gold.
This little fish swims round and round.
Hang this pretty picture on the wall.
How many apple-seeds did you count ?
The dry leaves are dancing in the air.
The birds' wings have bright feathers.
Read aloud the news from the paper.
Get your donkey-cart out of the way.
This is a blue boat and has four oars.
Sarah is reading the lesson to herself.
Do you sit still in school every minute ?
Let's go to sleep in the barn on the hay.
When you are older you may have it.

REVIEW.

LESSON CXI.

I use a gold pen when I write.
What a cheerful and happy child!
Take heed of what you are doing.
Isn't that poor old blind man lame?
Please taste of these pies and cakes.
My brother is not too young to learn.
Your sister goes to school every day.
Please give me that large picture-book.
Does he understand that hard lesson?
We must drive slowly over this sand.
James caught a fish with his fish-hook.
Try to keep your head above water.
Emily fell out of that great arm-chair.
Perhaps pussy is still in the meadow.
Percy's cart is down by the sea-shore.
Shall I meet Master Brown at school?
Lucy is just eight years older than I.

REVIEW.

LESSON CXII.

It is a mile to our school-house.
Who killed the poor little bird?
I must mind what is said to me.
She has a thimble on her finger.
God gives us the bright sunshine.
Thomas has a real watch at home.
I hope Major and I will be friends.
A red squirrel sits on his shoulder.
Do you like these reading-lessons?
She sent her love to all her friends.
I'll put the penny in my pocket-book.
I have a silver watch. Hear it tick.
My brother will be here in ten minutes.
Boys think it good sport to go fishing.
This pocket-book has a dark binding.
See! She hides the locket in her desk.
John is not afraid of the deep water.
Sit down while I get father's supper.

LESSON CXIII.

Mamma says it is bed-time
and I must say, "Good night!"
So, here's a kiss for you all.
I am not at all sleepy.
I wish I could sit up once
just as long as I please.
Why must children go to bed
as soon as it is evening?
I suppose mammas know best.
Good night! Wake me in the morning.

LESSON CXIV.

When I go to bed I say, "Good night!"
When I get up I say, "Good morning!"
I say, "thank you," "if you please,"
"yes, ma'am," or "no, ma'am," to
a lady, and "yes, sir," or "no, sir,"
to a gentleman.
I will always be polite
to every one I meet.

LESSON CXV.

Do you know why this boy
is cry-ing so hard
and hold-ing his hand ?
He has cut it with a knife.
His papa gave him a new one
for a Christmas present.
He was very care-less,
like many other boys.
His name is Charley Black.
The knife was not sharp,
and he is not hurt much.

He has only a little scratch,
but he thinks he is hurt.

I want to say to him,

“Do not cry any more,
but be a little man.

See how I hold the knife.

Now you try once more.

Hold it just as I did.

Every boy who has a knife
should learn how to use it.

Next time, be more care-ful.”

“Do you know how many children

Go to little beds at night,

And, with-out a care or trouble,

Wake up with the morning bright ?

God in heaven each name can tell ;

Knows *you*, too, and loves you well.”

LESSON CXVI.

Come, see my garden.

I made it, my-self.

I have roses, pansies, tulips,
tall white lilies, and sun-flowers.

Are they not beautiful ?

I like to see them grow.

I am all the more glad
that the flowers are my own,
for I can give them away
to any one I please.

LESSON CXVII.

Two legs sat upon three legs,

With one leg on his lap ;

In comes four legs

And runs away with one leg ;

Up jumps two legs,

Catch-es up three legs,

And makes him bring one leg back.

LESSON CXVIII.



Christmas has come!

This is our Christmas tree.

See what a tall tree it is

and how full of nice presents.

There are some for mamma and papa,
and some for us girls and boys.

Papa is going to be Santa Claus,
and won't he look funny!

Was there ever a real Santa Claus?

Did any one ever see him

put-ting presents on trees?

How I should like to see him
with his long white hair,
just as he is in pictures!

How can he carry so many presents?
He must be a kind old gentleman
and love little children very much.

Here comes our Santa Claus
with more presents in a basket
to hang on our Christmas tree.

What will we do with so many?

A jolly old fellow,
Whose hair is snow white
And whose little bright eyes are blue,
Will be making his visits
On Christmas night.
Perhaps he will call on you.

REVIEW.

LESSON CXIX.

I wish you a merry Christmas.
Give these roses to that sick boy.
Speak gently to those around you.
Do not be careless in what you do.
I often wake before it is day-light.
See those beautiful tall sun-flowers.
She has no trouble with her lessons.
I always say "yes, ma'am," to a lady.
Mamma says, "Be polite to every one."
Who is making this large snow-man?
Santa Claus will bring me a present.
Beautiful pansies grow in my garden.
I made this Christmas present, myself.
Edith is too sleepy to keep awake long.
Good night, little boy, it is bed-time.
Do you suppose he will stop crying?
Whose lilies are those in the garden?
Good morning, dear mamma and papa!

REVIEW.

LESSON CXX.

I have a knife in each pocket.
I must haste or I shall be late.
His teacher has a two-foot rule.
Two of us can ride on his back.
Please, sir, read me a fairy story.
I will carry him something to eat.
Did you ever have a gold thimble?
Let me thread your needle, mamma.
James rides to school on horse-back.
That poor old man seems to be sick.
Jennie will visit you in the morning.
My needle-book is very useful to me.
Whenever I sew I use a large needle.
Fred is leading the horse to the stable.
Rest yourself a-while under this tree.
We love you because you are so kind.
What a queer noise a donkey makes!
You must not be cross to one another.

LESSON CXXI.



It is time Robbie was in bed.

The cows are in the barn,
the pigs are fast a-sleep,
and so are the hens.

And where is my little Robbie?
Come, put away your playthings.
You cannot keep your eyes open.
You have played all the day long.
You are as sleep-y as you can be.

Wash your hands and brush your teeth,
and say to all, "Good night."

Before you jump into bed

you must say your prayers:—

"Now I lay me down to sleep,

I pray thee, Lord, my soul to keep;

If I should die before I wake,

I pray thee, Lord, my soul to take."

Good night, mamma; good night, papa.

Good night, dear little boy.

God bless and keep you safe

through all the night.

"When I run about all day,

When I kneel at night to pray,

God sees.

Need I ever know a fear?

Night and day my Father's near,—

God sees."

LESSON CXXII.



Good morning, my little girl.

It is time for you to get up
and come to your breakfast.

The little birds in the trees
and the cows and pigs and hens
have all had their breakfast.

Have you slept through all the night?

Wake up, wake up, my darling!

Oh, I am so sleep-y, mamma,

I cannot open my eyes!

In a minute I shall be a-wake;

then I will get up.

I will wash my face and hands
and go down at once.
You need not wait for me, mamma,
for I can dress my-self.
Oh, dear! how sleep-y I am!
but I must get up now
and not keep you wait-ing.
I love you, you dear mamma.
God has kept me safe all night,
and I will kneel at my bed
to thank Him for his care.

“I thank thee, Lord, for quiet rest,
And for thy care of me;
Oh, let me through this day be blest,
And kept from harm by thee.
Oh, let me thank thee; kind thou art
To children such as I;
Give me a gentle, lov-ing heart;
Be thou my Friend on high.”

LESSON CXXIII.

Good morning, busy bees.
We have come to see you,—
 where and how you live,
 and how you make honey.
We have seen you on the flowers.
Tell us how you make your honey
 and your little cells.
We dare not look into your hive,
 nor go too near it,
 for fear you will sting us.

Why are you so busy all the time,
and why do you never stop to rest?
We like to eat your sweet honey,
but we would not rob you.
If you have more than you need,
I think we would take some,
if we knew how to get it.
You do not try to sting us
as we stand watch-ing you
go-ing in and out.
You do not even seem to know
that we are stand-ing here.
You keep right on with your work
just as if you did not see us.
Papa knows how to get the honey.

Do all the good you can,
In all the ways you can,
To all the people you can,
Just as long as you can.

LESSON CXXIV.

Where is the beautiful sky ?
Has it all gone away ?
Will it not come again ?
How dark it is, every-where !
Oh, it is only a black cloud
 which hides the blue sky.
Soon you will see the rain fall.
I hear it now on the roof.
Now it comes fast and fast-er.
Hear it pat-ter on the roof.
Pat-ter, pat-ter, gentle rain,
Gent-ly pat-ter, gentle rain.
Soon you will see the blue sky again.

A little star and a pretty cloud
 Played hide and seek to-gether,
And boys and girls looked up and said,
 “ What very pleasant weather ! ”

LESSON CXXV.

Come and get your skates
and we'll go down to the pond.
Shall we take our sleds, also,
and coast down the hill?
Here we are! My hands are cold.
Why don't you put on your mittens?
I will, when I put on my skates.
Now see who can go the fast-er!
Here we go, up and down the pond!
Look out! don't fall into that hole!
Are you not glad it is winter?
Yes, but I wish it was not so cold!
Let us make a fire here on the ice.
There is some wood near the shore.
What time must you be at home?
I must be at home by five o'clock.
I have my watch with me,
and it is only three o'clock now.
Let us get the wood and make the fire.

LESSON CXXVI.

Get your hood and mittens,
for the sleigh is at the door.

You must dress very warm.

You will need your fur cloak.

May Dick tie his sled behind?

No, I am afraid he would fall off.

He may get into the sleigh
and drive the horse if he wish-es.

We are go-ing to buy some coal
to send to some poor people
who live a mile or two away.

How thank-ful you should feel
for stoves to keep you warm
and coal and wood to burn!

How thank-ful that we have enough
and to spare for others!

Giv-ing to those who are poor
not only makes them happy,
but makes us happy, too.

LESSON CXXVII.

Good evening, auntie! here I am!

Why, this is Helen! How do you do?

I am very well, I thank you.

How is mamma, and how is papa?

They are very well, I thank you.

Have you come to visit Ruth?

Yes, ma'am. Is she at home?

No, dear, but she will be, soon.

Will you come in and wait?

If you please, I will.

LESSON CXXVIII.

Will you please show me the well?

I wish for a drink of cold water.

It is in that little well-house.

Here is a mug for you to drink from.

Thank you. Shall I bring you some?

If you please, I would like some.

How cool and clear this water is,

and what a cunning well-house!

LESSON CXXIX.

Rain! rain! how it rains!
The grass is all wet,
 and we cannot go out to-day.
I wish it would clear off
 and the bright sun shine out,
 for cousin Kate is com-ing.
But it's no use to cry or fret.
Rain is good for the flowers.
Let us think what we can do.
There's the clock on the wall.
Who can tell the time of day?
The long hand points to six,
 the short hand a little past one.
Who will tell what time it is?
I know: it is just half-past one.

The mouse ran up the clock,
The clock struck one,
And down he run.

LESSON CXXX.

I have a cunning wagon
with four little wheels.

I drive a little horse
with pat-ter-ing feet.

I take a merry ride
when-ever I please.

My dear little pony
is our own good dog.

He will trot pretty fast,
but will never run away.

And when I say, "Get-up!"
he is ready to go.

I had a little pony,
His name was Dapple-gray;
I lent him to a lady
To ride a mile away.

LESSON CXXXI.

What a queer box this is !
What do you think is in it ?
Papa will soon come home,
 and I will ask him to open it.
I wish to know what is in the box.
Here he comes now, up the street !
Papa, tell us what is in this box.
Do open it and let us see.
Oh, it is a box of green tea !
How I like the smell of it !
I will ask mamma to give us some.
Mamma, may we have our little table
 and play with our tea-set ?
May we have some tea and sugar ?
No, dear ; you must not have real tea.
Tea is not good for children.
You may have some milk and sugar.
They will do just as well.
You can play it is real tea.

LESSON CXXXII.

Now, boys, let's have some fun.

The teacher has let us out
at half-past three, to-day.

The snow is deep on the ground,
and let's make a snow-man.

All right! how shall we make it?

We'll roll big balls of snow
and place one upon another.

When it is large enough
we will cut out a head,
with a hat, eyes, nose, and mouth.

Next, we'll make his arms and hands,
with a body, round and fat,
rest-ing on two short legs.

And when our work is all done
we'll stand off and snow-ball him.

How like a man he begins to look !

In a minute we'll have him ready.

There ! I think he'll do well enough.

Suppose we stop a few minutes
and take a good look at him,
while we warm our hands.

Are you now ready for the sport ?

Let's see who will hit him first.

My ball hit him on the nose.

Fire away ! who'll hit him again ?

There goes a ball into his mouth !

This time, we'll all fire together.

Ready ! aim ! fire ! hurrah ! hurrah !

LESSON CXXXIII.

Flossie has a pet lamb
with wool as white as snow,
and a gentle looking face.
You see a ribbon round its neck.
It has cunning legs and feet,
and likes to jump and play.
It follows Flossie all about,
lays its head in her lap,
puts its nose to her face,
and eats from her hand.

Flossie's papa owns many sheep,
and every summer, in hot weather,
their wool is cut off.

The wool is made into cloth.

The wool-lens that keep us so warm
were giv-en us by the sheep.

It does not hurt them any
to cut off their wool.

It only makes them cool in summer.

It grows again before cold weather.

I think you did not know
that sheep are so use-ful.

Little Bo-peep
Has lost her sheep,
And can't tell where to find them ;
Leave them alone,
And they'll come home
And bring their tails behind them.

LESSON CXXXIV.

I live in the country
in a pretty white house
with green trees all about.
You can see the sun and sky
and have room enough to play.
I have a garden, all my own,
and flowers of every kind.
The birds sing from morning to night,
and make their nests near by.

Squirrels frisk about on the walls
and rabbits skip in merry sport.
Oh, how gay and happy they all seem !
Across the road is the old red barn.
And what, think you, live in that ?
Why, two big horses, ten red cows,
six little pigs, cunning and fat,
and woolly sheep and lambs.
There is the old barn-yard, too,
where are many little chickens,
with mother hens and mother ducks.
They are so tame you'll step on them
if you do not take care.
I can play in the woods and fields,
or go down to the pond to fish.
Sometimes I row in papa's boat
and get sweet pond-lilies.
Oh, I love my country home.
I would not live in the city
where I could not see the sky,
the trees, the fields, and the hills,
which are so dear to me.

LESSON CXXXV.

You love your country home ?

Wait till you see the city.

Walk down our busy street
and see all the people,
the houses, and the stores
full of every-thing.

See all the cars and wagons
and carriages of every kind.

See all the boys and girls :
how bright and happy they seem !

See my papa's new house,
made of brick and stone,
with large bay-windows.

Ring the door-bell and walk in,
but look out for little Jim;
Jim is our pug dog.

Take off your hat and coat
and stay to dinner.

In that big house across the street
live my grandma and grandpa.

They will take us out to ride
in their two-horse easy carriage,
and show you all the city.

Then we'll drive through the park,
where you'll see tall trees, lakes,
green-houses, and beautiful flowers.

We have city and country, both,
and everything one could wish.

Oh! the city is the place for me.

LESSON CXXXVI.

Little boy blue,
Come blow your horn ;
The sheep's in the meadow,
The cow's in the corn.
So this is the way
You mind your sheep,
Under the hay-rick
Fast asleep.

Fie on you ! fie on you !
Little boy blue,
And fie on dog Tray,
Who is fast asleep, too !
Come pick up your crook,
And blow your horn,
And drive the old cow
From the field of corn.

REVIEW.

LESSON CXXXVII.

I am sorry you hurt your finger.
That is a very pretty ice-pitcher.
Let us make a large snow-house.
Who will kick this foot-ball first?
See that fly crawling on the wall.
Who is the best scholar in school?
Please help me off with my cloak.
I was there, too, and saw the sport.
Will you have a drink of cool water?
Did you hear the boy blow his horn?
Be careful or you'll spoil your dress.
Does any one know where my sled is?
An owl has some very sharp claws.
Do not be careless with those matches.
Was that you talking so loud, Sarah?
Whose mittens are these on the floor?
You'll catch cold if you stand there.
I have two beautiful fan-tail pigeons.

REVIEW.

LESSON CXXXVIII.

Ah! you rogue, don't do that.
It is dark and that light is dim.
I wish you a happy new year.
Must I come home at six o'clock?
It is too cold to go out coast-ing.
Are you ever unkind to any one?
Did you have a merry Christmas?
A tiny mouse ran across the room.
Have you kept busy all the time?
How rough the ice is on the pond!
Has your slate-pencil a sharp point?
When you kneel in prayer God sees.
I have been waiting for some dinner.
Mamma loves her darling, very much.
Where did you buy those pretty skates?
Would you dare to touch a honey-bee?
Does every wagon have four wheels?
Papa will blame you for doing wrong.

REVIEW.

LESSON CXXXIX.

Is it going to snow, or rain ?
Which do you like the better ?
Don't fret just because it rains.
Back the horse out of his stall.
I am going to walk in the fields.
Did you hear the door-bell ring ?
Hear the rain patter on the roof.
Dry the clothes in the backyard.
I hope you are feeling very well.
How could you rob the poor bees !
We are having very pleasant weather.
Do you live in the city, or the country ?
We burn wood and coal in our stove.
Whose playthings are these under-foot ?
Do you wear woollens in the summer ?
Will you help yourself to an apple ?
Is your brother's house made of brick ?
May I tie my sled behind your sleigh ?

REVIEW.

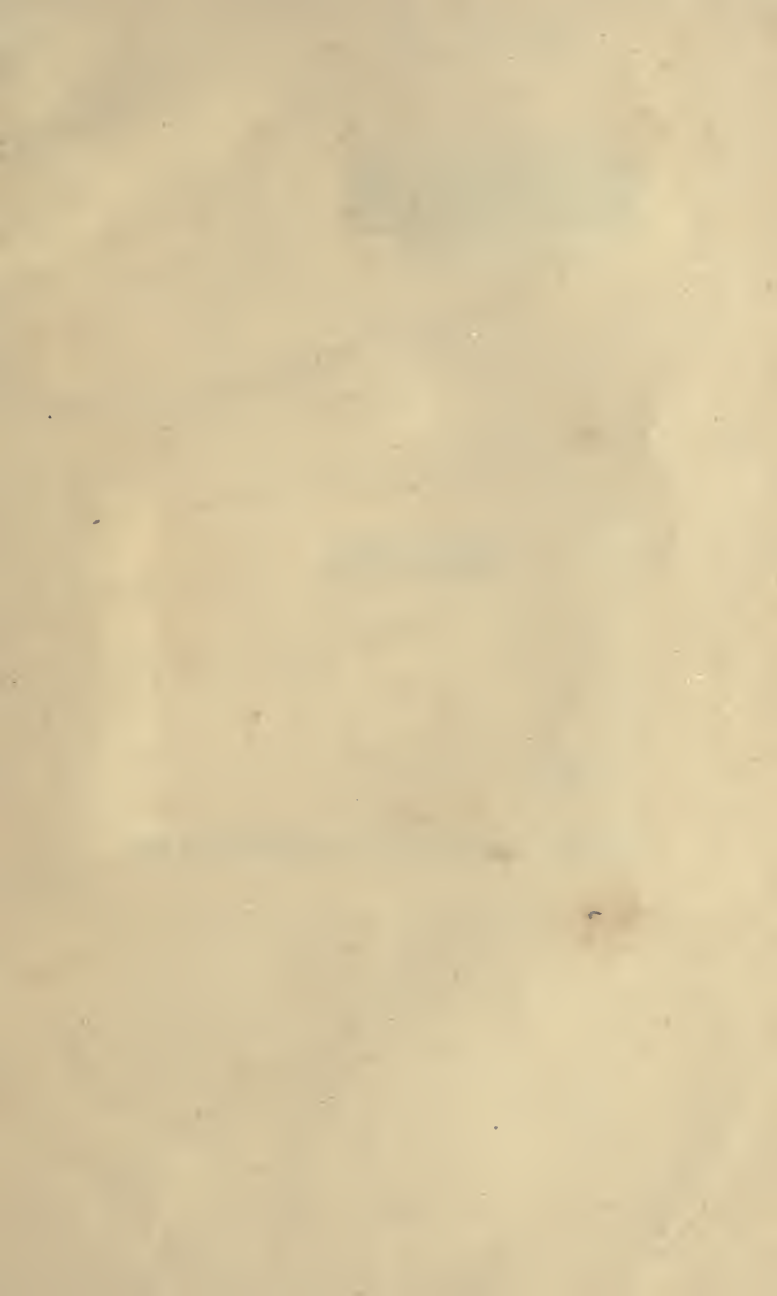
LESSON CXL.

It is not safe to throw stones.
You need have no fear of that.
Why did you not keep awake?
Do not set your clothes on fire.
Tie a pretty ribbon to its neck.
How came you up on the roof?
Fie on you! naughty boy blue!
The cloth feels soft and smooth.
Don't step on these little ducks.
This street leads out of the city.
Are there any fishes in the lake?
Drive those cows out of the corn.
If you will lead off I will follow.
Let me smell of your pond-lilies.
Let us know when you are ready.
How dark the cloud is over-head!
Come out from under the hay-rick.
I thank you, sir, for your kindness.

REVIEW.

LESSON CXXI.

I have had a quiet, pleasant rest.
Breakfast will be ready very soon.
Come in now and eat your supper.
Will you ride in this easy carriage?
Set the milk and sugar on the table.
How deep the snow is on the ground!
God knows and loves all his children.
Let's take a sleigh-ride this evening.
A robin flew in through the open door.
They played hide and seek together.
Suppose we take a walk in the park.
See those rabbits skip and frisk about.
The stores are full of beautiful things.
Brush your teeth and comb your hair.
Many very poor people live in the city.
Can you spare some honey, busy bees?
Make a fire and keep the room warm.
May God in heaven bless us, every one!



YB 36624

U. C. BERKELEY LIBRARIES



C075710435

M69895

894
10261

EDUC.
DEPT.

THE UNIVERSITY OF CALIFORNIA LIBRARY

