

BARNES

NEW
* NATIONAL
READER *

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小學中篇

BARNES' NEW NATIONAL READERS.

NEW
NATIONAL
FIRST READER.



A. S. BARNES & COMPANY,
NEW YORK AND CHICAGO.

1885.
c.



PREFACE

The authors of this book believe,—

- 1st.—*That the Word Method is the most natural and practicable*, because words are representatives of objects, actions, etc., while letters, or sounds, in the abstract, convey no meaning to the pupil, and are devoid of interest.
- 2d.—*That words of ordinary length are as easily learned as short ones, provided they are familiar to the pupil.* No teacher will doubt the statement that a pupil will learn the word "mam-ma" as easily as "says" or "eyes."
- 3d.—*That frequent "Reviews" are essential to the rapid and thorough advancement of pupils.* By this means the words imperfectly learned are again brought to their attention and thoroughly memorized. That these "Reviews" ought to take up the new words in a different order and arrangement, in order to test the ability of the pupil to recognize them in any situation. That as soon as the vocabulary is large enough they should be written in the form of a new exercise, as on pp. 36, 44, 52, 60, and 68 of this book.

4th.—*That thorough and systematic drill in Spelling is absolutely necessary.* That the "Reading Reviews" should be so constructed as to contain all the new words used in the lessons they were intended to review, and no others, so that they can be used for "Written or Dictation Spelling." That the pronunciation of the words in the "Spelling Reviews" should be indicated by the diacritical marks of Webster, so that they can be used for either "Oral Spelling" or "Phonic Drill."
















5th.—*That the "Script" from which the pupil gets his first and most lasting impressions should be of large size and accurate form*, and not of the nondescript character usually found in books of this class. That it should be free from superfluous line and flourish, and yet have grace and beauty. That it should be adapted for both copying and reading.

6th.—*That the lessons should be largely "conversational in style,"* to cultivate flexibility of voice and to break up the dreary monotone so frequently heard among children.

7th.—*That the lessons of a book of this grade should not average more than seven "new words."* That all such words should appear at the commencement of lessons, and be familiar to the pupil. That this method secures careful graduation, and is in marked contrast with the old custom of having from fifteen to twenty-five.

- 8th.—That “*Outline Drawings*” of the objects first presented to pupils should be made in the presence of the class, as it stimulates them to draw, and thus makes easy and profitable the copying of the “*Script Exercises*.”
- 9th.—That the school book of to-day must be beautifully and copiously illustrated. That there must be variety as well as excellence, both in drawing and engraving. That well-known and famous artists must be secured, such as Harper, Fredericks, Church, Lippincott, Eytinge, White, Beard, Weldon, Thuistrup, Cary, Moser, Weaver and Share, and such engravers as Karst, Wigand, French, Held, Davis, Hellowell, etc.
- 10th.—That the exercises must be instructive as well as interesting, and that no artificial system of vowel classification ought to interfere with the free and natural use of words.
- 11th.—That a book of this kind should be suited to the wants of graded and ungraded schools, there evidently being nothing in the one not readily adaptable to the other.
- 12th.—That every book of this class should contain a collection of brief extracts from standard literature to be committed to memory.
- 13th.—That this book is constructed on the above principles.

ALPHABETS.

| | | |
|---|---|---|
|  |  |  |
| A a ^r | F f ^r | J j ^r |
|  |  |  |
| B b ^r | G g ^r | K k ^r |
|  |  |  |
| C c ^r | H h ^r | L l ^r |
|  |  |  |
| D d ^r | I i ^r | M m ^r |
|  |  |  |
| E e ^r | N n ^r | O o ^r |

| | | |
|----------------------------|------------------|------------------|
| <i>O o</i> | <i>S s</i> | <i>X x</i> |
| O o ^r | S s ^r | X x ^r |
| <i>P p</i> | <i>T t</i> | <i>Y y</i> |
| P p ^r | T t ^r | Y y ^r |
| <i>Q q</i> | <i>U u</i> | <i>Z z</i> |
| Q q ^r | U u ^r | Z z ^r |
| <i>R r</i> | <i>W w</i> | <i>&</i> |
| R r ^r | W w ^r | & |
| FIGURES. | | |
| <i>1 2 3 4 5 6 7 8 9 0</i> | | |

FIRST READER

PART I

LESSON I.



dog it is a dog

It is a dog.

SLATE

dog



EXERCISE.

dog

NEW WORDS.

boy the and run see



See the boy and the dog.
The boy and the dog run.

SLATE



EXERCISE.

boy *boy*

NEW WORDS.

rat big can get this



This is a big rat.
Can the dog get the rat?
The dog can get the rat.

SLATE



EXERCISE.

rat *rat*

NEW WORDS.

hen nest box on in



See the hen and the nest.
The hen is on the nest.
The nest is in a box.

SLATE



EXERCISE.

hen

box

NEW WORDS.

cat egg will an at



The big cat is at the nest.
Will the cat get an egg?
See the hen run at the cat!
Run, hen, run!

SLATE



EXERCISE.

Run

hen

READING REVIEW.*

I.

See the boy and the dog.
Is it a big dog?

II.

The dog can get the big rat.
Is this hen on the nest?

III.

Is the nest in a box?
The big cat is at the nest.

IV.

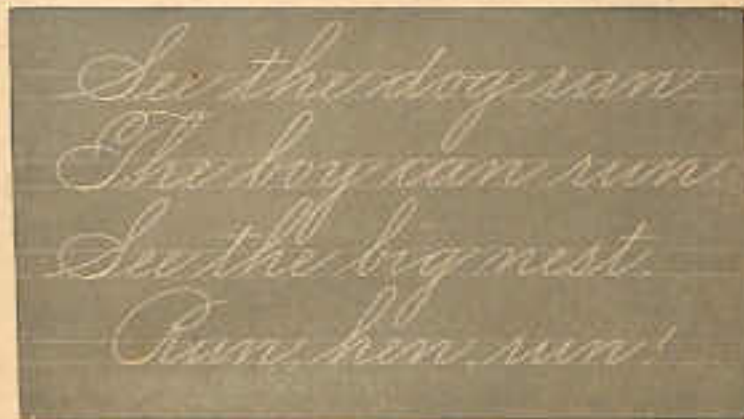
Will the cat get an egg?
The hen will run at the cat.

SPELLING REVIEW.

It ăt big thē sēē răt
Is ăn dōg ănd eăn hēn
In ƠN boy rŭn gēt bōx
eăt ẽgg will thīs nēst

* See p. 3, § 4.

SLATE EXERCISE.



OBJECT EXERCISE.



NEW WORDS.

his fast yes not as them



This is a boy and his dog.
Can the boy and his dog run fast?
Yes. See them run.

The boy can not run as fast as
the dog. Run, boy, run!

SLATE EXERCISE.

Run fast, dog!

NEW WORDS.

white

little

bird

eggs

you

are

do

I

Do you see
this little
bird?



Yes, I
see the little
bird.

Do you see this little nest?
Yes, and I see the eggs in it.
The eggs in the nest are white.

SLATE EXERCISE.

See the little bird

NEW WORDS.

Ann ran
play girl
her was
likes



Do you see the little girl and
her cat? See them play.
This little girl is Ann.
Ann likes her cat.
This cat was in a nest.
A hen ran at her.

SLATE EXERCISE.

The girl is Ann.

NEW WORDS.

top has spin how he makes



The boy has a big top.
Spin! Spin! Spin!
See how he makes it spin!
Can you spin a top?
Yes, I can spin a top.
A boy likes a big top.

READING REVIEW.

I.

The boy and his dog can run fast. Do you see them run? Can the dog run as fast as the boy? Yes, he can.

II.

I do not see the little bird. I see the eggs in the nest. Are the eggs white? Yes, the eggs are white.

III.

Was the girl Ann? Yes. Her cat likes play. Was the cat at the nest? Yes, and the hen ran at her.

IV.

The boy has a top. See how fast he makes it spin! Can you spin a top? Yes, I can spin a top.

SLATE

EXERCISE.

Spin



Spin

SPELLING REVIEW.

| | | | |
|-------|-----|------|---------|
| I | hās | rān | them |
| ās | hīs | ēggs | fāst |
| dō | yēs | bīrd | whīte |
| hē | nōt | gīrl | plāy |
| yōu | āre | spīn | līkes |
| wās | Ānn | how | mākes |
| (wōz) | hēr | tōp | līt'tle |

SLATE EXERCISE.

The little girl
likes her cat
The dog and hen
run at the cat
Can a boy
spin a top?
The eggs are white
The nest is little

NEW WORDS.

tree birds floor cats rats one
two three four



One, one, one,
Little dog, run.

Two, two, two,
Cats see you.



Three, three, three.
Birds in a tree



Four, four,
four,
Rats on the
floor.



NEW WORDS.

good to hat like
gave doll new mam ma



Ann has a new doll.
Her mamma gave it to her.
Ann likes the doll, and will get
it a new hat.
Are you a good girl?
Do you like a doll?

NEW WORDS.

○ may ride too my
me put take
with



Ann, will you take a ride with me?
O yes, I will. May I take my
doll, too?

Yes, you may take the doll.

Ann will put on her hat, and
take her doll to ride.

SLATE EXERCISE.

Ann likes her doll.

NEW WORDS.

we five ver'y snow
that they those pret'ty



How fast we ride! I like to ride,
and my doll likes it, too.

Ann, do you see those five little
birds on that tree?

O yes, I see them. Are they
not very pretty birds?

Yes. They are snow-birds.

READING REVIEW.

I.

I see one dog and two cats. Do you see the three birds in the tree, and the four rats on the floor?

II.

Yes, and I see the new doll my good mamma' gave to Ann. I like the doll. It is a very pretty one. May I take it to ride?

III.

O yes, and I will put on my hat and take a ride, too. Do you see me with my doll?

IV.

Do we not ride fast? See those five snow-birds in that tree. Are they not pretty birds?

SLATE EXERCISE.

How fast we ride!

SPELLING REVIEW.

| | | | |
|------|-------|--------|-----------|
| ō | one | fōur | gāve |
| tō | (wūn) | snōw | fīve |
| mē | twō | dōll | thōse |
| mȳ | (tōō) | līke | thāt |
| (mī) | new | tāke | they |
| wē | (nū) | rīde | vēr'y |
| tōō | put | wīth | bīrds |
| hāt | māy | fłōr | pret'ty |
| tṛēe | rāts | (flōr) | (prīt'ty) |
| eāts | thrēe | gōōd | mām mā' |

SLATE EXERCISE.

*The new doll is
very pretty. It will
ride with Ann.
It has a new hat.
A good girl likes
her doll.*

NEW WORDS.

| | | | |
|-----|------|------|--------|
| go | off | did | bad |
| why | here | have | Rov'er |



Here, Rover,
here! That is
my hat! Do not
run off with it!

You are a bad dog to run off
with my hat. I will not have you
with me if you are not a good dog.

You bad dog! Why did you go
off with my hat?

NEW WORDS.

| | | | |
|-------|-----|------|-------|
| kitty | saw | soft | catch |
| fur | its | she | small |



This is my
little kitty.

How soft and white its fur is!
Is it not pretty? The cat is on
the box. She saw a big rat and ran
to catch it.

The kitty was too small to catch
the rat.

SLATE EXERCISE.

This is my kitty

NEW WORDS.

up ho down boys mer'ry back
hill over



Ho, ho!
How we go!

Down the hill,
Over the snow.

Ho, ho! Back we go.
Up the hill, over the snow.

Down the hill and over the snow,
We, merry boys, how fast we go!

SLATE EXERCISE

How fast we go!

NEW WORDS.

if race girls out
look sled hurt now give



The boys
and girls
are out at
play.

Look out, boy! Do not get hurt!
Will you give me a ride, little
boy?

O yes, you may ride on my new
sled.

Now, Rover, we will have a race.
Run fast, Rover! If you do not
run fast, I will catch you!

READING REVIEW.

I.

Ann likes her small kitty. Its fur is soft and white. It saw the cat catch the big rat.

II.

Ann likes Rover, too. She saw Rover run off with the hat. Here, Rover, here! You are a bad dog! Why did you run off with the hat?

III.

Ho, ho! Look at the boys and girls. See them go down the hill, over the snow. Now they go back, up the hill.

IV.

They are out at play. They will not get hurt. How merry they are! Ann, I will give you a ride on my sled. We will have a race with Rover and see how fast we can run.

SPELLING REVIEW.

| | | | |
|------|------|-------|--------|
| if | its | bäck | sléd |
| hō | fūr | ō'ver | gīrls |
| gō | shē | sōft | hūrt |
| ūp | out | boys | hāve |
| ōff | now | lōok | cāch |
| dīd | whȳ | gīve | smāll |
| bād | hīll | rāce | kīttȳ |
| sāw | down | (rās) | Rō'ver |
| hēre | | | mērrȳ |

SLATE EXERCISE.

Will Rover ride
on the sled?
No he will run
a race with the boy.
Rover is a bad, bad
dog. He ran off
with the hat.

NEW WORDS.

from come be a way' there of
what soon



Bad boy! bad boy! Come down from that tree. Do not take the eggs from the nest. What a bad boy, to take the eggs of a bird!

Go away, bad boy; do not take the eggs, and soon there will be three pretty birds in the nest.



NEW WORDS.

Roy drum march rub'-a-dub'



Now, Roy, you beat the drum, and we will march. I have my new hat and gun. Now go on. Rub-a-dub, rub-a-dub! Here we go! March, march, march! Do you like to march, Roy?

Yes. What fun it is to beat a drum and march with a gun!

fun
gun
beat

NEW WORDS.

| | | | |
|------|--------|------|------|
| Ned | no | us | let |
| hand | ap'ple | your | some |



big apple. We will give her this one, too.

Here, Ned, catch this apple in your hand.

No, I will catch it in my hat.

Now I have it. What a big apple it is!

Let us take some to mamma'.

O yes, she likes them. I will get her some.

We will take them to her in my hat.

O here is a very

NEW WORDS.

| | | | |
|---------|-------|------|------|
| ap'ples | ma'ny | more | glad |
| where | near | pond | am |



Look, mamma'! See the big apples we have!

O where did you get them?

From the big apple-tree, near the pond. Do you like apples, mamma'?

O yes. I am glad to get them. How many have you?

Five, and there are more on the tree. May we give some to Ann?

Yes. She likes apples, too.

READING REVIEW.

Boy, come down from that tree! Come away, and soon there will be little birds in the nest.

What a bad boy, to take the eggs of a bird!

Did you see the boys with the drum and gun, Ned?

Yes. I saw Roy beat his drum, rub-a-dub, rub-a-dub! I am glad the boys have a drum. It is fun to march, march, march!

Will you give me the apple you have in your hand, Ned?

No. I will give this one to mamma. I have some more apples in my hat, and will give you one.

Let us see how many you have. One, two, three, four, five. Where did you get them, Ned?

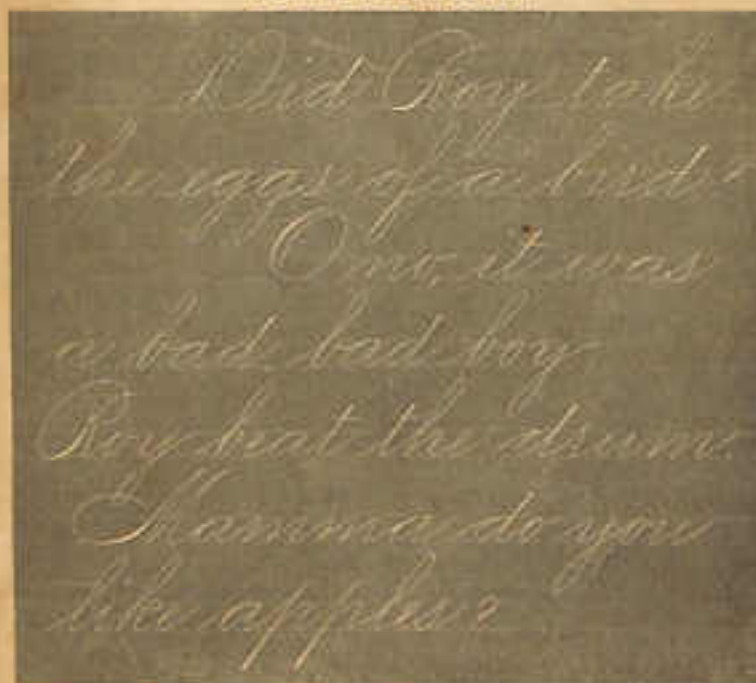
From the big apple-tree, down near the pond.

SPELLING REVIEW.

| | | | |
|------|------|---------|---------|
| is | gūn | soōn | hānd |
| bē | glād | yōur | thēre |
| nō | bēat | frōm | sōme |
| lēt | Roy | whāt | (sūm) |
| ām | Nēd | eōmē | drūm |
| fūn | nēar | (kūm) | āp'ple |
| of | pōnd | ma'nŷ | whēre |
| (ōv) | mōre | (mēn'ŷ) | āp'ples |

ā wāy mārĉ rūb'ā-dūb

SLATE EXERCISE.



NEW WORDS.

ship nice
but sail



by
for

Here we are by the pond. Ned, your ship is a very nice one. May I take it?

Yes, you may; but do not hurt it. Will it sail fast, Ned?

Yes, it will sail very fast.

Mamma', may I have a ship, too?

Yes, if you are a good girl, I will get a nice one for you.

NEW WORDS.

man old
toys left
book ask
came know
dish'es fun'ny



O Roy, do look here! What pretty toys!

Where did they come from?

Here is a drum, a ship, and a top for you, and a doll, a book, and some little dishes for me.

Did mamma' give them to us, Roy?

O no, a funny old man came and left them for us.

What old man was it, Roy?

I do not know what old man it was, but we will go and ask mamma'.

Little girls and boys, do you know who left the toys for Roy and Ann?

SLATE EXERCISE.

Roy has a drum,
a sheep and a top.
Ann has a doll
and some dishes.
Who left the toys?

NEW WORDS.

| | | | |
|--------|-------|------|--------|
| Ma'ry | in'to | hold | made |
| chicks | well | hay | un'der |



Look, Ned, here is a nest! It is made in this hay, and the old hen is in it.

Put your hand into the nest, Mary.

O no, the hen will not let me!

But, Mary, I will hold her.

Well, Ned, if you can hold her,
I will put my hand into the nest.

O Ned, there are some little
chicks under the hen!

Are there?

Do take her off from the nest
and let us see them.

SLATE EXERCISE.

Ned, here is a nest.

LESSON XXXV.

NEW WORDS

care dear feed six
food hide wings wa'ter chick

Now, Ned, the hen is off the nest,
and we can see the chicks. There
are six of them.

O the dear little chicks! How
pretty they are!

We will feed them, Mary.

Yes, I will run and get some food
and give them some water.



Here, chick, chick, chick! Here
is some water for you.

Will the old hen take care of
them, Ned?

O yes. She will hide them under
her wings.

READING REVIEW.

See, mamma! What a nice ship Ned has!

Yes, it is a very nice ship. You and Ned may go down by the pond and sail it, but do not get into the water.

Come, Ned, let us go. Did you see Roy?

Yes, and I saw the pretty toys the funny old man left for Mary.

What old man, Ned?

I do not know, but he came and left a ship, drum, book, and some little dishes.

O how good! Look, here is Mary. I will ask her to let me see them.

Now let us go and see the nest the hen made in the hay.

Well, come on. Mary will go, too.

Here is the hen, Ned. Let us

see if there are some little chicks under her.

Ned, you hold the hen, and Mary will put her hand into the nest.

Is there a chick under her, Mary?

O yes. Take the hen off the nest.

Well! well! Do look at the dear little chicks. One, two, three, four, five, six of them.

Run, Ned, get some food, and we will feed them.

Will the hen take care of them?

Yes, she will hide them under her wings.

LESSON XXXVII.

SPELLING REVIEW.

| | | | |
|-----|------|-------|---------|
| by | shīp | bōok | wīngs |
| būt | sāil | eāme | Mā'ry |
| old | wēll | in'to | dīsh'es |
| mān | nīçe | dēar | ūn'der |
| āsk | lēft | hīde | wā'ter |

| | | | |
|------|------|--------|--------|
| hāy | hōld | māde | fūn'nŷ |
| sĭx | fōd | chĭek | eāre |
| fōr | fēd | chĭeks | (kēr) |
| toys | | | knōw |

SLATE EXERCISE.

What did Mary
find with the hen?
How many chickens
did the hen have
in the nest?

LESSON XXXVIII.

NEW WORDS.

| | | | |
|--------|-------|------|----------|
| Fĭdo | full | each | seem |
| oth'er | think | say | pup'pies |

Here are my three little puppies.
Are they not pretty?

Old Fido has a rat. See how the
puppies look at it.

They think it will hurt them if
they go too near it.



They seem to say, "Take it
away, mamma', we do not like it."

The puppies are full of fun. I
like to see them play with each
other.

Will you have one of my pup-
pies?

NEW WORDS.

red side steer fear

See my sled.
It is red.

Will you ride
By my side?

Can you steer?
Do not fear.

How we go
On the
snow!



NEW WORDS.

Jack Jill clear track all fall

Clear the track!
Hold me, Jack!

Let you fall?
Not at all.

O what fun!
Back they run,

Up the hill,
Jack and
Jill.



NEW WORDS.

start string strong hurra'
fly try high kite kites

Come on, boys.
Let us fly our kites.

Hurra! that will
be fun. I will try my
new kite. Have you
a strong string
with your
new kite,
Ned?

Yes, it is
very strong.



Roy has a kite. How high it is!
Yes, Ned, but my kite will fly
as high as his. Now you hold it,
and I will run to give it a start.

LESSON XLI.

NEW WORDS.

him held warm make cold
does eyes nose
froze



Roy, did you make that snow
man?

Yes. Does he not look funny?

He is a funny man, Roy. What a big nose he has, and big eyes, too! Will he not fall down?

No, I put some water on him. The water froze and that held the snow.

Are you not very cold, Roy?

Yes, come, let us have a good run, and that will make us warm.

LESSON XLII.

READING REVIEW.

Hurra, boys! Clear the track! Here come Jack and Jill on a red sled. Look, Roy! See Jack steer the sled down the hill. Jill is by his side.

Does Jill fear the fast ride?

No, Ned, not at all. Jack will not let her fall. Roy, did you say you made that snow man?

Yes, I made him.

What a funny nose he has! What big eyes! Will he fall down, Roy?

No, he will not fall. I put some water on him. The water froze and that held the snow.

Let me make one, Roy.

O no, it is too cold. Let us go in and get warm.

Well, we will start now. Come in and see my little puppies. Here they are, and here is Fido, too. Do you think they are pretty?

Yes, I do. See them play with each other. They seem to be full of fun. Is this your kite, Roy?

Yes, I have two kites. See what a strong string this one has.

Do you like to fly kites?

Yes, and pretty soon I will try my new one. It will fly very high.

SPELLING REVIEW.

| | | | |
|-------|------|----------|----------|
| fly | hēld | trāek | frōze |
| try | eōld | sīde | strīng |
| sāy | ēyes | Jill | kites |
| rēd | (iz) | Jäck | stārt |
| all | high | stēer | strōng |
| hīm | (hi) | fāll | sēm |
| dōes | kite | elēar | ōth'er |
| (dūz) | fūll | Fī'dō | (ūth'er) |
| nōse | ēach | wārm | thīnk |
| māke | fēar | pūp'ples | hūr rā' |

SLATE EXERCISE.

*I have two kites
One will fly very
high. Will you fly
your kite with me?
O yes, let us go.*

NEW WORDS.

seek then stand said
shut shall hid while who



Come, boys, what shall we do? Let us play hide and seek.

O yes, that will be fun for all of us. Who will shut his eyes? Ned, will you?

Yes, I will shut my eyes while you all go and hide.

Well, Ned, you stand by that tree. Then Ned shut his eyes and the

Here is the bath tub with some nice, warm water.

But, Ned, kitty will get sick if you put her into the water. She will take cold.



No, I will wrap her well in the big shawl, and then she can not take cold.

So Ned gave kitty a bath, and then put her into the nice, warm shawl.

NEW WORDS.

pass po'ny whip keep
fast'er use go'ing than yours



Hold on, Frank, you are going too fast. I can not keep up with you.

Use your whip, Fred, and make your pony go faster. Come up to me and we will have a race.

Well, here we go. Hurra, hurra! Go on, pony, as fast as you can, and we will catch Frank.

We are going faster now, Frank, and will pass you in the race.

No, Fred, you can not pass me, for my pony can run faster than yours.

Well, we will see if he can.

LESSON XLVIII.

READING REVIEW.

Who said play hide and seek?

I did, Frank.

Well, shut your eyes, Ned, while we go and hide.

Shall I stand by this tree, boys?

Yes, we will hide, and then you must try to find us.

Well, go and hide.

One, two, three, four, five, six—look out for me, boys.

Here I come. Ha! I see your black cap, Frank. Come out of that barn.

I spy you, Roy. You are hid

under the hay, and there is Fred in the box.

Now, Frank, you shut your eyes.

No, Fred, there is my pony, and I am going to take a ride.

Well, I will get my pony and ride, too. Shall we have a race?

Yes, but my pony can run faster than yours.

If I use my whip I can keep up with you, and I may pass you.

But there is my sister. I must go and see her. What is it, sister?

Please put this shawl over me, Fred. Wrap me up well, for it is pretty cold.

So kitty did not get sick, did she, sister?

O no, kitty is well, but she does not like the bath tub, Fred.

SPELLING REVIEW.

| | | | |
|-------|------|-------|---------|
| sō | siek | bärn | yours |
| hā | fīnd | kēep | pō'ny |
| hīd | pāss | shāll | whīle |
| ūse | whō | Fréd | shāwl |
| tūb | sēek | whīp | sis'ter |
| spy | thēn | wrāp | plēase |
| eāp | shūt | mūst | gō'ing |
| said | thān | stānd | fāst'er |
| (séd) | bāth | blāek | Frānk |

SLATE EXERCISE.

Where did Roy hide?
 Frank hid in the
 trunk had a safe
 Now Fred you
 must shut your

NEW WORDS.

| | | | |
|-------|------|-------|----------|
| bear | legs | paws | a fraid' |
| stick | hind | holds | stands |



O Frank, look at that big dog!
 It is not a dog, Fred. It is a
 black bear.

Are you not afraid of him, Frank?

No, he will not hurt us. Do
 you not see the man feed him
 from his hand? What a funny
 bear!

See, Frank, how he stands up on his hind legs and holds the stick in his paws! Is he strong, Frank?

Yes, he is very strong, and his fur coat is warm.

Where did the man get him, Frank?

I do not know. We will go and ask him.

LESSON LI.

NEW WORDS.

were things caught hunting
sir dance fell dogs cut

How do you do, sir?

How do you do, boys?

You have a nice bear there, sir. We like to see him play. Where did you get him?

I was hunting with my dogs, and saw a little bear up in a tree.

I cut the tree down, and as soon

as it fell, the dogs and I caught him.

Were you not afraid of him?

O no, he was too small to hurt me, then.

You like to see him play, do you?

Yes, sir. What can he do?

He can hold a stick in his paws, dance very well on his hind legs, and do many other funny things.



NEW WORDS.

fro long mous'ie run'ning
 a go' silk al'ways com'ing
 time glow spied



1.

I have a little kitty,
 Her fur is white as snow.
 In the barn she likes to play,
 Running to and fro.

2.

In the barn a little mousie,
 A long time ago,
 Saw my little kitty coming,
 Running to and fro.

3.

Two black eyes has little kitty,
 Eyes that always glow,
 And she spied the little mousie,
 Running to and fro.

4.

Four soft paws has little kitty,
 Soft as silk, I know,
 And they caught the little mousie,
 Running to and fro.

SLATE EXERCISE.

I am a good girl

READING REVIEW.

Mamma', did you see the kitty catch the little mousie in the barn?

Yes, kitty spied the mousie running to and fro.

I saw her pretty, black eyes glow, and soon she caught the mousie in her paws.

What a pretty kitty she is! Her fur is like silk.

But look, mamma'! There is the man coming with his bear. May I go out to see him?

Yes, Fred, but Frank must go with you.

How well the bear stands up on his hind legs!

Yes, and see how he holds the stick in his paws.

O see him dance! What funny things he does!

Where did the man get him, Frank? Did you ask him?

Yes, and he said that one time, a long while ago, he and his dogs were out hunting, and saw the bear up in a tree.

The bear was small then, so he was not afraid of him.

He cut the tree down, and as soon as it fell, the dogs caught the bear.

Did they hurt him, Frank?

No, the man did not let them hurt him.

See, Frank, the man is coming here.

How do you do, boys?

How do you do, sir?

We like to see your bear play. We think he likes you.

O yes, he likes me, for I always take good care of him.

SPELLING REVIEW.

| | | | |
|-------|-------|--------|----------|
| frō | glōw | hīnd | eaught |
| à gō' | time | wēre | à fraid' |
| sir | lōng | spīed | al'wāys |
| eūt | silk | hōlds | mous'fe |
| lēgs | bear | dānce | eóm'ing |
| dōgs | paws | thīngs | rūn'nīng |
| fēll | stīek | stānds | hūnt'ing |

SLATE EXERCISE.

What did the man
see in a tree?
How did the man
get the bear down?



SHORT STORIES.

LESSON I.

NEW WORDS.

| | | | |
|------|------|------|-------|
| Jōhn | sēt | jūst | wēnt |
| Diek | hōle | trāp | quīek |



VOWEL EXERCISE.

| | | | | |
|----|-----|-----|-------|-------|
| ā | ān | ānd | hānd | stānd |
| āt | rāt | eāt | eāteh | hāt |

John and his cat Dick do not like rats. They catch all they can.

One time, John set a trap to catch some, and then went away and hid with Dick.

Pretty soon a big rat came out of its hole and went to the trap.

Dick saw the rat and made a start to get away from John. But John said, "Hold on, Dick, let us see if it will go into the trap."

But the rat did not go in, and as it was going to run away, John let Dick go and said, "Catch it, Dick. Run quick, quick!" and they ran very fast to catch the rat.

But the rat was too quick for them. It went into its hole just as Dick was very near it.

SLATE EXERCISE.

John likes cats
Dick helps make

NEW WORDS.

pěts sěnd lōōks eāgē yět
 sěnt erěst whěn tāmē sīng

VOWEL EXERCISE.

ě ěnd sěnd sěnt něst
 lět sět gět yět rěd



Mary, where did you get your pretty redbirds?

Fred sent them to me.

Did he send the cage, too?

No, mamma' gave me the cage.

What nice pets the birds will be!

Are they tame, Mary?

Not yet, but I think they soon will be. They let me set food near them now.

When they are tame, you can let them out of the cage.

What a funny cap one of them has!

It looks like a cap, Mary, but it is not. It is a crest.

Many redbirds have no crest, and I am glad that one of your birds has one.

Will these birds sing well?

They sing very little.—Redbirds are pretty, but they do not sing so well as some other birds.

SLATE EXERCISE.



NEW WORDS.

dip fish trout brook
net live dish wish could

VOWEL EXERCISE.

I in in'to is his
ish dish fish wish



Look, mamma! See what a pretty fish! It is a little trout.

Where did you get it, John?

Frank caught it in the brook.

I went to dip a dish into the brook to get some water, and saw this little fish.

Then I said, "O Frank, look, look quick! See the little fish!"

Frank saw it, and ran to get his fish net. He put the net into the water, and caught the fish, and I put it into this dish.

Well, what will you do with it? I will keep it, mamma'.

But, my boy, it will not live in that dish. Put it back into the brook.

I wish I could keep it. It is so pretty! May I put it into the pond?

No, John. You must put it into the brook. A trout will not live in warm water.

SLATE EXERCISE.

saw back could
live when caught

NEW WORDS.

göt jöllÿ rōmp brēad
fōx ēat fōnd āfter mēat

VOWEL EXERCISE.

ō ōx bōx fōx dōg nōt tōp

John, where
did you get
your fox?

I caught him
in a trap, when
he was small.

Is he tame
now?

O yes, and
he is very fond
of me. We romp, and play, and
have a jolly time with each other.

What do you give him to eat?

I give him meat and bread.

Can a fox run fast, John?

Yes. My fox can run very fast.



A little while ago, Frank was here
with his dog Rover. The fox was
afraid of Rover, and ran away.

When Rover saw the fox start,
he ran after him. O
how they did go!
They ran and



ran, up hill,
and down hill, but
the fox ran faster
than Rover, and got away.

How did you get him back?

O when Rover went away, he
soon came back to me. I do not
let dogs run after him now.

SLATE EXERCISE.



NEW WORDS.



Jāne jūmp mūch
 eūp rōpe lūnch
 tā'ble chāir
 milk bŭt'ter



VOWEL EXERCISE.

ŭ ūp eūp pŭp gŭn fŭn
 ŭt bŭt eŭt shŭt tŭb rŭb

O Jane, I am glad you have your doll with you! How pretty it is!

Yes, Mary, I think it is a pretty doll. I like it very much.

You are just in time for lunch. We will have it here on my little table.

O that will be jolly fun, Mary. I will set the table, and put on your little dishes.

Yes, Jane, you set the table, and I will run and ask mamma' for some bread and butter and cold meat.

Get a cup of milk, too, Mary.

Yes, here they are—bread, butter, cold meat, and a cup of nice milk.

Well, here is a chair for you, one for me, and one for my doll.

What shall we do after lunch?

We will jump rope, Mary. I have a nice new rope.

O so have I! Mamma' just gave me one.

But, Mary, we must not jump rope too much. It is not good for us.

Well, we will jump but a little while, and then I must go home.

SLATE EXERCISE.



LESSON VI.

NEW WORDS.

| | | | |
|-------|------|------|---------|
| dāy | lāke | stāy | hōmē |
| wāy | lātē | swīm | splāsh |
| mouth | | | rāb'bit |

VOWEL EXERCISE.

| | | | | |
|------|------|-------|------|------|
| ā | dāy | sāy | māy | hāy |
| tāke | māke | mākes | tāmē | eāmē |

One day Ann and Frank went to the lake with Rover.

Rover can swim well, so Frank made him go into the water after a stick.

“Jump, Rover! Jump in and get the stick,” said Frank; and into the water he went with a big splash.



Pretty soon he came out with the stick in his mouth.

He did not like the fun so well as Frank, for the water was a little cold.

They had a fine time for a while with Rover, and then set out for

home, as it was late in the day, and they could not stay long.

On the way home, Rover saw a rabbit, and away he went after it, as fast as he could go.

Ann and Frank ran, too, but could not keep up with Rover and the rabbit.

When they got home, Rover was there, and Frank said—

“Where is the rabbit, Rover?”

Rover gave Frank a funny look and went away.

“O I know,” said Frank, “the rabbit ran so fast you could not catch it.”

SLATE EXERCISE.



NEW WORDS.

| | |
|-------|---------|
| sēa | ēa'gle |
| bēak | bēach |
| lārgē | wōuld |
| wānt | lār'ger |



VOWEL EXERCISE.

| | | | | | |
|-----|------|------|-----|------|-----|
| ē | mē | wē | bē | hē | shē |
| ēat | bēat | mēat | sēe | sēek | sēm |

Look, sister! See that eagle!

Yes, Frank, I see two eagles.

What large wings they have!

Yes, they fly over the beach to find fish.

Do they eat fish, Frank?

Yes, they are very fond of fish.

The eagle is a large and strong

bird. Mamma' saw one take up a rabbit and fly off with it.

I wish we could catch one, Frank. How funny it would look in a cage!

Yes, sister, but you would have to get a much larger cage than the one your redbirds have.

O I should be afraid to have one. If it got out of the cage, it would fly away with me.

No, it could not do that, but it could hurt you with its strong beak.

What is its beak, Frank?

The beak is its mouth. All birds have a beak, but not many have one so strong as that of the eagle.

SLATE EXERCISE.



NEW WORDS.

| | |
|-------|-------|
| Ice | fär |
| kind | fire |
| tired | skäte |
| drive | miles |
| | seven |



VOWEL EXERCISE.

I Ice nice find kind ride side

You are very kind, Mary, to have a nice fire for me. I am cold after my long drive.

Yes, Fred, you look cold and tired, but you will soon get warm by this fire. How far did you drive?

Seven miles, and the snow and ice made it a cold ride.

Can we skate on the lake now, Fred?

Yes, the ice is strong. We can have a good skate. Do you want to go and try it?

O yes, Fred. I like to skate. Will you go with me?

Yes, as soon as I get warm. But John and Ann are coming over to see us.

Well, Fred, we will ask them to go with us. Ann likes to skate.

O yes, if they go, we shall have a merry time.

What fun it will be, Fred! I will run now and find my hat. We will go as soon as they come.

SLATE EXERCISE.



NEW WORDS.

| | | | |
|-------|--------|----------|---------|
| rōll | tēll | wāvēs | dāshēd |
| eōat | pā pā' | eāp'tain | lēarnēd |
| bōat | wīnd | | |
| blōws | | | |



VOWEL EXERCISE.

| | | | | | |
|---|-----|------|------|----|------|
| ō | ōld | eōld | hōld | nō | snōw |
| | sō | gō | knōw | | |

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

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

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

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

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

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

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

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

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

He is an old man now, and likes to tell little boys and girls all he

learned and saw while he was captain of a ship.

SLATE EXERCISE.



LESSON X.

NEW WORDS.

| | | | |
|-------|------|--------|-------------------|
| tūne | ūsed | mū'sic | sehool |
| flute | mīnē | plāyed | à gain' (gēn') |

VOWEL EXERCISE.

ū ūse ūsed ūs'ing

One day, when Frank and John were going to school, they saw an old man with a flute.

"Will you please play a tune for us, sir?" said Frank.

"Yes, boys, I will play for you. Are you fond of music?"

“Yes, sir, we like music. You used to play your flute when I went with mamma’ to see you.”

“O you are the little boy who had your flute with you, are you?”



“Yes, sir, and I have learned to play a little on it.

“Well, I am glad to see you again, my boy.

“I will play you a tune, and then you must play for me.”

“But my flute is at home, sir.”

“O well, you can use mine. It is a good one.”

The old man played a tune for the boys, and then gave the flute to Frank to play.

Frank played a tune, and did it very well.

“How well you play!” said the old man.

“You are very kind to say that, but I wish I could play as well as you do,” said Frank.

“O you will soon do that. All you will have to do, is to try.”

SLATE EXERCISE.



PEARLS IN VERSE.*

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

Do your best, your very best,
 And do it every day.
 Little boys and little girls,
 That is the wisest way.

Little children, love each other,
 Never give another pain,
 If your brother speak in anger,
 Answer not in wrath again.

Early to bed and early to rise,
 Make men healthy, wealthy, and wise.

* It is intended that these selections shall be memorized by pupils, but as they do not form any part of the reading lessons, the words not heretofore used are not regarded as "new words."

Suppose your task, my little man,
 Is very hard to get,
 Will it make it any easier
 For you to sit and fret? *Wishes*

Then wouldn't it be wiser
 Than waiting like a dunce, *fool*
 To go to work in earnest
 And learn the thing at once?

Speak the truth, and speak it ever,
 Cost it what it will;
 He who hides the wrong he did,
 Does the wrong thing still.

To do to others as I would
 That they should do to me,
 Will make me honest, kind, and good,
 As children ought to be.

When mother says, "Do this," or "that,"
 Don't say, "What for?" and "Why?"
 But let her hear your gentle voice
 Say, "Mother dear, I'll try."

PHONIC CHART.

VOWELS.

| | | |
|--------------|--------------|-------------|
| ā as in lake | a as in what | ō as in box |
| ā " " at | ē " " bē | ū " " ūge |
| ā " " fūr | è " " lēt | û " " ūp |
| ā " " ūll | ī " " īce | û " " fūr |
| ā " " eāre | ī " " in | ōō " " tōō |
| ā " " āsk | ō " " sō | ōō " " lōōk |

CONSONANTS.

| | | |
|-------------|------------|--------------|
| b as in bād | m as in mē | w as in wē |
| d " " dō | n " " nō | y " " yēs |
| f " " fōx | p " " put | z " " frōze |
| ġ " " ġō | r " " rāt | ng " " sing |
| h " " hō | s " " sō | sh " " shē |
| j " " jūst | t " " tōō | th " " thīnk |
| k " " kīte | v " " vērý | th " " thē |
| l " " lēt | | |

EQUIVALENTS.

VOWELS.

| | |
|--------------------------|---------------------|
| ā like ō as in what | ô like ū as in eōme |
| é " " á " " whère | ō " " ū " " fōr |
| e " " ā " " they | ū " " ōō " " put |
| ē " " ū " " hēr | ŷ " " ī " " bŷ |
| ī " " ū " " ġīrl | ŷ " " ī " " kī'tŷ |
| o, ū " " ōō " " tō, rŷle | ew " " ū " " new |

CONSONANTS.

| | |
|---------------------|-----------------------|
| ç like s as in rāçe | ŋ like ng as in thīnk |
| e " " k " " eāt | ŷ " " z " " hāŷ |
| ġ " " j " " eāġe | x " " ks " " bōx |

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