

READING  
WITHOUT  
TEARS

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MORTIMER, F.L.B.  
READING...

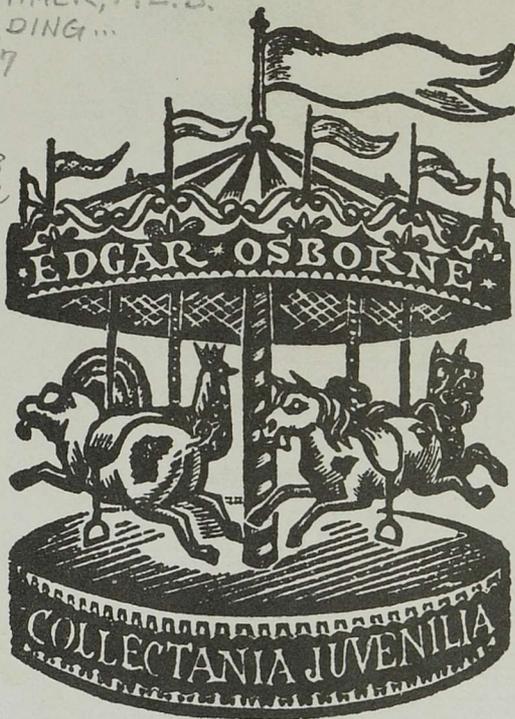
1927

Pt. 1

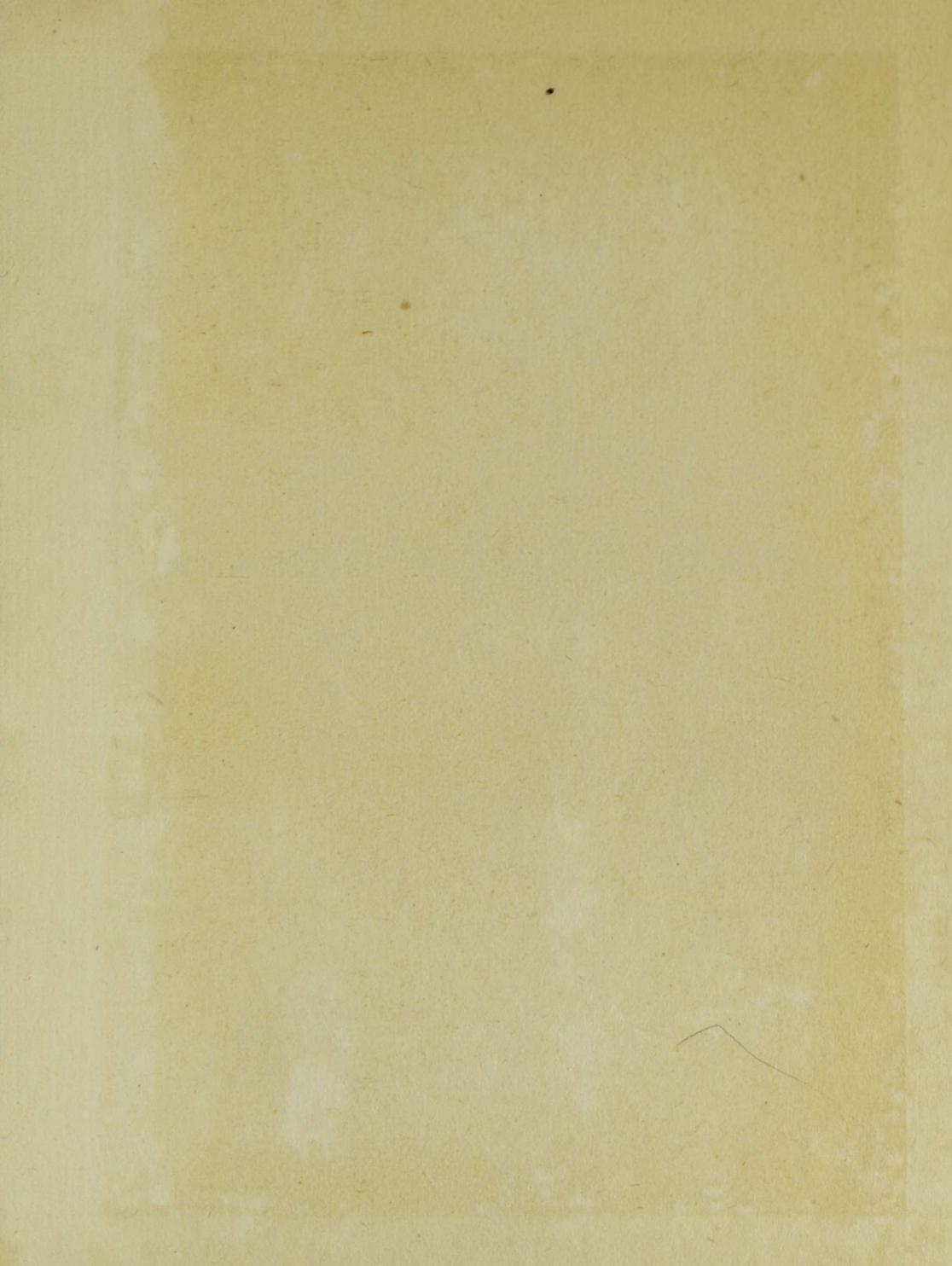
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1928

Pt. 2



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READING WITHOUT TEARS



# READING WITHOUT TEARS

OR

## A Pleasant Mode of Learning to Read.

BY THE

AUTHOR OF 'PEEP OF DAY,'

&c. &c.

Pretty pictures or stories embellish each page,  
That the rosy, the blue-eyed, and flaxen-hair'd age,  
May learn their FIRST book without shedding a tear.

May the learners of *this*—love the Heavenly page,  
That in wither'd, dim-sighted, and hoary-haired age,  
They may clasp their LAST book, as they drop their last TEAR.

PART I.

NEW IMPRESSION.

LONGMANS, GREEN AND CO.

39 PATERNOSTER ROW, LONDON.

NEW YORK, TORONTO, BOMBAY, CALCUTTA,

AND MADRAS.

1927.

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THE [illegible] OF [illegible]

[illegible]

[illegible]

[illegible]

MADE IN GREAT BRITAIN.

## PREFACE.



GREAT pains have been taken to render this book pleasing to children. To allure them to tread the path of knowledge—steps have been cut in the steep rock, and flowers have been planted by the wayside. Pictures are those flowers—careful arrangement and exact classification are those steps.

But these efforts are *not* made that children may learn to read at an earlier age than at present—but that they may learn without TEARS.

There are occasions enough, even in life's happy spring-time, to draw forth tears without making Reading one.

Tears must be shed—by tender little creatures liable to so many accidents and diseases :

Tears must be shed—by sinful little creatures subject to so

many fits of waywardness, and deserving so many reproofs and corrections :

Tears must be shed—by eager little creatures so often refused desired toys, and disappointed of expected treats :

Tears must be shed—by affectionate little creatures, forced so often to part from a darling nurse, or a charming playmate, and sometimes even—from beloved parents.

But tears need *not* be shed—by little creatures, ignorant and playful though they be, while learning to read. Only—let them not begin too soon (never before four, sometimes not till five); only—let not the lessons be too long; and only—let them be omitted altogether, when the little learners are sick, though only from a cold; or when they are wearied from walking or playing; or when they are excited by promised pleasures; or when persons are coming in and out, or conversing close beside them: for how can giddy little creatures learn in scenes and circumstances in which their parents would find it difficult?

Let no parent imagine that by beginning *late* to learn to read, or by occasionally omitting a lesson—the future eminence of the child is hazarded. Were a parent to conceive the vain wish that his child should be Senior Wrangler, he could pursue no better method than by letting his child have a long rest before he set

out on the arduous race. All the acquisitions made before seven years old would tend no more towards his future exaltation than a mole-hill towards the elevation of Mount Blanc; but strength of body, love of knowledge, habits of obedience, would avail much.

Happily, children are generally too inattentive to derive injury from learning; but when, through a docile, studious, or ambitious disposition, they follow up their parents' wishes, and apply with diligence year after year to their studies—too often—health, mental power, and even life—are sacrificed.

While parents are urged not to *oppress* their children by early burdens of learning, they cannot be too much entreated not to *neglect* their children. It is their duty, especially the mother's—to be frequently conversing with them.

Children delight in rational conversation (often more than their elders), and those who are much conversed with by good and wise parents may be easily distinguished from others by their countenances and behaviour. Of course such conversation must be reserved for suitable occasions and not carried on to the disturbance of friends, or to the interruption of business (for selfishness would be encouraged by allowing children to disregard the claims of others); but the good parent will be careful to find opportunities for intercourse with the little ones.

Scripture teaches us that it is a parental duty to answer the inquiries of a child. How often is the question foretold and the answer dictated! Here is one instance. ‘And it shall be when thy son asketh thee in time to come, saying, What is this? that thou shalt say unto him, By strength of hand the Lord brought us out from Egypt.’ (Exod. xiii. 14.)

Converse, then, much with your children, wise and good parents. Be not satisfied with gazing fondly upon their angel forms as they play around you, or by pressing them to your bosom when they climb upon your knees; but talk with them as you rise up and as you lie down—as you sit in the house and as you walk by the way; and let the subject be—not elegance, nor affluence, nor genius, nor honour—but the words of God, the wonders He has done, the precepts He has taught, the SAVIOUR He has provided, for this is the command given in Deut. vi. 7: ‘Thou shalt teach (these words) diligently unto thy children, and shalt *talk* of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up.’

Teach your children, not only arts and sciences, but those things which shall make them yours FOR EVER. Teach them to pray—kneeling at your knees; and let no engagement be

regarded as of greater moment than hearing them their prayers; quit the fireside and the social circle for the bedside and the nursery of your little ones. Watch over them at play; observe their minutest actions; shut not your eyes to their sinful nature, nor believe them *incapable* of injustice or unkindness, of deceit or covetousness. Withhold not due correction for grave transgressions, but let solemn admonition and affectionate explanation of your motives, precede the punishment; and, finally, desire NOTHING so much as to see your beloved children renewed in heart, and devoted to the Lord.

## NOTICE TO TEACHERS.

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**F**OUR means are used in this book to facilitate the child's progress—Pictures, classification, the omission of irregular words, and above all, phonetic names for the consonants.

The usual names of the consonants often mislead the learner.

The *c* in *cat* has a name like *s*, yet sounds like *k*.

*G* in *gun* has a name like *j*, yet sounds hard in that word.

*W* has a name that gives no idea of its sound in words.

The other consonants have names which resemble their sounds, but those names have not the force of the phonetic names, for *be-a* do not so easily melt into one sound as *b'a*.

The great difficulty in learning to read our own language arises from the anomalies in its spelling. Why is the *e* in *bread* short, and in *bean* long? Why are the words *dear* and *bear* so different in their pronunciation? These irregularities occasion the child continual perplexity, and render it dependent upon memory alone. The reflecting child who argues from analogy

will certainly fall into error, while the child, possessed of a mechanical memory, will be more successful.

But if—of all the powers of the mind—the *reasoning* are the most important, the system on which reading is taught ought to be one calculated to strengthen and not to suppress them.

It has been found necessary in the early lessons to depart from the reigning principles of the work, and, for the sake of practice in reading, to introduce a few words before their due season. It was impossible to compose reading-lessons without such words as *the, was, my*, and therefore they occur long before the child is acquainted with words of that class. But practice is more important than adherence to any system. The child will become wearied by lists of words, and must have sentences in order to render study delightful. Association also is one of the circumstances on which memory depends, and therefore words occurring in a *sentence* are more easily retained than those in a *list*.

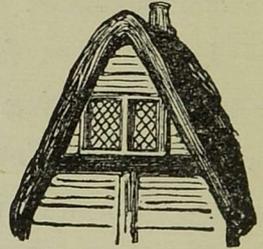
As soon as possible the sentences are combined into narratives, though great difficulty was found in excluding the words that had not been taught.

*These remarks on the forms of the Letter will help to impress them on the Child's memory. Let the consonants be called by their sounds. B' D'—not Be De.*

*In teaching the Alphabet it is useful to connect the name of some familiar person with their letter.*

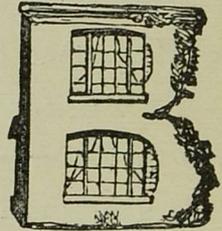
A

is like a hut  
with a window  
upstairs



B

is like a  
house with two  
windows



C

is like  
an open mouth

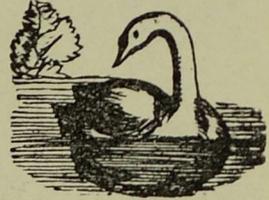


*NOTE.—Let C be called by its hard sound, like K'*

NOTE.—*Let the consonants be called as they are sounded, b' c' d', &c.  
Let c have its hard sound, like k.*

a

is like a goose on  
the water



b

is like a child with  
a wide frock behind  
coming to you



c

is like an open  
mouth



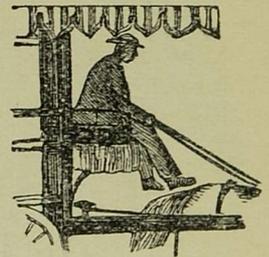
D

is like an  
old man leaning  
on a stick



E

is like a carriage  
with a little seat  
for the driver



F

is like a  
tree with a seat  
for a child



G

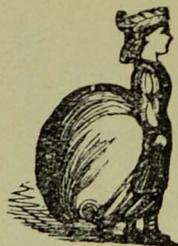
is like a  
monkey eating  
a cake



**NOTE.**—Let G be called by its hard sound, as in Gun.

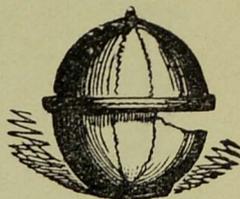
d

is like a child with a  
wide frock behind,  
going away from you



e

is like a broken cup  
with a cover



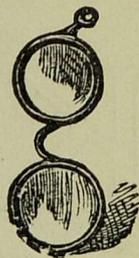
f

is like a little tree



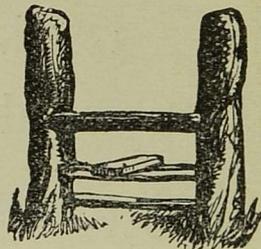
g

is like a pair of  
spectacles



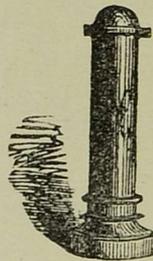
H

is like a  
stile



I

is like a  
post in the  
street



J

is like a  
bent hand, holding  
a ball



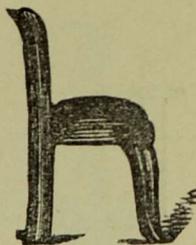
K

is like a soldier  
marching with  
one leg forward



h

is like a chair



i

is like a child playing  
at ball



o  
j

is like a child  
with long clothes play-  
ing at ball



k

is like a soldier  
marching with one  
leg forward



L

is like a  
child sitting on  
the ground



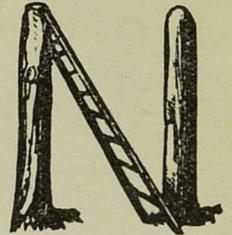
M

is like a  
swing for a  
child



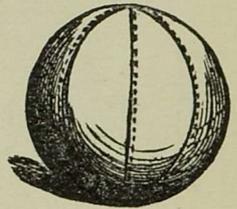
N

is like a  
ladder between  
two posts



O

is like a  
very big ball



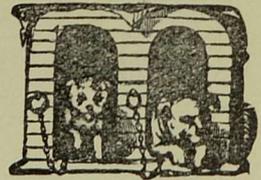
1

is like a candlestick  
with a bit at top  
broken off



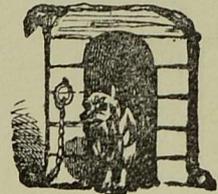
m

is like two dogs'  
kennels joined  
together



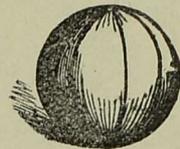
n

is like a dog's  
kennel



o

is like a small ball



P

is like a man  
with a pack on  
his back



Q

is like a child in  
a cap with a bow  
on one side



R

is like a man  
with a pack kick-  
ing out one leg  
behind



S

is like a snake



p

is like a man  
coming to you with a  
pack on his back



q

is like a man going  
away from you with a  
pack on his back



r

is like a plant with  
a rose on it  
hanging down



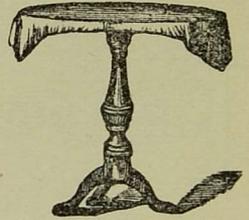
s

is like a little  
snake



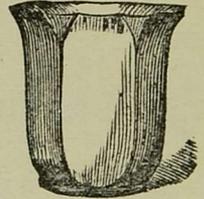
T

is like a  
little table



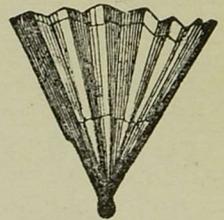
U

is like a  
jar for flowers



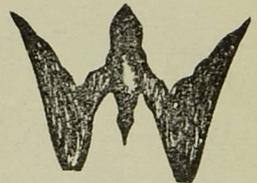
V

is like  
an open fan



W

is like a  
bird flying



t

is like a child  
with long clothes and  
short arms



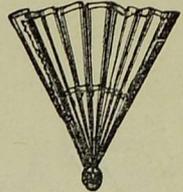
u

is like a small  
jar for flowers with  
one foot



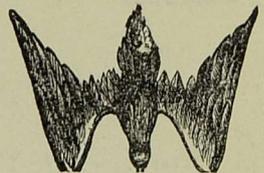
v

is like  
an open fan



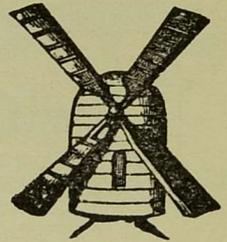
w

is like a  
little bird flying



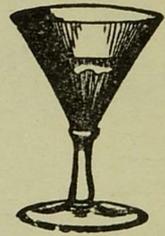
X

is like the  
sails of a mill



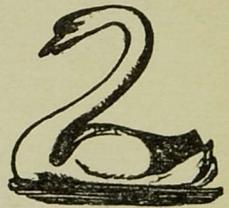
Y

is like  
a wine-glass



Z

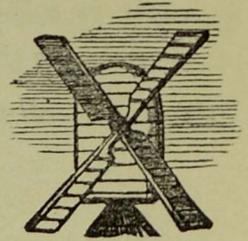
is like a  
swan swimming



NOTE.—Let Y be called by its sound as a consonant, when it begins a word, as in 'Yet'—y'. Let X be called 'ox.'

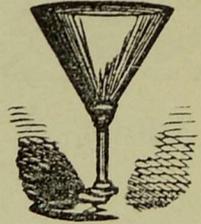
X

is like the  
sails of a mill



Y

is like a wine-glass  
with a bent leg



Z

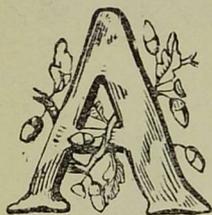
is like a  
swan swimming



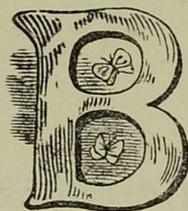
*It is suggested that COLOURING the letters would render them more attractive, and distinguish them better from the pictures. They might be coloured by degrees, as a reward to the little pupil for remembering their names.*

*Take care to call the consonants by phonetic names.*

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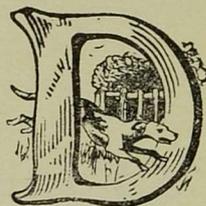
Acorn A



Butterfly B



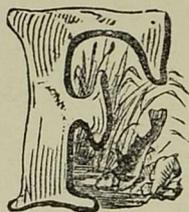
Cow C



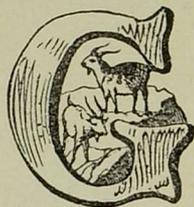
Dog D



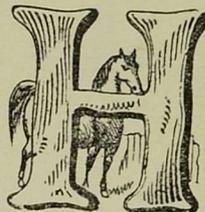
Eel E



Fish F



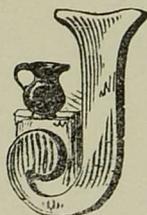
Goat G



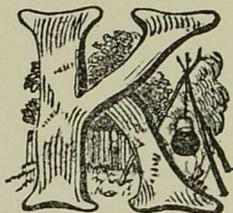
Horse H



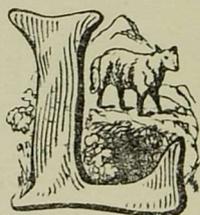
Ivy I



Jug J



Kettle K



Lamb L

*These plain letters are placed opposite the pictured letters, in order that the Teacher, after showing one A to the child, may say, 'Show me another A;' and after showing one B, may say 'Show me another B.' Yet it is far the best to teach the letters first—not from this book, or any book—but by a Box of Counters with pictures.*

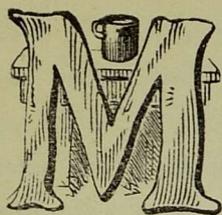
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A a B b C c D d

E e F f G g H h

I i J j K k L l

NOTE.—Let C have the *hara* sound as in key, and G as in get.



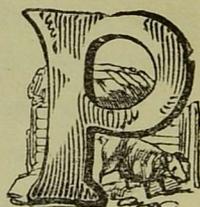
Mug M



Nurse N



Old man O



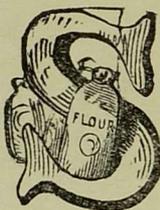
Pig P



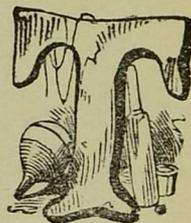
Queen Q



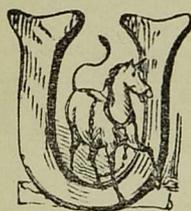
Rose R



Sack S



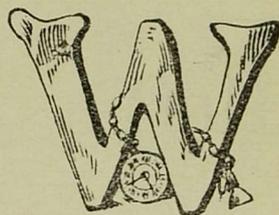
Top T



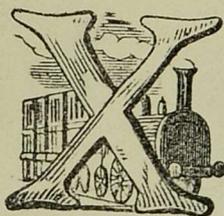
Unicorn U



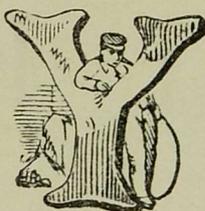
Vine V



Watch W



Express X



Youth Y



Zebra Z

M m N n O o P p

Q q R r S s T t

U u V v W w

X x Y y Z z

NOTE.—Let not w be called double u, but w', as in watch.



Ape a



Baby b



Cup c



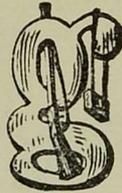
Doll d



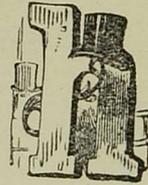
Eagle e



Fox f



Gun g



Hat h



Iron i



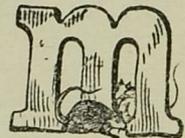
Jar j



Kite k



Lamp l

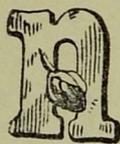


Mouse m

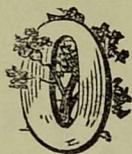
a A    b B    c C    d D

e E    f F    g G    h H    i I

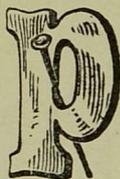
j J    k K    l L    m M



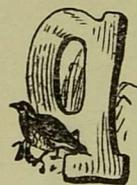
Nut n



Oak o



Pin p



Quail q



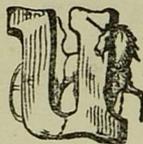
Rod r



Saucer s



Table t



Unicorn u



Viper v



Wolf w



Express x



Youth y

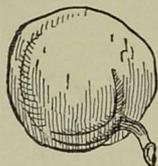


Zigzag z

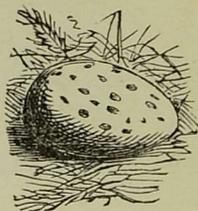
n N o O p P q Q

r R s S t T u U v V

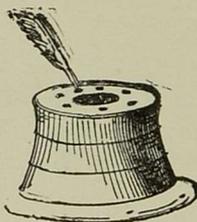
w W x X y Y z Z

*Short sound of Vowels.*

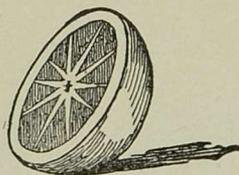
Apple

**A a**

Egg

**E e**

Inkstand

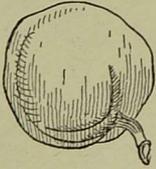
**I i**

Orange

**O o**

Umbrella

**U u**



Apple

A a



Nut

N n



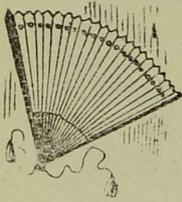
Ann

AN

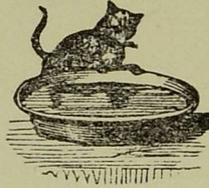
an

An

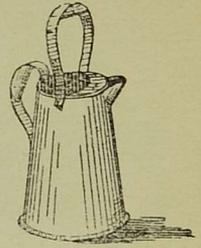
NOTE.—*The Child should always call the consonants by their sounds, not by their names.*



Fan



Pan



Can

FAN

PAN

CAN

fan

pan

can

*NOTE.—The words must be read in columns, not across.*



Man

Ran

Van

MAN

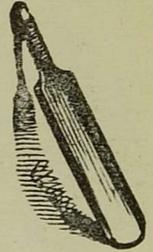
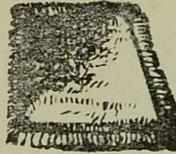
RAN

VAN

man

ran

van



Cat

Mat

Bat

CAT

MAT

BAT

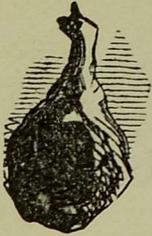
cat

mat

bat

NOTE.—Let the Child continue to spell each word, saying, s' at cat, m' at mat.

The Teacher may easily make more pages with other words in at.



Ham

Ram

Jam

H A M

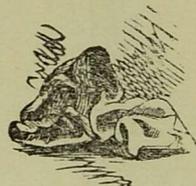
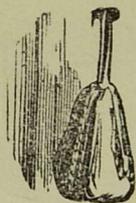
R A M

J A M

ham

ram

jam



Bag

Nag

Rag

BAG

NAG

RAG

bag

nag

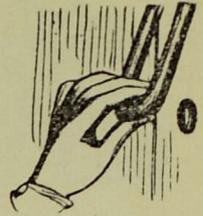
rag



Cap



Lap



Rap

CAP

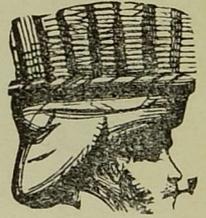
LAP

RAP

cap

lap

rap



Lad

Sad

Pad

LAD

SAD

PAD

lad

sad

pad



Hat

Ham

HAT

HAM

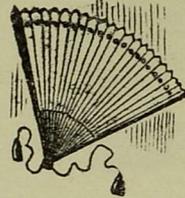
hat

ham

*NOTE.—It is not advisable to keep to one page till it is known perfectly, but soon to pass on to another, thus enticing the child by novelty.*



Fat



Fan

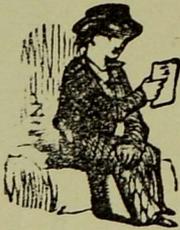
FAT

FAN

fat

fan

*NOTE.—Let the Teacher go over these pages frequently—not expecting them to be learned quickly*



Lad



Lap

LAD

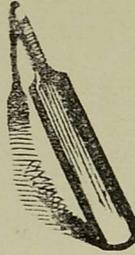
LAP

lad

lap



Bag



Bat



Bab

BAG

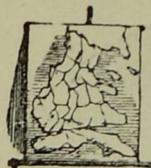
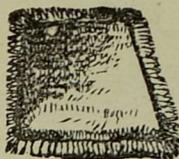
BAT

BAB

bag

bat

bab

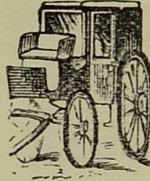


Man Mat Map

MAN MAT MAP

man mat map

*NOTE.—If the Child does not like repeating the words three times, do not make a point of it; but do make a point of the words being spelt.*



Cap

Cab

Cat

CAP

CAB

CAT

cap

cab

cat

*NOTE.*—Teachers are recommended to tell the Child the letters over and over again, and to help it to spell, as by this means it will find delight in its book. The words must always be spelt, for otherwise the Child would name the pictures without looking at the words.



Pat

Pan

Pap

PAT

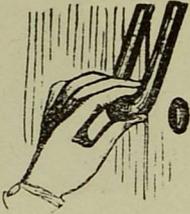
PAN

PAP

pat

pan

pap



Rap



Rag



Ran

RAP

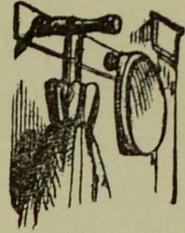
RAG

RAN

rap

rag

ran



Leg

Beg

Peg

LEG

BEG

PEG

leg

beg

peg

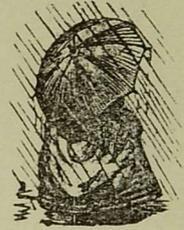
NOTE.—The Teacher will refer to page 36 for the short sound of e, Egg, e'.



Net



Met



Wet

NET

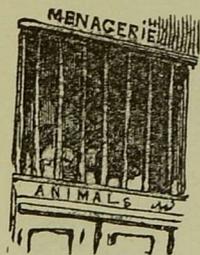
MET

WET

net

met

wet



Den Hen Men

DEN HEN MEN

den hen men



Bed



Fed



Led

BED

FED

LED

bed

fed

led



Met

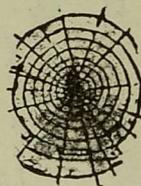
Men

MET

MEN

met

men



Wet

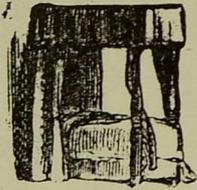
Web

WET

WEB

wet

web



Bed

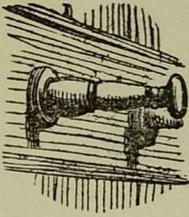
Beg

BED

BEG

bed

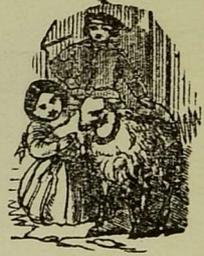
beg



Peg



Pen



Pet

PEG

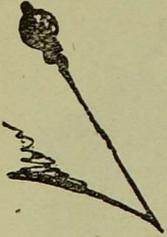
PEN

PET

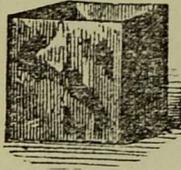
peg

pen

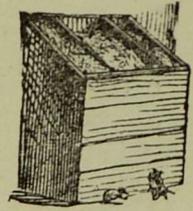
pet



Pin



Tin



Bin

PIN

TIN

BIN

pin

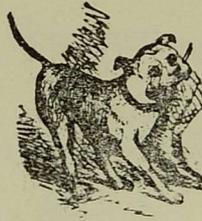
tin

bin

NOTE. - Let the Teacher refer to page 36 for the short sound of *l*.  
Inkstand, l.



Pit



Bit



Kit

PIT

BIT

KIT

pit

bit

kit



Pig

Dig

Fig

PIG

DIG

FIG

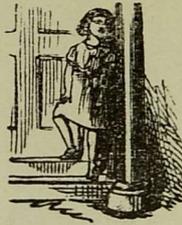
pig

dig

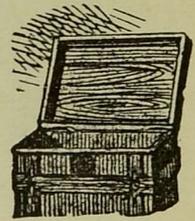
fig



Kid



Hid



Lid

KID

HID

LID

kid

hid

lid



Kid



Kit

KID

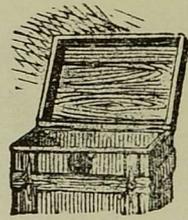
KIT

kid

kit



Lip



Lid

LIP

LID

lip

lid



Sit



Sip

SIT

SIP

sit

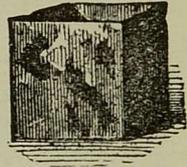
sip



Fig

FIG

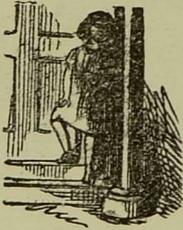
fig



Tin

TIN

tin



Hid

Hit

HID

HIT

hid

hit



Big



Bib



Bit

BIG

BIB

BIT

big

bib

bit



Pin



Pig



Pit

PIN

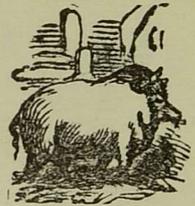
PIG

PIT

pin

pig

pit



Dog

Bog

Hog

DOG

BOG

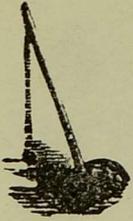
HOG

dog

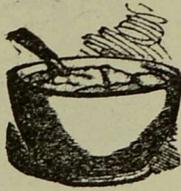
bog

hog

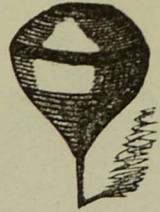
NOTE.— Let the Teacher refer to page 36 for short sound of o  
Orange, o.



Mop



Sop



Top

MOP

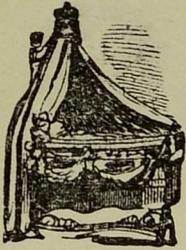
SOP

TOP

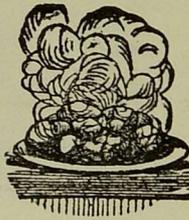
mop

sop

top



Cot



Hot



Dot

COT

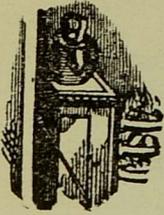
HOT

DOT

cot

hot

dot



Hob

Rob

Nob

H O B

R O B

N O B

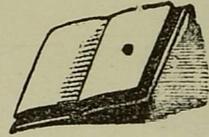
hob

rob

nob



Dog



Dot

DOG

DOT

dog

dot



Sob



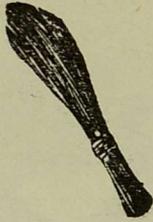
Sop

SOB

SOP

sob

sop



Rod

ROD

rod



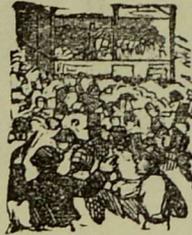
Rob

ROB

rob



Mop



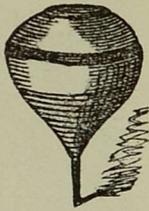
Mob

MOP

MOB

mop

mob



Top

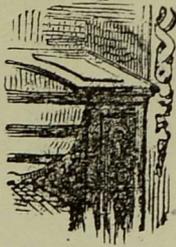
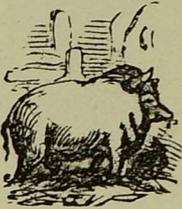
Tom

TOP

TOM

top

tom



Hog

Hob

Hop

HOG

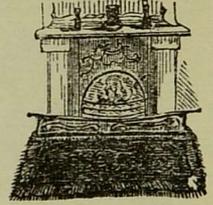
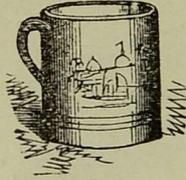
HOB

HOP

hog

hob

hop



Jug

Mug

Rug

JUG

MUG

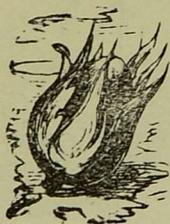
RUG

jug

mug

rug

NOTE.—Let the Teacher refer to page 36 for short sound of u.  
Umbrella, u.



Nut

Cut

Hut

NUT

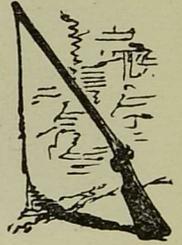
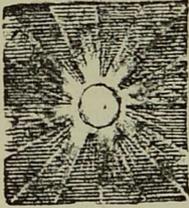
CUT

HUT

nut

cut

hut



Sun

Bun

Gun

SUN

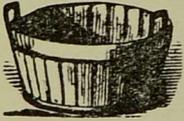
BUN

GUN

sun

bun

gun



T u b

C u b

R u b

TUB

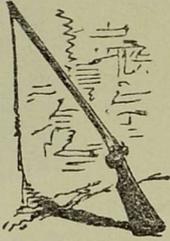
CUB

RUB

tub

cub

rub



Gun



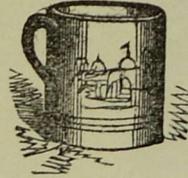
Gum

GUN

GUM

gun

gum



Mud

Mug

MUD

MUG

mud

mug



Cut



Cup



Cub

CUT

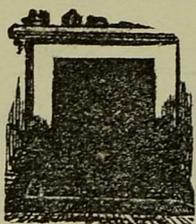
CUP

CUB

cut

cup

cub



Rug

Run

Rub

RUG

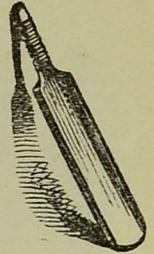
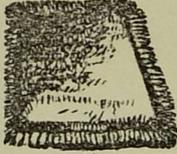
RUN

RUB

rug

run

rub



cat

mat

hat

rat

bat

I had a cat

I had a mat

I had a hat

I had a rat

I had a bat

NOTE.—Let the Child spell each word, calling the consonants by their sounds, thus—c' at cat, m' at mat.

A cat had a rat

A cat had a mat

A cat is in a hat

A rat is in a hat

A bat is in a hat

A cat is on a mat

A hat is on a mat

A rat is on a mat

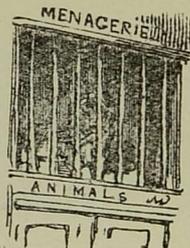
A bat is on a mat



hen



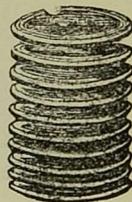
men



den



pen



ten

I had a hen

I had a pen

I had a den

Ten men had a hen

Ten men had a pen

Ten men had a den

A hen is in a den

A pen is in a den

A cat is in a den

A rat is in a den

A mat is in a den

A bat is in a den

A hat is in a den

Ten men met in a den



pig



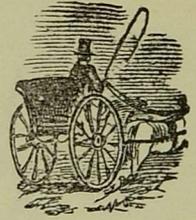
dig



wig



fig



gig

I had a pig

I had a fig

I had a wig

I had a gig

I can dig

A pig had a fig

A pig is in a gig

A wig is in a gig

A fig is in a gig

A cat is in a gig

A rat is in a gig

A mat is in a gig

A hat is in a gig

A hen is in a gig

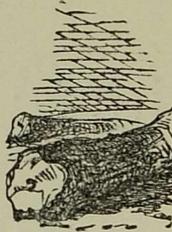
A pen is in a gig



dog



hog



log



bog



fog

I had a dog

I had a hog

I had a log

I sat in the bog

I sat in the fog

A dog is in a bog

A hog is in a bog

A cat is in a bog

A rat is in a bog

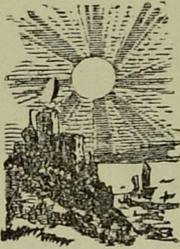
A pig is in a bog

A wig is in a bog

A hen is in a bog

A pen is in a bog

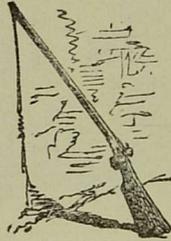
A mat is in a bog



sun



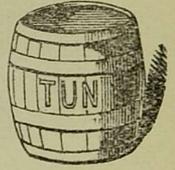
bun



gun



run



tun

I had a bun

I had a gun

I can run

I did run

Sit on a tun

Dig in a bog

A bun is in a tun

A gun is in a tun

A dog is in a tun

A hog is in a tun

A pig is in a tun

A wig is in a tun

A hen is in a tun

A pen is in a tun

NOTE.— *Let the Child begin the book again, if it likes.*



Cat	Man	Bag	Cap	Lad
bat	ran	nag	lap	sad
sat	van	rag	rap	had
fat	can	wag	tap	bad

A fat cat      A bad cat  
 A fat lad      A bad lad  
 A fat man      A bad man

NOTE.—*Let the Child continue to spell the words.  
 Let him read the columns downwards.  
 Do not expect him to read them cross-wise.*

A cat sat in a van

A cat sat on a lap

A cat ran to a lad

Rap a fat nag

Tap a fat lad

Pat a fat cat

A man had a nag

A lad had a cat

A man had a bag

A lad had a cap



Fan Mag Mat Pat Nan

Fan has a can

Mag has a bag

Mat has a cat

Pat has a bat

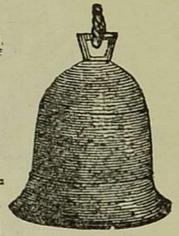
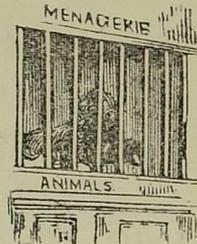
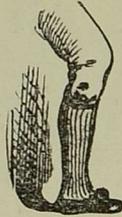
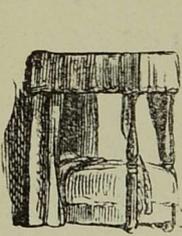
Nan has a fan

Fan ran to Mag

Mat ran to Pat

Fan sat in a van  
Mag sat in a den  
Mat sat in a gig  
Pat sat in a tun  
Nan sat in a bag

Pat ran to a cat  
Mag ran to a bog  
Mat ran to a den  
Nan ran to a log  
Fan ran to a van



Bed	Net	Leg	Den	Bell
fed	met	beg	hen	sell
led	get	keg	men	tell
red	wet	peg	ten	well

I had a red bed

I had a wet hen

I fed ten men in a den

I led ten men to a well

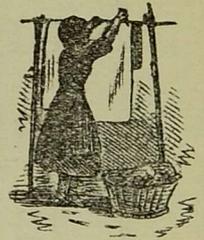
NOTE.—Do not notice double letters, but say *bed*, as if there was only one *l*. Good spelling will be learned hereafter.

I met a cat in a bog  
I met a hen in a den  
I met a lad in a van

Let a lad run  
Let a man rap  
Let a cat lap

Get a red bag  
Get a red cap

Sit on a big log  
Hop on a big mat



Ben Bet Nell Ned Meg

Ben has a hen

Bet has a net

Nell has a bell

Ned has a bed

Meg has a peg

Tell Ben to sell a hen

Tell Ben to dig a pit

Ben fed a hen

Bet fed a cat

Nell fed a dog

Ned fed a nag

Meg fed a pig

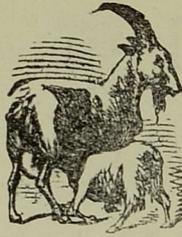
Get Ben a bun

Get Bet a bag

Get Nell a pin

Get Ned a bat

Get Meg a fan



Pin

Kid

Pig

Pit

Mill

tin

bid

big

bit

bill

sin

did

dig

kit

fill

win

hid

fig

fit

hill

kin

lid

gig

hit

kill

I had a pig

A big pig

I had a kid

A big kid

I had a kit

A big kit

Bill hid a kit

Bill hid it in a pit

Bill hid a wig

Bill hid it in a tin

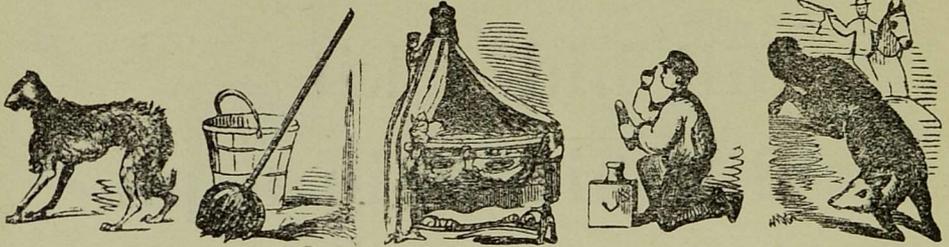
A pig bit a kid

Bill hit a pig

Bill hid a kid

Bill will kill a pig

A pig is in a mill



Dog	Mop	Cot	Bob	Fox
bog	pop	dot	rob	box
log	sop	got	nob	ox
fog	top	hot	sob	
hog	hop	not	Bob	

Bob has got a box

Bob has got a fox

Bob has got a cot

Bob has got a hog

Bob has got a dog

Bob has got a top

Bob has got hot sop

Bob is not in a fog

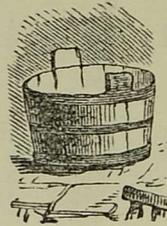
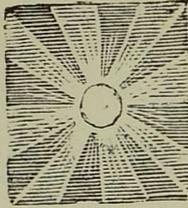
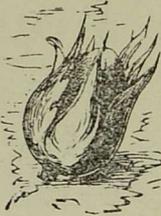
Bob is in his cot

Did Bob sob in his cot

Bob did sob Jog his cot

A top is in a box

Sop is in a tin can



Jug	Nut	Sun	Tub	Bud
dug	cut	bun	cub	cud
mug	but	fun	rub	mud
rug	hut	gun		

Pug

I had a jug	I had a hut
I had a mug	I had a nut
I had a gun	I had a Pug
I had a bun	I had a rug

Bob has got a bun  
Bill has got a bun  
Bet has got a jug  
Fan has got a mug

Pug is a dog

Pug is on a rug

Pug is in a hut

Pug has mud on his leg

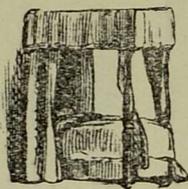
Pug is in his tub

Rub Pug on his rug

Get him a bun

Cut it up

*NOTE.*—*Let the Child read a few lines of new, and read also some of the old.*



Lad	Bed	Kid	Rod	Bud
ad	ed	id	od	ud
had	led	hid	hod	mud
bad	fed	bid	cod	cud
sad	red	did	sod	

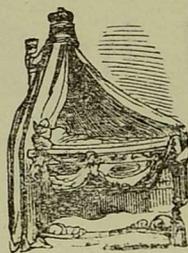
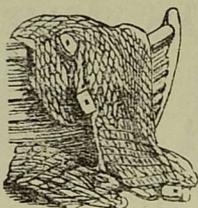
NOTE.—Let the Child be taught to read the above downwards and not across—except the two upper lines.

Ned had a kid

Ned fed his kid

Ned hid his kid

Ned has hit his leg  
Has Ned got a bed Yes  
He has a bed in his hut  
Bid Ned sit on his bed  
Let him get up at six  
Get him a bit of cod  
Ned cut up his cod  
Ned has a red rug  
His kid is on his rug  
Ned is in his tub



Cat Net Pit Cot Nut

at et it ot ut

hat wet hit hot hut

rat get sit not rut

vat yet kit dot but

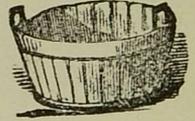
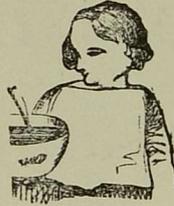
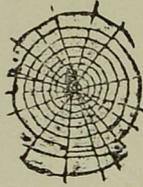
fat pet tit pot cut

A cat has a fat kit

It is on a mat

A rat is in a vat

Bet got wet in a pit  
Nat has a mud hut  
Nat will let Bet in  
It is not wet in a hut  
Did Bet get wet Yes  
Bet is not ill yet  
Did Bet get a nut  
Yes, Bet got ten  
Did Bet get a bun  
Yes, Bet got six



Cab      Web      Bib      Bob      Tub

ab          eb          ib          ob          ub

dab                  fib          cob          rub

Bab                  nib          sob          cub

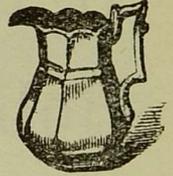
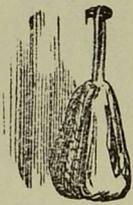
Bill is a big lad

Bill has a cob

A cob is a big nag

Bill can get on his cob

It is wet  
Bob will get wet  
Has Bob got a cab  
Yes, Bob has got a cab  
Bob will not get wet in it  
Ben has got sop in a cup  
The cup is on his hob  
The sop is not hot yet  
Has Ben got a bib  
Get his bib    Get his sop



Bag

Leg

Pig

Dog

Jug

ag

eg

ig

og

ug

rag

peg

big

log

mug

wag

beg

dig

jog

rug

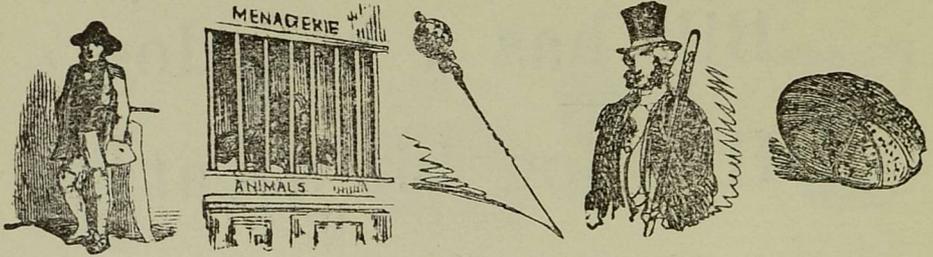
Meg has a big dog

Meg fed him

Meg let him sit up

Meg let him beg

Bill has a bad dog  
His dog bit a cat  
A cat ran up a vat  
Get a rod Hit a dog  
  
Ben has got a bun  
It is in his bag  
Ben fed Poll on bun  
Ben cut it up  
Poll had a big bit



Man Den Pin John Bun

an en in on un  
 can den sin John sun  
 ran men win con run  
 pan hen tin yon tun  
 Fan Ben din gun

NOTE.—Let the Child be told that h in the word John must not be sounded. Let him spell the word John 'J' o n, Jon.'

John is a big man

John has a hut

It is on the top of a hill

Ben ran up a hill

Ben did rap at a hut

Rap—rap—rap

Let me in, John

John let Ben in

John had sop on his hob

Ben will sup on sop

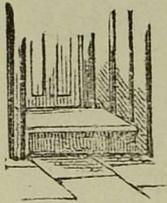


Cap

ap

lap

tap



Step

ep

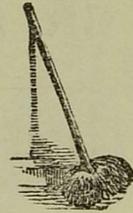


Dip

ip

hip

sip



Mop

op

hop

sop



Cup

up

pup

sup

Ben has a fat pup

Dip it in a tub

Rub it on a rug

It can not sip sop

Tom led a big dog

His dog met a pig

His dog bit a pig

Tom will not let his big  
dog sit on his rug

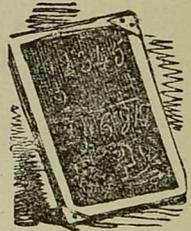
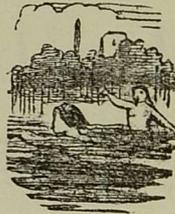
A step is wet

Mop a step

Rub a step

A mat is on a step

A pup is on a mat



Jam Hem Swim Tom Sum  
 am em im om um  
 ham hem him hum

Ben can hum well  
 Fan can hem well  
 Tom can swim well  
 John can sum well  
 Sam can hop well

Ten men will sup in a hut

Get a jug Get a mug

Get a pot of jam

Get a bit of ham

Get a leg of an ox

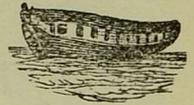
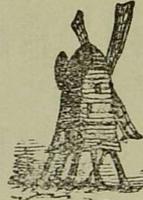
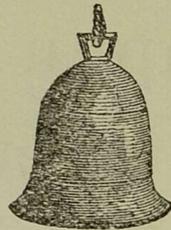
Kill a fat duck

Kill a fat hen

Ten men will sup well

Tom is a big lad

Tom is not a big man



Sal	Bell	Mill	Doll	Hull
al	ell	ill	oll	ull
mal	well	hill	Moll	cull
Hal	sell	sill	loll	gull

NOTE.—*The Child should only pronounce one of the double letters, saying 'B'e'l—Bell.' Correct spelling should be attained after reading has been acquired, and not before.*

Sal has a big doll

It has a red hat

A mill is on the hill

A man is in the mill

A rat is hid in a box

A dog can kill a rat

A fox is hid in a pit

Can a dog kill a fox

A big dog can kill it

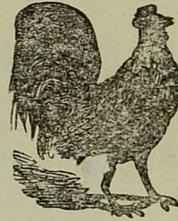
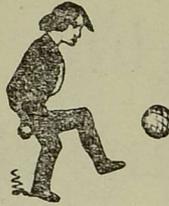
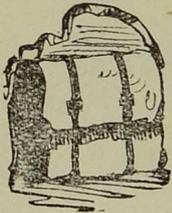
A rat is not so big as a cat

A cat is not so big as a pig

A pig is not so big as a hog

A hog is not so big as a nag

A nag is not so big as an ox



Pack

Neck

Kick

Cock

Duck

ack

eck

ick

ock

uck

lack

neck

lick

lock

luck

back

deck

sick

scock

suck

tack

peck

pick

mock

tuck

NOTE.—The Child should not pronounce the c, but say only  
'P' a k', Pack.'

Jack has a duck

It can swim

Dick has a cock

It can peck

Sam has a nag

It can kick

Jack got on a pack

Jack fell back

Pick him up

Jack hit his neck

Dick got on a rick

Dick fell back

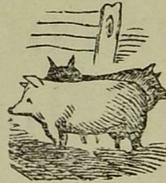
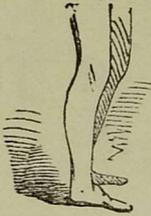
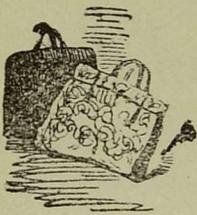
Dick hit his hip

Dick is in bed

Tom got on the back of  
a big nag

Tom fell back

Tom got a bad kick on  
his neck Tom is in bed



Bag s

Leg s

Pig s

Dog s

Jug s

rag s

beg s

dig s

hog s

mug s

wag s

peg s

fig s

jog s

rug s

Bob has six nags

Dick has six pigs

His nags can kick

His pigs can suck

Jack has six dogs

Sam has six hens

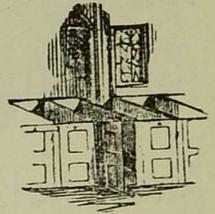
His dogs can lick

His hens can peck

NOTE.—Let the Child first spell the word Bag, b a g, and then add the s, and say 'bags.'

Ann sells bag s  
 Fan sells rag s  
 Jack sells gun s  
 Bet sells bun s  
 Sal sells jug s  
 Sam sells rug s  
 Bill sells wig s  
 Will sells pig s  
 Bell sells sock s  
 Ben sells cock s  
 Bob sells hat s  
 Rob sells bat s

Ned sits in his hut  
 He pats his dog  
 He sups on buns  
 He fills his tub  
 He dips in it  
 He rubs his back  
 He rubs his legs  
 He picks nuts  
 He locks his box  
 He gets on his nag  
 He jogs on  
 He gets back



Jay

Bee

Pie

Bow

Pew

A

E

I

O

U

Ba

be

bi

bo

bu

Da

de

di

do

du

Fa

fe

fi

fo

fu

Ha

he

hi

ho

hu

Ja

je

ji

jo

ju

Ka

ke

ki

ko

ku

NOTE.—The Child is not to spell the top row, but to say 'Jay a, Bee e, Pie i. Then let him spell 'b a ba, b e be.

La	le	li	lo	lu
Ma	me	mi	mo	mu
Na	ne	ni	no	nu
Pa	pe	pi	po	pu
Ra	re	ri	ro	ru
Sa	se	si	so	su
Ta	te	ti	to	tu
Wa	we	wi	wo	wu
Ya	ye	yi	yo	yu
Za	ze	zi	zo	zu
Th a	th e	th i	th o	th u

NOTE.—Let the Child be taught first to read down the above pages, and then across. Let the Child be told that 'th' together have the sound of 'th.'

Jāy	Bee	Piē	Bow	Suē	
Bāy	fee	diē	doē	huē	
Dāy	he	fiē	foē	ruē	
Lāy	kēy	high̄	go	yoū	
Māy	leā	liē	hoē		
Nāy	me	nigh̄	Joē		<i>Let the</i>
Pāy	see	sigh̄	low̄		<i>Child spell</i>
					<i>each word,</i>
					<i>thus,</i>
					<i>J'-a'—Jay</i>
Rāy	teā	tiē	mōw		
Sāy	we	viē	no		<i>Let the</i>
					<i>words be</i>
					<i>read down-</i>
					<i>wards only</i>
Wāy	ye		so		

**NOTE.**—*The silent letters in these words are marked, and must not be noticed by the Child. Where there is a double e, as in 'Bee, let only one e be pronounced.*

y  
yell  
yet  
yes  
yam

*Teachers should point out the difference between y as a consonant and y as a vowel. The latter should be sounded like i.*

y  
by  
my  
ryē  
būy

*The Teacher should now begin to place a pencil mark over the letters not sounded, in order to save the Child from perplexity. For example, let the following words be thus marked—haȳ, teā, givē, yōu, būy.*

Pat has no hat  
Jack has no pack  
Moll has no doll  
Ben has no hen  
Bill has no mill  
Nell has no bell

Joe has no doē  
May has no jaȳ  
Di has no piē  
Sam has no ham  
Bet has no net  
Fan has no can

Sue may buy a bun.

Joe may buy a gun.

Sall may buy a fig.

Ben may buy a pig.

Dick may buy a bow.

Nell may buy a hoe.

Bill may buy a jug.

Will may buy a mug

Bob may buy a nag.

Ann may buy a bag.

Sam may buy a dog.

John may buy a hog.

I see a bee in my cup.

Has it got on my lip?

No: it will die in the tea.

My dog will yell at ten.

He will not yell at six.

My key fell on the rye.

I will pick it up.

I will lock up my box.

I have six tops in it.

Let me have a top.

I will givē yōu a big top.

Can it hum? Yes, it can.



Ben



Ned



Hal

A man led six lads to a hut.

Ben was a fat lad.

Ned was a big lad.

Hal was a gay lad.

Jack was a sick lad.

Bob was a sad lad.

Pat was a bad lad.

The man fed the lads on buns,  
nuts, figs, eggs, jam, ham, teā, piē.

NOTE.—Was is  
sounded as if  
spelt woz.

MARK WELL.—  
If the Child  
like to begin  
the book again,  
let him do so



Jack



Bob



Pat

The man let Ben have a top.

He let Ned have a gun.

He let Hal have a box.

He let Jack have a hat.

He let Bob have a bat.

But Pat was a bad lad.

So Pat had no top, no gun, no  
box, no hat, no bat.

Did Pat sob? Yes, he did.

He did say 'Let me in.'

Dick was in rags.

He had no hat.

He had no socks.

He had no bed.

He lay on hay in the mud.

Did he beg by the way?

Yes, he did beg.

He met a man by a well.

The man had a bag of buns.

He let Dick have a bun.

He let Dick go to his cot.

He let him dig. He let him sup

He let him run to buy a pie.

God is on high.

He can see you.

You will die. Men will die.

God will not die.

Men sin. God cannot sin.

God has bid you not to sin.

It is a sin to tell a lie.

God can-not lie.

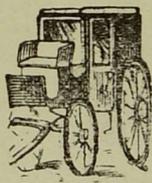
He has fed you day by day.

He is by you in the way.

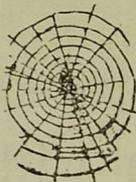
Say to him,

‘If I die, let me go

To see my God on high.’



Cab



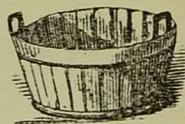
Web



Bil.



Bob



Tub

ab

eb

ib

ob

ub

dab

deb

dib

dob

dub

fab

feb

fib

fob

fub

gab

geb\*

gib

gob

gub

hab

heb

hib

hob

hub

jab

jeb

jib

job

jub

NOTE.—Let these words be read in lines only, NOT in columns.  
Let g be sounded hard, even before e and i.

kab      keb      kib      kob      kub

lab      leb      lib      lob      lub

mab      meb      mib      mob      mub

nab      neb      nib      nob      nub

pab      peb      pib      pob      pub

rab      reb      rib      rob      rub

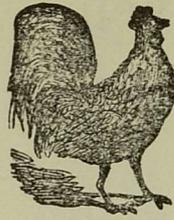
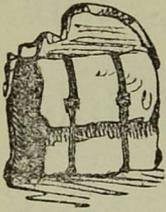
sab      seb      sib      sob      sub

tab      teb      tib      tob      tub

vab      veb      vib      vob      vub

yab      yeb      yib      yob      yub

zab      zeb      zib      zob      zub



Pack

Neck

Kick

Cock

Duck

ac

ec

ic

oc

uc

bac

bec

bic

boc

buc

dac

dec

dic

doc

duc

gac

gec\*

gic

goc

guc

hac

hec

hic

hoc

huc

jac

jec

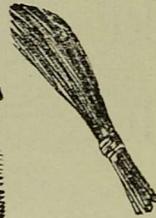
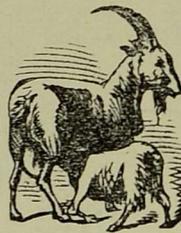
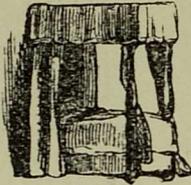
jic

joc

juc

NOTE. — *As the Child does not yet know the distinction between hard and soft g, let g be always hard.*

kac	kec	kie	koc	kuc
lac	lec	lie	loc	luc
mac	mec	mie	moc	muc
nac	nec	nie	noc	nuc
pac	pec	pie	poc	puc
rac	rec	rie	roc	ruc
sac	sec	sie	soc	suc
tac	tec	tie	toc	tuc
vac	vec	vie	voc	vuc
wac	wec	wie	woc	wuc
yac	yec	yie	yoc	yuc
zac	zec	zie	zoc	zuc



Lad

Bed

Kid

Rod

Bud

ad

ed

id

od

ud

dad

ded

did

dod

dud

fad

fed

fid

fod

fud

gad

ged

gid

god

gud

had

hed

hid

hod

hud

jad

jed

jid

jod

jud

lad led lid lod lud

mad med mid mod mud

nad ned nid nod nud

pad ped pid pod pud

rad red rid rod rud

sad sed sid sod sud

†ad ted tid tod tud

vad ved vid vod vud

wad wed wid wod wud

yad yed yid yod yud

zad zed zid zod zud



Bag



Leg



Pig



Dog



Jug

ag

eg

ig

og

ug

dag

deg

dig

dog

dug

fag

feg

fig

fog

fug

gag

geg

gig

gog

gug

hag

heg

hig

hog

hug

jag

jeg

jig

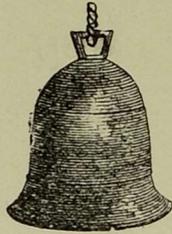
jog

jug

kag	keg	kig	kog	kug
lag	leg	lig	log	lug
mag	meg	mig	mog	mug
nag	neg	nig	nog	nug
pag	peg	pig	pog	pug
rag	reg	rig	rog	rug
sag	seg	sig	sog	sug
tag	teg	tig	tog	tug
vag	veg	vig	vog	vug
wag	weg	wig	wog	wug
zag	zeg	zig	zog	zug



Sal



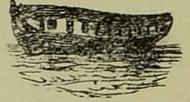
Bell



Mill



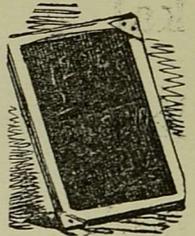
Doll



Hull

al	el	il	ol	ul
bal	bel	bil	bol	bul
dal	del	dil	dol	dul
fal	fel	fil	fol	ful
gal	gel	gil	gol	gul
hal	hel	hil	hol	hul
jal	jel	jil	jol	jul

kal	kel	kil	kol	kul
lal	lel	lil	lol	lul
mal	mel	mil	mol	mul
nal	nel	nil	nol	nul
pal	pel	pil	pol	pul
sal	sel	sil	sol	sul
tal	tel	til	tol	tul
val	vel	vil	vol	vul
wal	wel	wil	wol	wul
yal	yel	yil	yol	yul
zal	zel	zil	zol	zul



Jam

Hem

Swim

Tom

Sum

am

em

im

om

um

fam

fem

fim

fom

fum

gam

gem

gim

gom

gum

ham

hem

him

hom

hum

kam

kem

kim

kom

kum

lam

lem

lim

lom

lum

mam mem mim mom mum

nam nem nim nom num

pam pem pim pom pum

ram rem rim rom rum

sam sem sim som sum

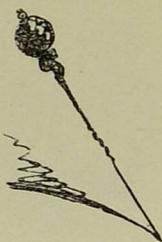
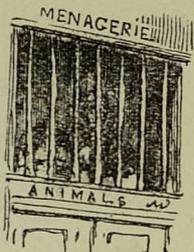
tam tem tim tom tum

vam vem vim vom vum

wam wem wim wom wum

yam yem yim yom yum

zam zem zim zom zum



Man

Den

Pin

John

Bun

an

en

in

on

un

ban

ben

bin

bon

bun

dan

den

din

don

dun

fan

fen

fin

fon

fun

gan

gen

gin

gon

gun

han

hen

hin

hon

hun

jan

jen

jin

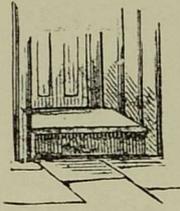
jon

jun

kan	ken	kin	kon	kun
lan	len	lin	lon	lun
man	men	min	mon	mun
nan	nen	nin	non	nun
pan	pen	pin	pon	pun
ran	ren	rin	ron	run
san	sen	sin	son	sun
tan	ten	tin	ton	tun
van	ven	vin	von	vun
wan	wen	win	won	wun
yan	yen	yin	yon	yun



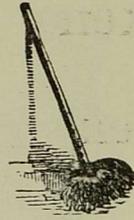
Cap



Step



Dip



Mop



Cup

ap

ep

ip

op

up

bap

bep

bip

bop

bup

dap

dep

dip

dop

dup

fap

fep

fip

fop

fup

gap

gep

gip

gop

gup

hap

hep

hip

hop

hup

jap

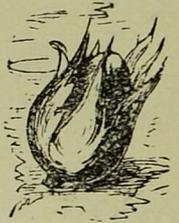
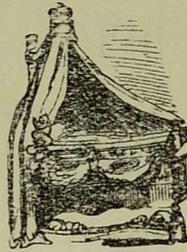
jep

jip

jop

jup

kap	kep	kip	kop	kup
lap	lep	lip	lop	lup
map	mep	mip	mop	mup
nap	nep	nip	nop	nup
pap	pep	pip	pop	pup
rap	rep	rip	rop	rup
sap	sep	sip	sop	sup
tap	tep	tip	top	tup
vap	vep	vip	vop	vup
yap	yep	yip	yop	yup
zap	zep	zip	zop	zup



Cat

Net

Pit

Cot

Nut

at

et

it

ot

ut

bat

bet

bit

bot

but

dat

det

dit

dot

dut

fat

fet

fit

fot

fut

gat

get

git

got

gut

hat

het

hit

hot

hut

jat

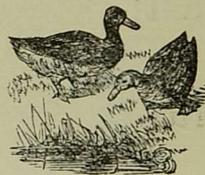
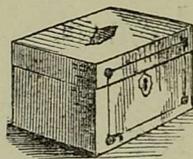
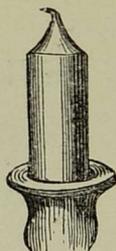
jet

jit

jot

jut

kat	ket	kit	kot	kut
lat	let	lit	lot	lut
mat	met	mit	mot	mut
nat	net	nit	not	nut
pat	pet	pít	pot	put
rat	ret	rit	rot	rut
sat	set	sit	sot	sut
tat	tet	tit	tot	tut
vat	vet	vit	vot	vut
yat	yet	yit	yot	yut
zat	zet	zit	zot	zut



Wax

Vex

Mix

Box

Ducks

ax

ex

ix

ox

ux

bax

bex

bix

box

bux

dax

dex

dix

dox

dux

lax

lex

lix

lox

lux

max

mex

mix

mox

mux

nax

nex

nix

nox

nux

tax

tex

tix

tox

tux



Mass

Mess

Miss

Moss

Russ

ass

ess

iss

oss

uss

bass

bess

biss

boss

buss

dass

dess

diss

doss

duss

fass

fess

fiss

foss

fuss

gass

gess

giss

goss

guss

hass

hess

hiss

hoss

huss

nass

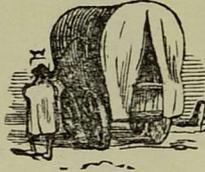
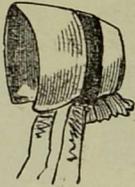
ness

niss

noSS

nuss

NOTE — Teach the Child to notice only one s.



Bon-net

Wag-gonKit-tenlin-netrib-bonmit-tentip-petmut-tonbit-tenpock-etbut-tonhid-denpack-etcot-tonbid-denjack-etlem-onsud-denbuck-etles-sonra-ventick-etba-conta-kensu-etli-onrob-in

NOTE.—Let the Child spell these words thus, 'b/en, bon, n'/et, net, bon-net.'

Did you see Joe? No.

Joe is Tom's big ra-ven.

It will go to Tom.

If Tom say, 'Joe, Joe, Joe,' the  
ra-ven will go to him.

It will hop on his neck.

Tom has got a bit of mut-ton.

Tom will givē a wee bit to Joe.

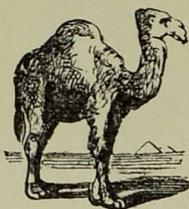
Sal has a lock-et.

Sal can-not see the lock-et.

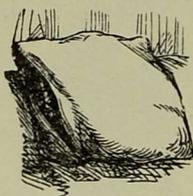
The ra-ven has ta-ken it.

O fie, O fie, Joe!

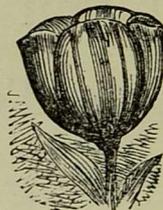
Joe has hid-den it in his den.



Cam-el



Pil-low



Tu-lip

ken-nel

wil-low

gal-lop

tun-nel

fel-low

mag-pie

fun-nel

yel-low

sa-go

fu-el

bel-low

co-coa

an-vil

tal-low

pie-man

e-vil

win-dow

cab-man

i-dol

el-bow

tin-man

A rob-in pecks at the win-dow.

Let him in. See him hop.

If the ra-ven see him, he will kill  
him.

I havē fed my rob-in.

Let the rob-in go a-way.

O-pen the win-dow. Let him go.

My dog is in his ken-nel.

Un-tie him. He will fol-low me.

He has bit-ten a rab-bit.

Tie him up. Pat him on his back.

The li-on is in his den.

He is hid-den in the day.

He gets up as you go to bed.



Fan-ny  
an-ny

abby

addy

affy

aggy

ally

ammy

appy

atty

acky



Pen-ny  
en-ny

ebby

eddy

effy

eggy

elly

emmy

eppy

etty

ecky



Min-nie  
in-ny

ibby

iddy

iffy

iggy

illy

immy

ippy

itty

icky



John-ny

Bun-ny

on-ny

un-ny

obby

ubby

oddy

uddy

offy

uffy

muddy

oggy

uggy

huffy

olly

ully

muggy

ommy

ummy

sully

oppy

uppy

mummy

otty

utty

puppy

ocky

ucky

putty

lucky

NOTE.— *Explain to the Child the short sound of y at the end of words.*

*Let the Child read some 'NEW,' every day, and also some 'OLD,' until he overtakes the 'new.' Then let him go back again to an early part of the book.*

Sam is a rag-ged lad.  
His jack-et is rag-ged.  
He has no dad-dy.  
He has no mam-my.  
He has not a pen-ny.

I will givē you a bed.  
I will give you a hat.  
I will give you a jack-et.  
I will give you buns.  
I will give you tea.  
I will give you pie.

Sam, will you dig?

Yes. I will not beg.

Bun-ny	Meg-gy	Bes-sy
fun-ny	Peg-gy	Jes-sy
sun-ny	fog-gy	gid-dy
Dick-y	bog-gy	rud-dy
Jack-y	Bet-ty	ug-ly
fol-ly	Het-ty	cad-dy
hol-ly	Let-ty	Kit-ty
Mol-ly	jet-ty	pit-y
Pol-ly	pen-ny	Liz-zy
Dol-ly	Min-nie	diz-zy
Mil-ly	Win-ny	Tom-my
Bil-ly	hap-py	Bob-by
sil-ly	pop-py	hob-by
lil-y	bod-y	luck-y
jel-ly	six-ty	sulk-y



Ba-by

la-zy

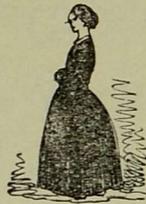
ha-zy

dai-sy

do-zy

ro-sy

eā-sy



La-dy

A-my

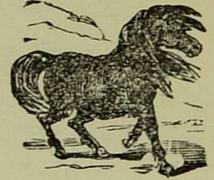
daī-ly

gaī-ly

To-by

ru-by

i-vy



Po-ny

bo-ny

ti-ny

pu-ny

ho-ly

du-ty

beāu-ty

A-my is a pu-ny ba-by.

To-ny is a ro-sy fel-low̄.

To-by is a ti-ny pup-py.

Bil-ly is a la-zy lad.

The ba-by lay in the cot.

The la-dy sat by the cot.

Let ba-by lie on my lap.

Let him see my kit-ty.

Let me give ba-by a kiss.

I will bŭy ba-by a dol-ly.

Let him see Bob-by on his hob-by.

We will go to the seā.

Will you dip in the sea?

Yes. Bet-ty will dip you.

You will be wet.

Bet-ty will rub you.

Sal-ly has a po-ny.

Sal-ly sells eggs.

I will bŭy an egg.

I will paŷ Sal-ly.

I havē a pen-ny.

It is in my pock-et.

I will givē the egg to Joē.

Is Tom-my up yet ?

No. Tom-my is in bed.

Is Tom-my ill ?

No, he is not ill ; he is la-zy.

It is his du-ty to get up.

May I go to see Ted-dy ?

No, it is so fog-gy.

No, it is so mud-dy.

You will get so wet.

May I go in the wag-gon ?

Yes, Ro-ly, you may go.

Ted-dy was at the win-dow.

He ran to let Ro-ly in.

He got him a cup of jel-ly.

He let him see his kit-ten.

He let him see his rab-bits.

He let him see his lin-net.

He let him get on his po-ny.



Jar  
 ar  
 far  
 bar  
 car  
 mar  
 tar



Fir  
 ir  
 sir  
 er  
 her  
 ur  
 fur

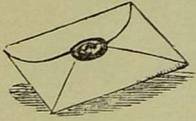


Dor-(mouse)  
 or  
 for  
 nor

NOTE.—*Teach the Child that the vowels have a different sound when they are followed by r.*

Fan-ny had a sil-ver mug.  
 A rob-ber has ta-ken it a-way  
 He had a lad-der.  
 He got in by the win-dow̄.  
 He hid the mug in his pock-et.

NOTE — *The list of words might be read over every day.*



let-ter	pi-per	rob-ber
bet-ter	pa-per	rub-ber
bit-ter	pep-per	lum-ber
but-ter	sup-per	lar-der
bat-ter	cop-per	lad-der
hat-ter	ma-ker	un-der
sis-ter	ba-ker	fen-der
mis-ter	po-ker	ten-der
fes-ter	sum-mer	mur-mur
en-ter	ham-mer	tur-nip
win-ter	mill-er	mor-sel
din-ner	riv-er	cor-ner
	fe-ver	car-pet
	nev-er	mar-ker
	ev-er	doc-tor

NOTE—*Let the above words be spelt in reading.*

I see the wag-gon.

A big box is in it.

Is it for me? No.

Is it for my sis-ters? Yes.

I will tell my sev-en sis-ters.

Sis-ters, I havē a box for you.

I will o-pen the box for you.

I see a ti-ny box in the big box.

I see a ti-ny jar. I see a ti-ny tin.

I see a box of figs for Kit-ty.

A tin of buns for Peg-gy.

A can of sa-go for Sal-ly.

A jug of co-coā for Mil-ly.

A net of lem-ons for Liz-zy.

A pa-per of nuts for Bet-ty.

A pack-et of tea for Pol-ly.

Six lads will vis-it us.

Go to the lar-der.

Get a leg of mut-ton.

Get six tur-nips. Get pep-per.

Go to the gar-den.

Get for-ty dam-sons for a pie.

Lay the din-ner in the par-lōur.

Let us be-gin din-ner.

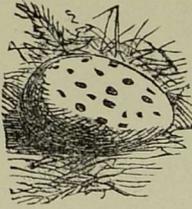
Din-ner is o-ver.

Let us sit by the ri-ver.

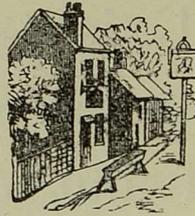
Let us run up the hill.

Let us go in-to the cot.

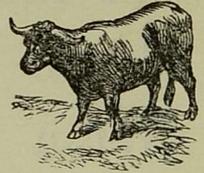
Give us for sup-per, sev-en buns,  
sev-en eggs, sev-en cups of co-coā,  
sev-en pats of but-ter, sev-en figs.



An egg



An inn



An ox

NOTE.—*Tell the Child that an means the same as a, and is placed before words beginning with a, e, i, o, or u.*

An axē

An ad-der

An ox

An em-met

An egg

An ill-ness

An ēyē

An or-gan

An inn

An ar-bour

Let me havē an egg for sup-per.

I can-not o-pen it.

I will o-pen it for you.

An egg has yel-low̄ in it.

Did you ev-er go to an inn ?

Yes, I had sup-per at an inn. I had a bed at an inn.

If you go far, you will go to an inn.

An axē has cut my knee.

An ad-der has bit my leg.

An em-met is not so big as a bee.

Do you see the man in the gar-den ?

He has an or-gan on his back.

Will you give him a pen-ny for his mu-sic ? Yes, I will.

Tom has an ug-ly pup-py.

It has a red back. It has red legs.

MARK WELL.—To Teachers.—*Let the Child go back to page 84, and read henceforth two pages of old, and one of new, each lesson.*



St ag

s t

st

st ack

st ab

st ep

st em

st ick

st ill

st iff

st un

st uff

st a $\bar{y}$ st o $\bar{w}$ 

st ar

st ir

st y

NOTE.—Tell the Child that s and t are sounded together, st. Let him spell 'st a g, stag.'

Jack Mar-tin has a st ack of ha $\bar{y}$ .

He will give his po-ny ha $\bar{y}$  in win-ter. He has no st ick for him.

He will go to mar-ket on his back.

He sells tur-nips at mar-ket.

He has a hut to st o $\bar{w}$  his tur-nips in.

He gets up at six. He will not st ay in bed. He gets up to dig.

Pol-ly is ill in bed.

I will stay by her.

I will sit still. I will not stir.

I will lay her sop on the hob.

The doc-tor has giv-en her bit-ter  
stuff. O-pen the box of pills.

I will get jam for her.

Will you see the pig in its sty?

Yes. It is ug-ly. It is dir-ty.

Nan-ny will pick up sticks.

Let me pick up sticks for Nan-ny.

Nan-ny's back is stiff.

Nan-ny's legs tot-ter.

My back is not stiff.



Sk ip  
s k sk

sk im

sk ill

sk in

sk iff

sk ull

sk y

sc ar

Sc ot

I will row you in my sk iff.

Sit st ill, or you will up-set my sk iff.

Tom fell in. He was wet to the sk in, but he did not die.

Will you get on my po-ny?

Will the po-ny run a-way?

No. But he will gal-lop up the hill. He will not go far. He will st op if you say, Wo.

Pat-ty will sk ip in the gar-den.

God is in the sk y.

No man can get up to God.

No man can go up to God by a  
lad-der. It is so far to the sk y.

The men in the sk y are so hap-py.

The men in the sk y nev-er die, nor  
sigh, nor sob, nor sin.

The men in the sk y see Je-sus.

The men in the sk y say, Ho-ly,  
Ho-ly, Ho-ly.

If you go to the sk y, you will  
nev-er go a-way.

You will st-āy for ev-er.

God will not let in bad men.

Beg God to let you in.



Sl ug

s l sl

sl ab

sl am

sl ap

sl op

sl ip

sl ay

sl ow

sl y

sl im

sl id

A sl ug is sl o $\bar{w}$ . A fox is sl y.

Ba-by is fat. Kit-ty is sl im.

Pol-ly hid a bun in her pock-et.

It is sl y of Pol-ly not to tell.

Will Pol-ly let her sis-ter havē a bit? No, Pol-ly will sl ip in-to a cor-ner. Pol-ly has bit-ten her bun.

I see a sl ug on the way. It is ug-ly. It is sli-my. It is stick-y.

Let ba-by sl um-ber on my lap.  
See, it st irts. It will not lie st ill  
I see a lil-y lie in the mud.  
It has a sl en-der st em.  
Tie it up to a st ick.

Sal-ly has up-set her jug.  
A sl op is on the car-pet.  
I wet my slip-per in the sl op.

Dick has a sc ar on his leg.  
A hot po-ker fell on it.

Did Bob sl ap his sis-ter? Yes.  
His sis-ter will not sl ap him.  
Bob is in a pet.  
Let him sit in the cor-ner till din-ner.



sn ap

sn uff

sn ip

sn ub

Sn ow

sn iff

sn ug

s n sn

Sn ow is in the gar-den.

Let us go to dig up the sn ow.

Will the sn ow wet me, if I pick it up? Yes, it will wet you to the sk in.

Run in the sn ow, till you are hot.

I will st uff sn ow in-to my wag-gon.

See, I have got a hut of sn ow.

I will stay in it till six.

Tom will be ill, if he stay in his sn ow hut till six. He will sn iff, if he sit still in the sn ow.

Let Tom pick up st icks.

Or tie up fag-gots.

Or ham-mer on the an-vil.

Or gal-lop on the po-ny.

The dog in the ken-nel will sn ap  
at a beg-gar as he goes by.

Bill has a rag-ged jack-et.

So he sn ap-ped at him.

Tom cut pa-per, so the sn ips fell  
on the car-pet. Pick up the sn ips.

Sam has a sn ug cab-in.

He begs me to sit in a sn ug  
cor-ner. He givēs me a hot mess.

He runs to get his fur slip-pers for  
me. He lets my legs lie on the rug.



sp it

sp ill

sp ot

sp ell

sp un

sp eck

Sp in

sp y

sp an

s p sp

Nan-ny can sp in well.

Nan-ny sp ins lin-en.

Did you ev-er see her sp in?

No. I nev-er did.

Nan-ny has a big box to st ow  
a-way her lin-en.

Nan-ny will sell her lin-en.

Will you buy it? Yes, I will.

I will buy it for my bed.

Nan-ny has not a sp ot nor a  
sp eck on her lin-en.

A sp i-der sp ins a web.

A sp i-der is ug-ly, but it is not  
st u-pid, for it has sk ill to sp in a web.

It has sl en-der legs.

It is not eā-sy to get a sp i-der, for  
it runs a-way.

Can you sp ell 'dog?' Yes.

Can you sp ell 'cat?' Yes.

My sis-ter lets me sp ell to her.

Ann has a sp ot on her tip-pet.

Did Ann sp ill her dam-son pie or  
it? Yes.

Get a bib for her at din-ner.

Nev-er sp ill teā or co-coā.

Nev-er sp it. It is dir-ty.



Gr ub

g r gr

gr a<sup>̄</sup>ygr o<sup>̄</sup>w

gr a-vy

gr im

gr uff

gr ot

A pig is gr ee-dy.

Did you ev-er see it at sup-per?

A man got a big can of sl op for  
the pig. He fill-ed a big tub.

The pig ran to the tub.

He suck-ed in the gr ea-sy st uff till  
his bod-y was fill-ed. So he got fat.

He is kill-ed. He is cut up.

Ba-con is a bit of his bod-y.

Ham is the leg of the pig.

Cut up a bit of mut-ton for Ted-dy's  
din-ner

Let him have gr a-vy o-ver it.

Add a bit of tur-nip or po-ta-to.

Let him sit up by me at din-ner.

My ba-by can-not run. He tot-ters.

Do not let him gr ub in the mud.

To-day he cut his leg on the gr av-el.

Ba-by will not go to a gr im or gr uff  
man. But if you nod to ba-by, he  
will go to you.

Bet-ty has a gr a-ter in her pock-et.

It is for a nut-meg.

It will do for her gr u-el.

Ba-by has no nut-meg in his gr u-el.



Cr ow

c r cr

cr ab

cr ack

cr am

cr ag

cr y

cr ess

cr ib

cr op

cr ock

cr umb

I see a cr ow on a cr ag.

It is big. It is ug-ly. It is gr im.

Will you tuck me up in my cr ib?

Yes, I will, but I can-not st ay by  
you. Do not cr y, but lie st ill.

Did you see a cr o-cus in the gar-  
den? Yes, I did. Is it yel-low?

Yes, I will pick it for you.

I will get a cr ock for the cr o-cus.

I will set it in the win-dow.

I see a crack in my jar.

Did you crack it ?

Yes, I did. I fell over it as I ran.

Will you forgive me ?

Yes, I will, for you did not tell a lie.

It is greedy to cry for jam.

I will not give you jam, if you cry.

Tom has a crop of hay.

He will have a big stack.

Can you pick cress for my dinner ?

No, the cress is under the snow

Let baby lie on the carpet.

He will not cry if you sit by him,  
but he will crow as he kicks.



Fr ock

fr fr

fr ee

fr y

fr om

fr ill

fr og

fr et

A fr og is ug-ly : so is a sl ug : so is a cr ow : so is a gr ub : so is a sp i-der.

Ann has a sc ar-let fr ock. Her sis-ter will not let her havē it on to-day ; so Ann fr ets.

It is sil-ly to fr et for a fr ock.

Let-ty is sick of sc ar-let fe-ver.

Nan-ny will sit by her bed.

Nan-ny will not st ir fr om the bed.

Nan-ny fr ets : for the doc-tor says Let-ty will die.

O-pen the win-dow. Let in the  
rob-in. Let it hop on the car-pet.

Sc at-ter cr umbs for it. See, it pecks.

O-pen the win-dow. Let it go fr ee.  
But it will not go.

It will stay till the sn ow goes a-way.

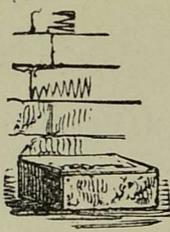
In sum-mer we go on the riv-er in  
a sk iff, or we dip in the riv-er.

In win-ter the riv-er is fr o-zen.

We run up-on the fr o-zen riv-er.

Did you ev-er slip as you ran?

Yes, I did, but I got up. I did  
not cr y. I slid till six. But Tom  
fell and hit his sk ull. He has a  
sc ar on his sk ull.



Br ick

br ag

br at

br an

br ay

br ill

br im

b r br

I havē a box of br icks.

I will sc at-ter my br icks on the  
car-pet.

I will lay my br icks in a row.

Fan-ny has br o-ken my wax doll.

Do not fr et. I will buy you a  
bet-ter doll.

See, I have got it.

It has a gr ay frock.

It has a sc ar-let rib-bon.

It has a mus-lin cap.

The don-key br ays.

The cock cr ows.

I have a big tub. It is for my six  
br ats. Fill it up to the br im.

Dip ba-by in it. Let Ted-dy st ep in.

Get br an-dy for a sick man.

Dip a rag in br an-dy.

Wet his lips. He is bet-ter.

Get him a mor-sel of mut-ton.

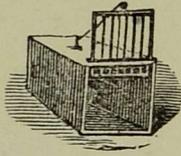
Havē you br o-ken my jug to-day?

Yes, it was br o-ken by me. I will  
not de-ny it; I will not tell a lie.

I let the jug sl ip. It fell on the  
br icks.

Did you cr y? O yes, I cr i-ed.

Do not fr et. I can buy a jug.



Tr ap

t r tr

tr ay

tr ee

tr ue

tr y

tr ick

tr ip

tr im

tr ot

Jack has a tr ap.

He set it in the pan-tr y.

A big rat got in-to the tr ap.

Jack will kill it.

Tr ay is a big dog.

He lies in a ken-nel.

He will not let a rag-ged man go by.

But he lets Bil-ly get on his back.

He has nev-er bit-ten Bil-ly.

He licks Bil-ly's legs as he sits on my lap. Bil-ly pats Tr ay on the back.

My po-ny can trot well.

He nev-er trips, nor kicks, nor runs a-way. He has no bad tricks.

If I trav-el I will go on my po-ny.

Ned is a la-zy lad.

He will not try to spell or to dig.

He sits at the win-dow, or he lies un-der a tree.

Let him have no din-ner till he can say his les-son.

His sis-ter Kit-ty tries to be ti-dy. Kit-ty tries to hem frills.

Kit-ty tries to trim bon-nets. Kit-ty is not la-zy.

Bet-sey trod up-on my doll.

Did you let it lie on the car-pet?



Dr um  
d r dr

dr ay  
dr op  
dr ip  
dr ill  
dr ess

dr eggs  
dr ugs  
dr ag  
dr y  
dr am

Pigs arē driv-en to mar-ket by a  
dr o-ver. Men buy pigs at mar-ket.

Ba-by has a dr aȳ.

He dr ags it on the gr av-el.

A doc-tor or-ders dr ugs for sick men

Dr ugs are bit-ter st uff.

Did you go in the wet? Yes, I did.

I am wet. My dr ess dr ips. Will  
you dr y it for me?

Yes, I will rub it till it is dr y.

Will you dr ill my lads to-day? Yes.

I have a dr um.

Let Jack be the dr um-mer.

I have a tr um-pet. Give it to Tom.

Have the lads got guns? Yes.

Let the lads dr ess in sc ar-let  
jack-ets. Let ba-by see the lads.

Do not dr op the ba-by.

If you dr op it, you may kill it.

Su-san has a pie on the dr ess-er.

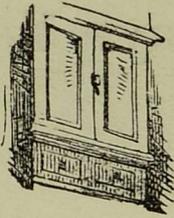
Su-san will cut a bit for you.

Do not be gr ee-dy.

Beg Su-san to givē a bit to Joe.

I havē a dr op of tea in my cup.

Do not sp ill it on my fr ock.



pr ay

pr ick

pr y

pr im

Pr ess

p r pr

Do not pr y in-to my pr ess.

I have hid-den a gun in it.

Pins pr ick. A pin pr icks me.

It pr icks my neck.

A pin pr ick-ed ba-by as he sat on  
the car-pet to-day. It pr ick-ed his leg.

Did you dr op the pin?

Per-haps I did, but I had a big  
pin in my col-lar. It pr ick-ed me:  
so I let it dr op on the car-pet.

Try not to dr op pins.

Ber-tie will not go to bed.

He says he will sit up till ten.

It is not pr op-er for him to sit up till ten.

He will gr ow ill if he sits up till ten.

Let him go to bed at sev-en.

Ba-by goes to his cr ib at six.

It is not pr op-er for you to have cut-lets, or sal-ad at din-ner.

Is jel-ly pr op-er for me?

Yes, I will give you a cup of jel-ly.

Peg-gy has not got a mor-sel of mut-ton for her din-ner, nor a dr op of tea for her sup-per.



Fl y

fl fl

A fl y is on the win-dow.

A spi-der has got the fl y in-to its web. A spi-der tries to get fl ies ; so it sp ins a web.

Sil-ly fl y, to go in-to the web.

The fl ies buzz in the sum-mer.

A fan will fl ap a-way fl ies.

Joe has a fl ock.

His fl ock lie un-der a tr ee in the hot sum-mer days.

He sits by his fl ock. He pl ats.

fl ee

fl ax

fl ow

fl ap

fl ag

fl ock

fl at

fl og

A man will fl ee fr om a li-on.

A st ag will fl ee fr om a man.

Set a fl ag on the top of a high hill. See, it fl ut-ters.

Men far a-way can see the fl ag.

Sn ow is on the hills. It is winter. A man goes far, but he stops; he is ill; he dr ops fl at on the sn ow; he is fr o-zen.

A dog has met him.

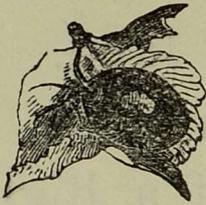
The dog has a fl ag-on of br an-dy ti-ed to his neck.

The dog licks the man.

The sick man gets bet-ter.

He sucks a dr op of br an-dy.

He gets up. He sp ies the dog



Pl um

p l pl

pl ay

pl y

pl an

pl at

pl od

pl ot

pl uck

pl ug

Pl en ty of pl ums gr ow ou my tr ee.

A bad lad pl uck-ed the pl ums.

He was a rob-ber. He hid his  
pl un der in a cor-ner of the gar-den.

It was his pl an to go in se-cr et to get  
his pl ums.

He was sl y. He was gr ee-dy.

Did not God see him? Yes, He  
did, for He sees in se-cr et. He will  
not let rob-bers go to the sk y.

We pl ay un-der the plum-tr ee.  
We nev-er pl uck the pl ums.  
I havē a plot for my gar-den.  
I have dai-sies for the bor-der.  
I have sn ow-drops in the cor-ner.  
My dog Trim ran o-ver the beds.  
He tr od up-on my tu-lips.  
I will pl uck a lil-y for my sis-ter.

Big lads pl ay at cr ic-ket.  
Fr ed is a big lad.  
He gets so hot as he runs.  
I will get a lem-on for him to suck.  
I will get him a can of hot tea, for  
his lips are dr y.  
Fr ed nev-er sips br an-dy, or rum.



	bl ue	bl ab
	bl ow	bl ock
	bl ed	bl iss
Bl ot	bl ess	bl ur
b l bl	bl ack	bl uff

Tom has giv-en a bl ow̄ to his  
sis-ter Ann.

His sis-ter has not hit him.

Ann has giv-en him a kiss.

Ann has giv-en a kiss for a bl ow.

A ne-gr o has a bl ack sk in.

May a bl ack man go to the sk y?

O yes. Je-sus di-ed for bl ack men  
as well as for you.

God will bl ess bl ack men, if bl ack  
men do His will.

Ro-sa has giv-en Nan-ny a bl ack  
st uff dr ess for the win-ter.

Ned is a bl uff lad.

He br ags, he bl usters, he bel-lows.

He bl ows on his tr umpet, and he  
raps on his dr um, till he st uns me.

Peg-gy tells se-cr ets, so Peg-gy is  
a bl ab. Lock her lips, if you can.

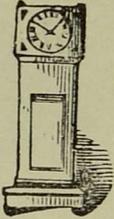
Al-fr ed has cut his k̄nee.

His k̄nee has bl ed.

Did he bl ub-ber at a cut?

O no. He did not cr y or sob.

Al-fr ed nev-er cr ies at a bl ow,  
or a cut. He let the doc-tor st ick a  
bl is-ter on his neck, but he did not  
cr y.



Cl ock

cl cl

cl ap

cl ad

cl ack

cl ick

cl ip

cl iff

cl og

cl od

cl ub

cl aȳ

Tom-my fell o-ver the cl iff.

Was he kill-ed?

No, but he was st un-ned

He lay st ill at the bot-tom of the  
cl iff, as if he werē a cl od of cl ay.

A man pick-ed him up.

The doc-tor bid him lie in bed.

Tom-my had cut his neck, and his  
back, and his legs. The cuts bl ed.  
The doc-tor ti-ed up the cuts.

Pat-ty is sl y.

Pat-ty got the key of the clos-et.

Pat-ty tried to clam-ber to the top.

But Pat-ty slip-ped and fell on her back.

A jar of jam was br o-ken.

The jam was spill-ed o-ver her frock.

Dick fed his po-ny on cl o-ver in the sum-mer.

He clip-ped his po-ny in the win-ter.

Jack will clam-ber up high trees.

Jack got to the top of the fir-tree.

But he was diz-zy, and he fell and sn ap-ped his neck.

So he was kill-ed on the sp ot.



Gl ut-ton

g l gl.

gl ad

gl ib

gl en

gl oss

gl o $\bar{w}$

gl u $\bar{e}$

gl um

gl ut

Dick was a gl ut-ton.

He had a pl um-pie: but he did not give a bit to his sis-ters.

Tom-my was glib at din-ner, but he was glum at sup-per; for he had br o-ken his play wag-gon.

Get a pot of gl ue.

We will st ick on the br o-ken bit.

Tom-my is gl ad to see his wag-gon so trim.

Kit-ty will pay a vis-it to A-my.  
A-my will let Kit-ty see her dolls.  
A-my has six dolls.  
A big doll, a ti-ny doll,  
A rag doll, a wax doll,  
A black doll, a ba-by doll.  
Her big doll has a blue bon-net.  
Her ti-ny doll has a red fr ock.  
Her rag doll has a yel-low fr ill.  
Her wax doll has a li-lac bag.  
Her black doll has a red a-pr on.  
Her ba-by doll has a blue bib.  
Stop at the hat-ter's.  
Let us bŷy six hats for the dolls.  
St op at the dra-per's.  
Let us bŷy rib-bons for the dolls.

Br a	br e	br i	br o	br u
cr a	cr e	cr i	cr o	cr u
dr a	dr e	dr i	dr o	dr u
fr a	fr e	fr i	fr o	fr u
gr a	gr e	gr i	gr o	gr u
pr a	pr e	pr i	pr o	pr u
tr a	tr e	tr i	tr o	tr u
st a	st e	st i	st o	st u
sl a	sl e	sl i	sl o	sl u
sm a	sm e	sm i	sm o	sm u
sn a	sn e	sn i	sn o	sn u
sp a	sp e	sp i	sp o	sp u
sk a	sk e	sk i	sk o	sk u
sw a	sw e	sw i	sw o	sw u

Fl a	fl e	fl i	fl o	fl u
Pl a	pl e	pl i	pl o	pl u
Gl a	gl e	gl i	gl o	gl u
Bl a	bl e	bl i	bl o	bl u
Cl a	cl e	cl i	cl o	cl u

Six lads got in-to a wag-gon to  
go to a cot far a-way.

The lads had a sis-ter Nel-ly.

The lads had a sis-ter Peg-gy.

The sis-ters go in the wag-gon.

Sn ow dr ops on the way.

The wag-gon can-not go on.

The sis-ters lie in the wag-gon.

The sis-ters arē fr o-zen. The sis-  
ters die. The lads do not die.

dr	gr
dr i-ver	gr u-el
dr o-ver	gr ee-dy
pr	sp
pr op-er	sp i-der
pr om-ise	sp in-ner
br	st
br an-dy	st am-mer
br i-er	st u-pid
pl	cl
pl en-ty	cl ev-er
pl un-der	cl am-ber
cr	fl
cr o-cus	fl an-nel
tr	gl
tr um-pet	gl ut-ton.

NOTE.—As Children are apt to confuse of, for, and from, practice on the words is useful.

See a pack-et from the ba-ker.

It is a bag of buns for Bob.

See a pack-et from the doc-tor.

It is a box of pills for Dan.

See a pack-et from the dr a-per.

It is a pa-per of pins for Nan.

See a pack-et from the tai-lor.

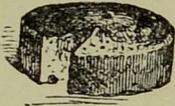
It is a jack-et for John.

See a pack-et from the hat-ter.

It is a black hat for Gus.

See a pack-et from the pie-man.

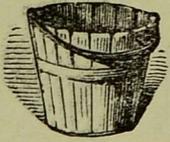
It is a plum-pie for Ned.



	bake	rake	sn ake
	lake	sake	sp ake
	make	wake	dr ake
Cake	ake	take	st ake
			fl ake

NOTE.—Let the Teacher now tell the Child that when 'ak' has e after it, then the sound is long: so that while a k spells ak,—a k e spells ake. Let the Child in reading omit the e, and spell c a k—cake.

It is sum-mer. Let us make hay.  
 Get six rakes for the lads.  
 Get a rake for my sis-ter.  
 Let us make a big hay-cock. Let  
 the hay-ma-kers sit on the dry hay.  
 Get a big can of tea.  
 Make a big cake. Bake it well.  
 Cut it up in ten bits.  
 Let Jack bl ow a tr um-pet.



hail	mail	tail
fail	nail	wail
jail	sail	vail
fr ail	sn ail	tr ail

Pail ail

NOTE.—Let the Teacher tell the Child that if *i* comes after *a*, then the sound is long; so that while *pa l* spells *pal*, *pa il* spells *pail*. But in reading let the Child leave out the *i*, and say *pa l*—*pail*.

Take a pail to the lake.

Will you sail on the lake in my skiff? Yes, I will.

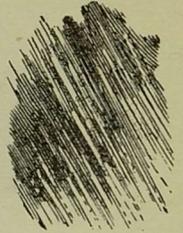
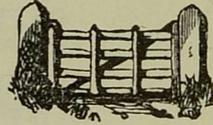
You can-not go, for it has be-gun to hail. So you may be up-set, if you go.

A man will take Tom to jail.

Tom will wail on the way to jail.

My sis-ter has a vail on her bon-net.

My po-ny has a bl ack tail.



Spade

Ape

Lame

Gate

Rain

ade

ape

ame

ate

ane

maid

nape

came

hate

lane

paid

tape

fame

slate

stain

laid

gape

game

skate

grain

fade

crape

name

plate

train

wade

drape

same

grate

plain

trade

grape

tame

crate

Swain

The gar-den-er has a spade and a rake.

The maid has a mop and a pail.

Su-san has tape and flan-nel.

Sam was a glut-ton.

He ate plum-cake till he was sick.  
So the doc-tor came and gave him  
bit-ter st uff.

Sam cr ied, and said, 'I will not  
be a gl ut-ton again.'

Su-san made him a cake.

Sam said, 'Pray give me ten pl ates.'

Sam cut up the cake.

He laid big bits in the pl ates.

He gave bits of cake to his sis-ters,  
and to the maids, and to the lads.

Ann said, 'I will not have the cake.'

Sam beg-ged her to take it.

'No,' said Ann, 'I will not.'

So Sam hid a bit in Ann's bag.



heed      weed      cr eed

seed      feed      st eed

need      bl eed      deed

Reed eed    need-y    sp eed    in-deed

NOTE.—Let the Teacher tell the Child that when there is double e the sound is long; but do not let the Child, in spelling, say double e, but simply e.

Reeds gr o $\bar{w}$  by the riv-er.

Can you pl at reeds to make a hat?

Yes. I can. I will pl uck a number of reeds to make a hat for Al-fred.

Ben sows seeds in his gar-den.

He takes heed nev-er to step up-on the beds.

A hen came into his gar-den and be-gan to feed on the seeds. He made her fl y o-ver the rail.



beam	seam	cr eam
ream	gl eam	dr eam
team	br eam	dr eamer

St eam eam

NOTE.—*Let the Teacher tell the Child that a after e makes the e long; but let the Child miss the a when it spells, and say b-e-m—beam.*

I will go by tr ain to see my sis-ter.

St eam will make the tr ain go on.

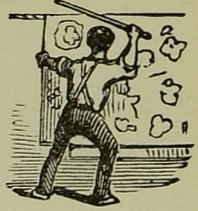
Can you go by st eam on the sea?

O yes: a st eam ves-sel will take you o-ver the sea far a-way.

The beams of the sun wake Ned at six o'clock.

He gets up to fol-low the team.

Jane gets up to make but-ter of the cr eam in the pans.



Beak	Leaf	Leap	Glean	Beat
eak	eaf	eap	ean	eat
weak	beef	weep	bean	meat
meeek	reef	sw eep	seen	heat
sp eak	gr ief	deep	gr een	sw eet

Ned will have ba-con and beans.  
 James will have mut-ton and peas.  
 Sam will have veal and gr eens.  
 Bob will have cod and po-ta-toes.  
 Dick will have beef and tur-nips.  
 Fred will have cake and cr eam.  
 Tom will have pl ums and pat-ties.

Mis-ter Mor-ley gave Al-fred a gar-den.

Al-fred sow-ed seeds, and dug up weeds.

He made an ar-bōur in the gar-den, and he let i vy gr ow o-ver it to make it green. As he sat in it, he did not feel the heat.

In sum-mer Al-fred said to his sis-ters, ' Pray en-ter my gar-den and sit in my ar-bour.'

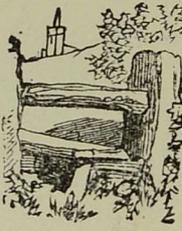
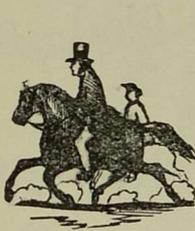
He pick-ed lu-pins and lil-ies.

He pick-ed ro-ses and sweet peas.

He made a po-sy for his sis-ters.

A tea-tray was in the ar-bour.

Cups and plates were on the tray.



Ride

Stile

Vine

Hive

Kite

ide

ile

ine

ive

ite

hide

mile

fine

five

bite

wide

file

wine

dive

mite

tide

tile

nine

dr ive

sp ite

Ned is six. He can read.

Al-fred is sev-en. He can w̄rite.

Ro-ly is nine. He can do sums.

Let Ned ride on the bay po-ny.

Let Ro-ly fly his kite on the hill.

Let Al-fred bl ow his tr um-pet.

Let us go, Fr ed, and see a sick man.

Let us go o-ver the high st ile.

I see John-ny at the gate. He is five.

He cr ies and says, 'Dad-dy is ill.'

The man says, 'If I die, will you take John-ny? His Mam-my di-ed in the win-ter. He has no-bod-y to feed him.

Yes, I will take John-ny.

The sick man is glad I will take him.

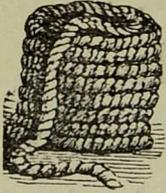
The sick man di-ed, and John-ny cr i-ed.

We will feed John-ny.

We will tr y to keep him from e-vil.

We will sp eak to him of Je-sus.

John-ny will not for-get Dad-dy.



hope

sl ope

Pope

gr ope

mope

tr ope

Rope ope

NOTE.—*Let the Teacher tell the Child that when o p has e after it then the sound is long ; so that o p is op, but o p e is ope.*

We will go far a-way to-day.

We will take the po-ny.

We will lead the po-ny by a rope.

We will sit on a green slope to dine.

The po-ny will feed in a green spot.

We will tie it by a rope to a tree.

I hope it will not go a-way. It is as tame as a dog, and it runs to meet me.

It will not kick me.

It will not bite me.



boat	goat	oat-meal
moat	st oat	boat-man
doat	w̄rote	pet-ti-coat

Coat oat

NOTE.—Let the Teacher tell the Child that when a comes after o the sound of o is long, as in coat,—not short, as in cot.

Will you go in a boat?

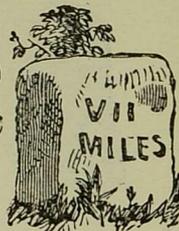
The waves do not beat high to-day.

The boat-man will set up the sail.

Sit by me and you will not get wet.

I will let you have my gr a $\bar{y}$  coat.

I doat up-on my ba-by. I like to have it on my knee. I take it in the car, in the cab, and in the boat. I will buy him a blue coat, and a black hat, and a red pet-ti-coat.



Foal	Rose	St ove	Sm oke	St one
oal	ose	ove	oke	one
hole	nose	rove	joke	bone
coal	hose	wove	cl oak	moan
pole	pose	hove	sp oke	tone

My goat has a kid.

My ass has a foal.

My cat has a kit-ten.

My dog has a pup-py.

My po-ny likes oats.

My goat likes tur-nips.

My dog likes bones.

Dogs bite.

Ducks dive.

Hors-es kick.

Hens peck.

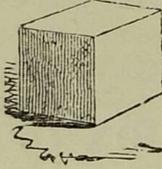
Rams butt.

Sn ails cr eep

Goats leap.

I will givē Jane a sack of coals.  
I will give John a gray coat.  
I will give Su-san a box of soap.  
I will give Sal-ly a green dress.  
I will give Bet-sey a big loaf.  
I will give Sam a rib of beef.

Jack liv-ed close by a riv-er.  
He had a boat. It was made of oak.  
He tied a rope to his boat.  
He said to his lads, ' We will row.'  
His wife st ay-ed at home in the cot.  
It rain-ed, and Jack got wet.  
He was gl ad to get home.  
His wife dr i-ed his bl ue coat  
Jack had ba-con for sup-per.



Rude	Cube	Mule	Tune	Fr uit
ude	ube	ule	une	ute
Jude	tube	rule	June	br ute

A r u d e l a d b r o k e t h e w i n - d o w .

A c r u - e l l a d b e a t t h e m u l e .

A g r e e - d y l a d s t o l e t h e f r u i t .

A l a - z y l a d r o s e l a t e f r o m b e d .

A g i d - d y l a d s p i l l - e d t h e c r e a m .

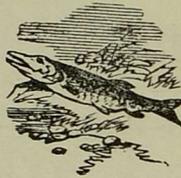
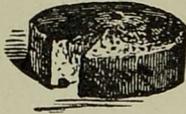
A c l e v - e r l a d m a d e t h e b o a t .

A t i - d y l a d w e e d - e d t h e g a r - d e n .

A r o - s y l a d r o d e t h e m u l e .

Tom is a big lad. He gets up at five.  
He feeds the hens. He sells the eggs.  
He rows the boat. He bakes the loaves.  
He heats the stove. He fills the tubs.  
He waits at dinner. He picks the fruit.  
He makes up fag-ots. He takes up coals.

I have a home close by a stream.  
I have a hive and a heap of bees.  
I have a vine and sweet grapes.  
I have a flute and play sweet tunes.  
I have a foal, his mane is black.  
I have a lad, he is not rude.  
He has a kite, it flies so high.  
It seems a speck up-on the sky.  
He goes to glean. I go to reap.



Cake      Beak      Pike      Smoke      Duke

ake      eak      ike      oke      uke

rake      meek      dike      joke      Luke

stake      leek      spike      croak

Poll is green. Poll can speak.

Poll can say 'It is a fine day.'

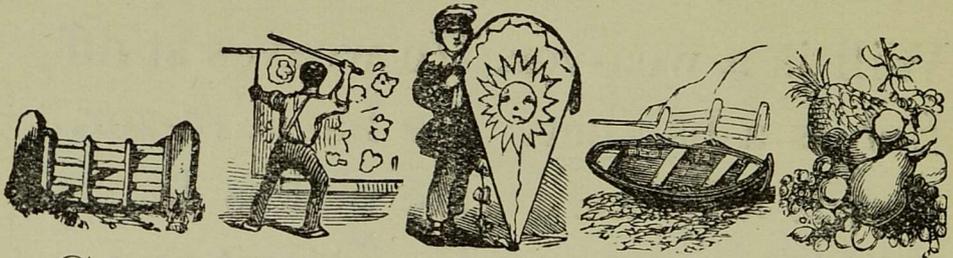
Poll can fly. Poll has a beak.

I have no beak, but I have lips.

Poll cannot speak as well as I can.

Poll can peck cake. Poll can bite.

Will is a wea-ver. He weaves st uff.  
Bob is a bar-ber. He has a ra-zor.  
Ben is a ba-ker. He makes loaves.  
Mat is a ma-son. He cuts st one  
Tom is a tai-lor. He makes coats.  
Tim is a ti-ler. He lays tiles.  
Dick is a tan-ner. He soaks skins.  
Sam is a sail-or. He sails in a boat.  
Ned is a nail-er. He makes nails.  
Mic is a mill-er. He has a mill.  
Bob is a but-ler. He keeps wine.  
Col is a cut-ler. He sells knives.  
Hal is a hat-ter. He sells hats.  
Per is a pie-man. He sells pies.  
Ted is a tin-man. He makes pans.  
Kit is a cab-man. He dr ives cabs.



Gate

Beat

Kite

Boat

Fruit

ate

eat

ite

oat

uit

pl ate

heat

mite

coat

mute

sl ate

meat

bite

moat

br ute

st ate

tr eat

kite

st oat

fl ute

Ben has made me a kite.

He has made it of pa-per.

I hope it will fly high in the sky.

Ben has made me a boat.

The boat will fl oat in the tub.

My sis-ter has a ti-ny doll. It is  
made of wax.

Pol-ly and Bes-sy, you may go and pick fr uit in the gar-den.

Take a big leaf to lay the fr uit upon.

Do not eat the fr uit.

I will make a pie of the fr uit.

Pol-ly and Bes-sy said, 'We will do as you bid us.'

But Pol-ly ate a pl um.

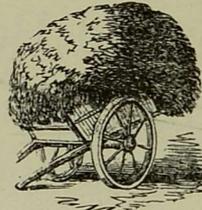
Oh, Pol-ly, I will not let you pick fr uit a-gain.

Bes-sy may pick fr uit. I will not givē you a bit of the pie.

Bes-sy begs for Pol-ly.

'Pr ay let Pol-ly have a bit.'

I will give her a bit, as you beg for her, but she must nev-er st eal.



Spade	Read	Ride	Load	Rude
ade	ead	ide	oad	ude
fade	need	hide	rode	
bade	sp eed	side	mode	
tr ade	st eed	sl ide	code	

May I make hay? Yes, you may.

Will you buy me a rake?

Yes, I will.

The maids will make hay as well as you.

I hope it will not rain : for rain will wet the hay. The sun will dry it.

Get five rakes for the maids.

Get a ti-ny rake for Tom-my.

Tom-my may make a hay-cock.

We will dine on the hay-cock.

We have a loaf and but-ter.

We have beef and beans.

Let us hide Tom-my in the hay.

We can-not see him. He is hid-den.

Tom-my may go to sl eep in the hay.

Wake, Tom-my, wake ; it is time to  
load the wag-gon, for the hay is dry.

Tom-my may ride on the top.

Jack sw eeps a-way mud fr om the  
road. He is a rude lad. He is gl ad  
to see sp ots of mud on the man.



Rain	Gl ean	Vine	Stone	Tune
ain	ean	ine	one	une
tr ain	bean	mine	bone	
st ain	seen	line	moan	June
cr ane	mean	fine	groan	

I have a dog. His name is Tray.

He can swim well.

He will do as he is bid.

James drop-ped his hat in the riv-er.

Tray seiz-ed it and laid it at the feet of James. James pat-ted Tray on the back.

Tr ay nev-er bites, but he licks.

Tr ay has black legs.

Tr ay has a black spot on his back.

Tr ay has a fine black tail.

Tr ay moans. Is he in pain? Yes.

Did you beat him? Yes, I did.

Tr ay stole a bit of meat.

Fie, fie, my Tr ay. Nev-er steal.

I do not like to beat you, but I like you to be-have well.

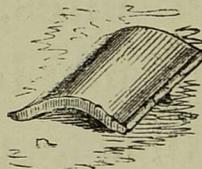
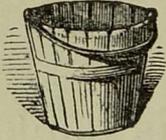
Tr ay will not steal a-gain.

I will leave a bit of meat in his way, to see if he will take it.

No, he has not eat-en it.

Pat him and praise him.

Give Tr ay a bone to pick.



Pail

Seal

Tile

Foal

Mule

ail

eal

ile

oal

ule

nail

heal

file

mole

rule

snail

feel

stile

pole

stale

steal

smile

stole

Ba-by has blue socks on his feet.

My sister made the socks.

Ba-by creeps like a snail.

Ba-by can-not get up. He is weak

Keep the dog away from ba-by.

Ba-by is afraid of the dog.

Will he bite ba-by? No.

Ba-by can-not speak, but he can smile so sweet-ly. Try to amuse him.

Beat a drum ; play a tune ; spin a top ; pick a red rose.

Ba-by is sleepy. It is time to undress him. Let him lie on my lap.

Can you un-tie his frock ? Yes.

I will wrap him in his flannel robe.

A don-key is not so big as a mule.

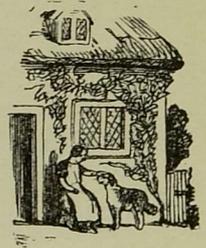
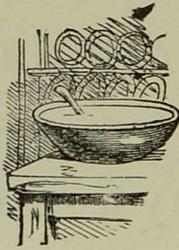
A big lad can ride up-on a mule.

Jack beats his mule to make it go.

I hope he is not cruel to his mule.

Sam never beats his pony ; it will go well if Sam speaks to it, and pats it.

But a pony is not obstinate.



Lame

Cr eam

Lime

Home

aim

eam

ime

ome

fr ame

st eam

cr-ime

dome.

came

dr eam

cl-ime

foam

maim

beam

time

loam

We will go by the tr ain to the sea-side.

I will take a big black box.

Tie it on the top of the cab.

May I take my doll? Yes, you may.

May Fred take his dog?

No, the dog may not go in the tr ain.

Sis-ter Ann will stay at home.

Let us get tick-ets for the tr ain.

Let us get in. Sit by my side.

The st eam makes the train go on.

The tr ain stops. We arē at the sea.

Will you dip in the sea ?

Yes, I will. I am not a-fr aid.

Ba-by is a-fr aid. He cr ies and kicks.

We will not dip ba-by in the sea.

We will not make him cr y.

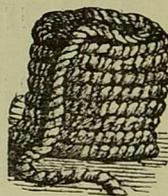
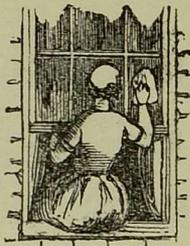
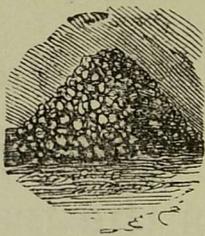
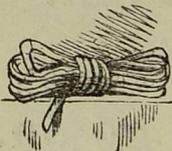
Let us go in a boat on the sea. The  
boat will not up-set, if you sit st ill.

Let us go home.

Let us go by the tr ain.

Tr ay is at the gate. He wags his  
tail—he is so gl ad to see us a-gain.

Sis-ter Ann runs to meet us.



Tape

Heap

Wipe

Rope

ape

eap

ipe

ope

cape

st eep

ripe

soap

cr ape

cr eep

tr ipe

hope

Jane has a stain on her clean frock.

Will soap take a-way the stain?

No, it will not.

Jane has eat-en fruit.

Jane let the fruit drop on her frock.

Pat-ty sits on the window-sill, and wipes the panes. If Pat-ty lean back, her neck will be broken.

James has a tame rab-bit.

Its name is Bun-ny.

James goes in-to the lane and picks leaves and weeds for his Bun-ny. Bun-ny will lie in his coat, and hide his nose in his pock-et.

Did you ev-er see a li-on?

I have seen a li-on. It was not tame; but it did not eat me, for it was lock-ed up in its den.

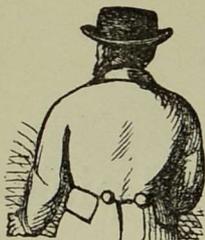
I have seen him eat his meals.

A big bit of beef was his din-ner.

His keep-er gave it to him.

The li-on did not bite his keep-er.

He is a-fr aid of his keep-er.



NOTE.—Let the Child be taught to know well the short and long sounds of vowels. Tell him which sound is short and which is long. Let him read down the page first, and then across.

<i>short</i>	<i>long</i>	<i>short</i>	<i>long</i>
Back	Bake	man	mane
Bab	babe	ran	rain
sack	sake	van	vain
tack	take	plan	plain
stack	stake	cap	cape
lad	laid	nap	nape
mad	maid	bat	bait
Sal	sale	fat	fate
Sam	same	mat	mate
Dan	Dane	pat	pate
can	cane	rat	rate
fan	fain	plat	plate

Bab will let the babe lie in her lap.

Go back to bake a cake for me.

A lad laid the plates for dinner.

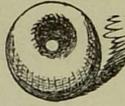
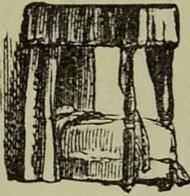
Sam has on the same ragged coat he had in the winter. He has no nap on his hat, and he has no collar on the nape of his neck.

Dan ran in the rain. He tried in vain to overtake the van.

It is my plan to eat plain cake.

Ned has a black cap and a blue cape.

Lay a plate of bones on the plate for the dog. I will pat his pate, and he will wag his tail. He is a clever dog, for he will take a can, or a cane, as far as I like.



Bed

Bead

led

lead

fed

feed

red

read

Ned

need

wed

weed

dell

deal

knell

kneel

sell

seal

tell

teal

fell

feel

beck

beak

peck

peak

wreck

reek

speck

speak

stem

steam

Ben

bean

men

mean

ken

keen

glen

glean

wen

wean

step

steep

Bet

beat

met

meat

net

neat

My hen dips her beak in the beck.

The maid-ens glean in the glen.

Jack fed the rab-bit yes-ter-day.

I will let you feed it to-day.

Ned is in need of a coat and a hat.

I fell on the st ones. I feel a pain  
in my leg. Ap-pl y wet flan-nel to it.

Ben will pick the beans for din-ner.

I mean to get ten men to dig up  
my gar-den.

Al-fr ed will take heed to his steps,  
as he goes up the st eep rocks.

Bet beat her lad for tell-ing a lie.

I met Kate in the lane yes-ter-day.  
and I hope to meet her a-gain to-day.

A net will keep my tress-es neat.

My pet dog sl eeps on the rug, and  
the peat bl a-zes in the grate.



Kit

mill

pill

till

still

bit

spit



Kite

mile

pile

tile

stile

bite

spite

ríd

slid

fin

win

sp in

sn ip

tr ip

pip

lick

Dick

ride

slide

fine

wine

sp ine

sn ipe

tr ipe

pipe

like

dike

A pin is ti-ny, but a pine is a high tree.

Fred can-not sp in his top to-day, for he has a pain in his sp ine.

It is a mile from my cot to the mill.

I made a pile of pills for sick men.

Sit still on the stile, till I get a tile  
for you to step up-on.

Did you snip the tail of the snipe?  
I hope the pony will not trip as  
you take the tripe to Joe.

Tell Tom to take up my pike.

A pip has got in-to my pipe.

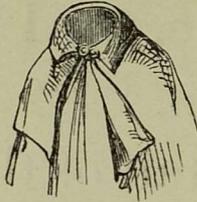
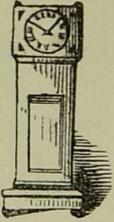
The dog bit me, and he may bite  
you. Ride a-way from him, and so  
get rid of him.

The kit can-not see the kite, as it  
flies high in the sky, but ba-by can

The cat in her spite sp it at my kit

Do not lick a plate like a pig.

Did you see Dick leap o-ver the  
dike? Yes, I did see him.



Cl ock

Cloak

grot

groat

rob

robe

cock

coke

cr ock

croak

rod

rode

sock

soak

con

cone

Poll

pole

Joh̄n

Joan

doll

dole

cot

coat

sop

soap

Tom

tome

Moll

mole

rot

w̄rote

mop

mope

not

note

pop

pope

got

goat

hop

hope

A rob-ber came to rob me of my robe.

The cock is at the top of the heap of coke.

I see by the clock it is time to take my cloak and go home.

Ben rode on a mule. He had a rod to make it go on.

Moll has set a trap for the mole.

Poll sits on a pole, and cries  
'Pr et-ty Poll.'

Tom sits un-der a tree, and reads  
a tome.

John did not write a note to Joan.

Tell Ann to get soap to make ba-by  
clean by the time the sop is hot.

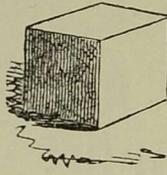
Do not sit on the step and mope,  
but get a mop and clean it.

I have got a goat. It is fr is-ky.  
The fr og in the cr ock will not cr oak.



Cub

us



Cube

use

but

tun

hum

luck

cut

rud-der

Bute

tune

Hume

Luke

a-cute

ru-der

Make the li-on's cub a den like a cube, as high as it is wide.

A-my said to her sis-ter Em-my,  
'Let us tr y to be of use at home.'

The pi-per sat up-on a tun, and  
pl ay-ed a tune on his fl ute.

My lad Ben gets ru-der as he gets  
big-ger. He will nev-er be fit to sit at  
the rud-der, un-less he gr ow bet-ter.

The cut in my leg gives a-cute pain.



St ag

st

st ep

st ick

st op

st ar

st ay

st ain

st eal

st ile

st one



Sk ip

sk

sk in

sk im

sk ull

sc ar

sk y

sk ate

sc ale



Sl ug

sl

sl ap

sl ip

sl op

sl y

sl ow

sl ate

sl eep

sl ide

sl ope



Sn ow

sn

sn ap

sn iff

sn ub

sn ail

sn ake

sn eak

sn eeze



Sp in

sp

sp an

sp ell

sp ill

sp ot

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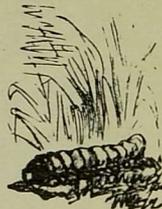
sp y

sp ade

sp eak

sp ike

sp oke



Gr ub

gr

gr im

gr ot

gr uff

gr ay

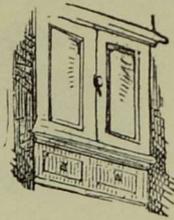
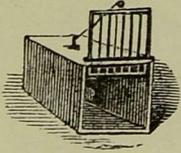
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gr ain

gr ease

gr ime

gr an



Tr ap

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Pr ess

tr

dr

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pr im

tr ay

dr op

pr op

tr ee

dr ay

pr ay

tr y

dr y

pr y

tr ue

dr ain

pr aise

tr ade

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pr obe

tr ibe

dr one

pr une



Cr ow

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cr ab

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cr op

cr umb̄

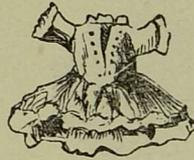
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Fr ock

fr

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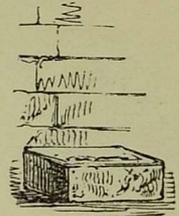
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fr ail

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Br ick

br

br an

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Fl y

fl

fl ag

fl it

fl og

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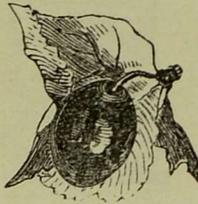
fl ow

fl ue

fl ame

fl eet

fl oat



Pl um

pl

pl at

pl ot .

pl ug

pl ay

pl y

pl ain

pl ead

pl ume



Bl ot

bl

bl ack

bl ess

bl iss

bl ock

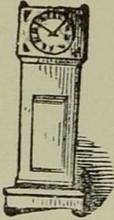
bl ow

bl ue

bl aze

bl eat

bl oat



Cl ock



Glut-ton



Sw im

cl

gl

sw

cl ap

gl ad

sw am

cl iff

gl en

sw ell

cl og

gl ib

sw ill

cl ub

gl oss

sw um

cl ay

gl ee

sw ay

cl ue

gl ue

cl ean

gl ean

sw ain

cl ime

gl ide

sw eep

cl ose

gl obe

sw eet



ban d	en d	on d
lan d	ben d	pon d
san d	len d	fon d

Hand and stand men d

*NOTE.*—Let the Child first say b a n, ban, and then ban d—band.

A dog has feet, but a dog has no hand.

An ape has a hand like a man.

Did you ev-er see an ape eat fr uit?

He takes the fr uit in his hand, and he bites it and eats it like a man.

He can stand up like a man, but he likes best to go on his hands and feet.

I have seen an ape dressed up in a fr ock and band.



NOTE.—*In these words the letter a has a broad, open sound. Let this be pointed out to the Child, for this is the first time he is taught an irregular sound of a vowel.*



Pa-pa

Mam-ma

Pa-pa lets me ride on his neck.

I like to be up so high.

I am not a-fraid, for I  $\bar{k}n\bar{o}w$  he will not drop me.

Pa-pa leaves me in the day, but Mam-ma stays at home.

Mam-ma lets me sit on her  $\bar{k}nee$ , and see in-side her box.

At tea-time Pa-pa is seen at the gate. I run to meet him. I am so glad to see him a-gain. Tray is glad, and wags his tail.



Grand-pa-pa and Grand-mam-ma.

Pa-pa will take you to see Gr and-  
pa-pa.

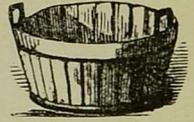
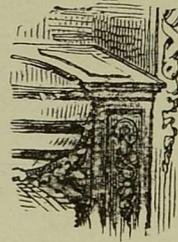
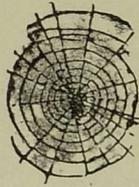
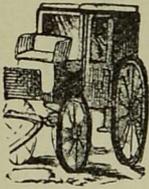
He will let you ride on the po-ny.  
Gr and-pa-pa livēs far a-way o-ver  
the hills.

Trot a-way on the po-ny.

Gr and-pa-pa stands at the gate.  
He leads you in-to the par-loūr  
to see Gr and-mam-ma.

Gr and-mam-ma will let you feed  
the ducks in the pond.

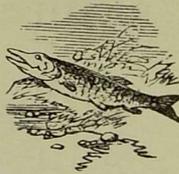
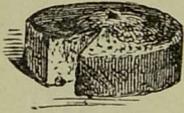
It is time to go in.



Cab	Web	Bib	Hob	Tub
ab	eb	ib	ob	ub
lad	bed	bid	rod	bud
ad	ed	id	od	ud
back	neck	sick	rock	duck
ack	eck	ick	ock	uck
staff	deāf	stiff	doff	stuff
aff	eaf	iff	off	uff
bag	beg	pig	bog	mug
ag	eg	ig	og	ug
Sal	bel	kill	Moll	dull
al	ell	ill	oll	ull

NOTE.—These words should first be read downwards, and then across, until perfectly known. They are not to be spelt.

Sam	hem	skim	Tom	sum
am	em	im	om	um
man	ten	pin	John	gun
an	en	in	on	un
rap	step	skip	stop	cup
ap	ep	ip	op	up
mass	mess	miss	moss	fuss
ass	ess	iss	oss	uss
cat	net	pit	dot	cut
at	et	it	ot	ut
wax	vex	mix	box	bux
ax	ex	ix	ox	ux
havē	ev-er	live	of	
av	ev	iv	ov	uv
has	Fez	is	Boz	buzz
as	ez	iz	oz	uz



Cake	Beak	Pike	Smoke	Duke
ake	eak	ike	oke	uke
made	reed	slide	toad	rude
ade	eed	ide	oad	ude
babe	glebe	tribe	robe	cube
abe	ebe	ibe	obe	ube
pail	steal	stile	pole	mule
ail	eal	ile	ole	ule
lame	steam	time	home	Hume
ame	eam	ime	ome	ume

NOTE.—Let these words be read without swelling; first downwards, and then across, till perfectly known.

lane	bean	wine	bone	tune
ane	ean	ine	one	une
tape	leap	wipe	soap	dupe
ape	eap	ipe	oap	upe
bait	beat	bite	boat	Bute
ait	eat	ite	oat	ute
days	please	rise	rose	muse
ase	ease	ise	ose	use
baize	breeze	size	doze	
aize	eeze	ize	oze	
safe	beef	life	loaf	
afe	eef	ife	oaf	
cave	leave	dive	stove	
ave	eave	ive	ove	

ab	eb	ib	ob	ub
abe	ebe	ibe	obe	ube
ad	ed	id	od	ud
ade	ead	ide	ode	ude
af	ef	if	of	uf
afe	eef	ife	oaf	ufe
ag	eg	ig	og	ug
ack	eck	ick	ock	uck
ake	eek	ike	oke	uke
al	el	il	ol	ul
ale	eel	ile	ole	ule
am	em	im	om	um
aim	eam	ime	ome	ume

an	en	in	on	un
ain	een	ine	oan	une
ap	ep	ip	op	up
ape	eep	ipe	ope	upe
as	es	is	os	us
ase	ese	ise	ose	use
at	et	it	ot	ut
ate	eat	ite	oat	ute
av	ev	iv	ov	uv
ave	eve	ive	ove	uve
ax	ex	ix	ox	ux
az	ez	iz	oz	uz
aze	eeze	ize	oze	uze

Have you seen the fine green tree in the par-lour? No, take me to see it.

Mam-ma got it for us. It stands in a tub.

Mam-ma will tie ta-pers to the tree.

I see a heap of dolls and flags, and bags, and cups and spades, and kites and tops, and wee pails and wee jars, and wee dogs and wee lambs.

Let us be-gin to tie the dolls, and the flags, and the bags, to the tree.

Ned was rude. He pluck-ed a trum-pet from the tree.

Bob beg-ged Mam-ma to for-give Ned, and Mam-ma did for-give him.

READING WITHOUT TEARS.



# READING WITHOUT TEARS

OR, A

Pleasant Mode of Learning to Read.

BY THE

AUTHOR OF 'PEEP OF DAY,'

&c. &c.

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PART SECOND.

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Sixtieth Thousand.

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## HINTS TO THE TEACHER

*Learning to read is very difficult in every language, but to none more so than in English. Let the Teacher, therefore, help the Learner as much as possible.*

*While learning to read, the Child should call the consonants by their sounds or phonetic names, b' d' m', &c.*

*The Teacher should explain the difference between these phonetic names or sounds of consonants and their common names. The Child should miss every letter not sounded, which should be scratched out with a pencil as he comes to it. Thus in the word lowly, page 12 (where the mark indicates that w is an idle letter), the Teacher should strike it through with his pencil—lowly. Otherwise "idle" letters might be confused with long vowels marked —.*

*The Child should name the letters in their order—unless he knows the word by sight. For instance, in reading stream, let him say stream, omitting the letter a. If he call it strem, let the Teacher say, "Long sound, not short, and lay a stress upon e." Let the Teacher mark long vowels —, and short ones u. The Child will soon understand these marks. He might practise the vowels with long and short marks over them.*

*Let the Teacher, with his pencil, separate initial consonants when two come together, as in sp/ell, fr/ock.*

*When the Child has made some progress, let him go back, as often as he wishes, to the earlier parts of the book. Let him read his favourite pages as often as he likes.*

*The Words in Columns in the following pages are intended, NOT to teach Spelling, but Reading.*

*When the Child can read perfectly, these columns may be used with advantage as Spelling Lessons.*



Twig

tw

tw in

tw it

tw ine

tw elve

tw en-ty

he-tw een



Street

str

str ay

str eak

str eam

str ide

str ipe

str ife



Scrub

scr

scr ap

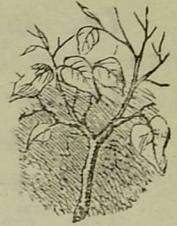
scr ag

scr ape

scr eam

skr een

scra-per



Sprig

spr

spr at

spr ain

spr ay

spr ite

NOTE.—*Teach the Child to name every letter except the silent letters—thus, “s t r a, stray.” Help the Child, if he hesitate, by pronouncing the letters quickly for him.*

A ti-ger has str ipes on his skin. Can he be made tame? Yes, he can be made tame.

A ba-by ti-ger was as fond of play as a kit-ten. It stole a bit of beef and ran a-way. But a man sei-zed it, and gave it tw en-ty str okes on its back. It did not scr eam, nor bite, but was as meek as a dog.

Rose met a str a $\bar{y}$  lam $\bar{b}$  in the lane. Rose led it home to her Mam-ma. Rose said to her Mam-ma, "May I keep it?" "No," said her Mam-ma: "we will giv $\bar{e}$  it back to its dam."

Pa-pa led Rose by the hand. Rose led the lamb by a str ap. Pa-pa came to a str eam. It was ea-sy for Pa-pa to str ide o-ver it. Rose step-ped on the stones in the str eam, and so got o-ver. The lamb dip-ped its feet in the str eam, as it trot-ted o-ver.

A man met Pa-pa. The man said to Pa-pa, "You have got my lam $\bar{b}$ ."

Pa-pa said, "Will you sell the lamb to me?"

"Yes," said the man. "You may have it for tw elve bits of sil-ver; it is a tw in-lamb. Its mam-ma has got a sis-ter-lamb, and will not miss the str ay-lamb."

So Rose had a pet-lamb.

READING WITHOUT TEARS.



Ro-ses

		box	box-es
		fox	fox-es
		mix	mix-es
		fix	fix-es
		vex	vex-es
rose	ro-ses	mess	mess-es
nose	no-ses	dress	dress-es
tease	tea-ses	tress	tress-es
please	plea-ses	bless	bless-es
rise	ri-ses	kiss	kiss-es
size	si-zes	miss	miss-es
seize	sei-zes	a-muse	a-mu-ses
buz	buz-zes	sur-prise	sur-pri-ses

A fag-ot bla-zes in the grate.

Mam-ma mix-es the mess-es of oat-meal.

Tw en-ty lads are at the gate.

O-pen it to let the twen-ty lads in.

Pa-pa a-mu-ses the lads by his box-es.

He sur-prises the lads by Jack-in-the-box.

**Fox-es** are sly and clev-er.

**Fox-es** are gree-dy and eat a great deal.

**Fox-es** hide a great deal in holes.

A fox fix-es his a-bode close to trees.

He digs a hole for his den.

He tries to get cocks and hens for his din-ner

But if he can-not get cocks and hens, he  
sei-zes lin-nets and rob-ins.

If he can-not get lin-nets and rob-ins—he  
sei-zes rats, and toads, and moles.

If a fox live by the sea—he eats crabs.

He digs up a rab-bit in his hole.

He goes to the hives to steal from the bees

He goes to the vines to pick grapes.

**Dogs** try to seize fox-es.

It is not ea-sy to seize him: for he has  
ma-ny holes in his den, and he gets a-way  
by a hole.

**Fox-es** run a-way from a pack of dogs.



Sh eep

sh

sh y

sh ow

sh ock

sh ot

sh op

sh ip

sh in

sh ine

sh am

sh ame

sh all

sh ell

sh ed

sh ake

sh ape

sh ade

sh ut-ter

sh el-ter

sh iv-er

sh ag-gy

NOTE.—Let the Child pronounce s and h together as one sound, sh'. Never pronounce in spelling any letter not sounded, but miss it. Remind the Child of long and short sounds.

Let us play at a sh op.

You shall keep a sh op, and I will bŷy.

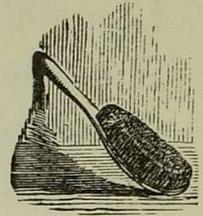
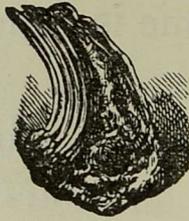
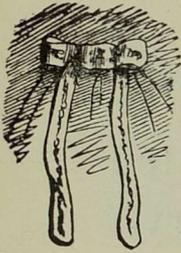
It will be a sh am sh op.

I will sell sh ells and bells, sh ips and whips, cakes and rakes, pails and nails.

I sh all buy sh ells for my grot-to.

I sh all buy a sh ip to sail in the pond.

I have a maid. Her name is Jane.  
She gets up at six o'clock.  
She skims the cream and makes but-ter.  
She sweeps the par-lour and nur-se-ry.  
She makes the beds and the cribs.  
She shakes the mats and the rugs.  
She bakes the cakes and the loaves.  
She shells the peas and the beans.  
She peels the po-ta-toes.  
She fills the coal-box and the log-box.  
She hems the sheets.  
She cleans the knives and the sil-ver.  
She o-pens the gate to vis-it-ors.  
She takes up the tray at din-ner time.  
She lays the plates.  
She waits at din-ner.  
She makes tea in the sil-ver tea-pot.  
She shuts the shut-ters at sun-set.  
She dress-es the babe and feeds him.



S a sh  
 a sh  
 m a sh  
 h a sh  
 g a sh  
 sl a sh  
 sm a sh  
 spl a sh

Flesh  
 e sh  
 fr e sh  
 m e sh  
 m e sh-es

Fish  
 i sh  
 d i sh  
 d i sh-es  
 w i sh  
 w i sh-es  
 f i sh  
 f i sh-es

Br u sh  
 u sh  
 h u sh  
 g u sh  
 r u sh  
 cr u sh

NOTE.—Let these  
 words be spelt thus,  
 "S' a sh'—sash."

The names of my dogs arē Shock, Brush,  
 and Dash.

Shock is shag-gy, Brush is black.

Dash is big and brave.

He likes to rush in-to the sea.

He rush-es back again, and shakes his wet  
 coat. and spl ash-es drops o-ver me.

i sh	i sh	s h r
rub-bish	bran-d ish	shr ed
rad-ish	red-d ish	shr ill
ban-ish	pet-t ish	shr ub
rel-ish	skit-t ish	shr ug
pun-ish	slug-g ish	shr iv-el
fam ish	bru-t ish	fish-er-mar.

Al-fred has a sk it-t ish po-ny.

It kicks and rush-es and runs a-way

Da-vid has a slug-g ish pony.

It will not go well. It stops.

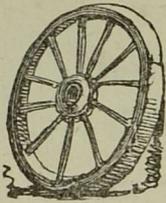
It stands still. It wish-es to go home.

I will bran-d ish a big stick o-ver its back  
to make it go on.

Ed-win has a pet-t ish pony.

It tries to go the way it likes.

It frets if it can-not do as it wish-es.



Wheel

wn

wh eat

wh ite

wh ine

wh ile

wh y

wh iff

wh en

wh ip

wh im

wh im-per

wh im-si-cal

wh is-per

NOTE.—*Teach the Child to make w and h one sound, and not to pronounce the letters separately.*

Al-fred, why do you wh ine so?

The wh eel of my wag-on is bro-ken.

Wil-ly, why do you wh ine so?

The lash of my wh ip is cut.

Hen-ry, why do you wh ine so?

My white dog has got no tail.

Why do you whine and whim-per for a white dog which is not a-live?

The tail can be nail-ed on a-gain.

A lash can be made for the whip.

The wheeī of the wag-on can be mend-ed.

Fred woke on a win-ter day. He was sur-pri-sed to see snow in the gar-den.

The trees werē wh ite, the shr ubs werē white, the sh ed was white, the gate was white—ev-e-ry spot was white.

Fred wish-ed to run in the snow. He beg-ged his Mam-ma to let him run in the snow. His Mam-ma said, “Wait till the gar-den-er has made a way in the snow.”

So Fred wait-ed.

His Mam-ma gave him ga-losh-es to keep nis feet dry: for snow wets the feet. Fred ran in-to the sh ed to get his draȳ, and to get a spade. He dug up the snow, and fill-ed his dray. He drag-ged it to a tree, and up-set the dray. He made the snow in-to a heap. He fill-ed the dray a-gain. The heap got big-ger and big-ger.

Fred got a big box and set it on the top of the heap of snow, and he sat in it.



ack	qu ack	ake	qu ake
ell	qu ell	een	qu een
ick	qu ick	ite	qu ite

NOTE. - *Teach the Child to make q and u one sound, like kw*

Qu een

qu

qu aii

qu ill

qu it

qu ick-ly

qu ick-ness

qu iv-er

qu i-et

qu i-et-ly

qu i-et-ness

The Qu een rules o-ver the land. She is a wise and qu-iet la-dy. When you speak of her, you say, "Her Maj-es-ty;" for she is a grand la-dy. But she is low-ly. She vis-its the cots, and speaks sweet-ly to the sick. She givēs a-way loaves, and beef, and flan-nel.

When she quits her home, she trav-els quick-ly by rail in a train. She has a qui-et par-lour in the train, and a so-fa to lie up-on.

Fan-ny has a tame quail. It is her pet. She is fond of it; for it is quiet and clean. When the sun is set—it murmurs sweet-ly. It says, “Whit, whit, whit,” in a tone like a cat’s, when it purrs. It likes to eat wheat. Fan-ny goes and picks wheat for her quail. She cuts up green salad, and she gets barley meal for it. It flies to her when it sees her, and eats from her hand. She gives it wet sand to keep it clean.

Ann is as quiet as a lamb. When Mam-ma is ill she speaks in a whisper, and steps as if her feet were velvet.

Jane runs quick-ly. When Mam-ma wishes for her bag, Jane runs quick-ly to get it. Mam-ma says she is like a stag, she is so quick.



Lark  
 ar k  
 dar k  
 mar k  
 par k  
 bar k  
 har k



Stork  
 or k  
 cor k  
 por k  
 for k



Turk  
 ur k  
 lur k  
 er k  
 jer k  
 ir k  
 dir k

A stork is quite white. When he stands up, he is as high as a big baby, but he is not as fat as a big ba-by. He has a slender neck, and a red beak, and red legs. He eats frogs, and rats, and snakes.

Did you ever meet a stork in the lane, or the street? No; never. But storks are seen in lands o-ver the sea.

St orks are seen in Hol-land. Hol-land is o-ver the sea. It is a wet land. Storks like a wet land. Frogs like a wet land.

The men in Hol-land like the storks. No-bod-y kills the storks. No-bod-y makes the storks a-fraid.

Storks can be made quite tame. A tame stork will not peck you.

It is pret-ty to see a ba-by stroke a stork. Ba-by has a white frock and red socks, and so he is like the stork; for he is white, and he has red legs.

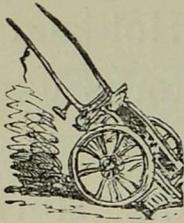
A lar k is not like a stork. A lar k is not big, but he can fly high.

A lark makes sweet mu-sic up in the sky. He flies so high; he seems a speck on the sky

Por k is the fl esh of a pig.

Mut-ton is the flesh of a sh eep.

Beef is the flesh of an ox.



Cart

ar t

par t

star t

smar t

dar t

tar t



Short

or t

sor t

for t

por t

spor t



Shirt

ir t

dir t

squ ir t

er t

per t

ur t

hur t

Jack drove his cart to mar-ket. He had but-ter and eggs to sell.

A man gave Jack a bit of sil-ver for a bit of but-ter.

A lad gave Jack a bit of sil-ver for six eggs.

In a sh ort time Jack had plen-ty of sil-ver in his pock-et.

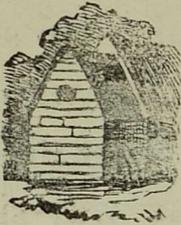
A man came up to Jack, and said, "Do stop on the way." So Jack stop-ped on the way.

The man gave him port wine. Jack fill-ed a tum-bler, and fell a-sleep on the way-side. When Jack woke he got in-to his cart, and drove home. But his sil-ver was not in his pock-et. Why was Jack so sil-ly as to stop by the way? The man was a rob-ber. He rob-bed Jack while Jack was a-sleep.

When Jack got home his wife said to him, "Have you sil-ver?" "No," said Jack, "I have no sil-ver. A rob-ber has rob-bed me."

Jack was sad. His wife cri-ed. Jack said, "I will nev-er stop by the way a-gain"

Ned is a rude lad. He shot a dart at his sis-ter, and it got in-to her eye. She was sad-ly hurt. It is sport to Ned to be cru-el. He has got a squirt, and he can squirt up-on his play-fellows. He has spot-ted Tom's sh irt.

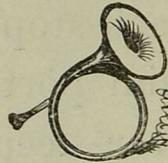


Barn

ar n

dar n

yar n



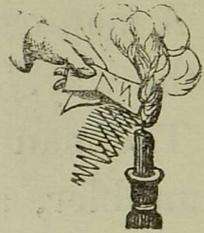
Horn

or n

cor n

bor n

sc or n



Burn

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spur n

er n

fer n

Tom was born in a white cot. He was twelve. His sister Ann was ten. He had a Mam-ma, but he had no Pa-pa. In the dark the cot was burn-ed up. Tom ran a-way in time. So he was not burn-ed up. He drag-ged Ann by the hand, for she was a-fraid. She scream-ed—she cri-ed. Tom's Mam-ma hurt her legs in the flames.

Tom said, "I will blow my horn." Mer. came to help Tom's Mam-ma.

A man let Tom sleep in his barn. Tom had a heap of hay for his bed. He had a sack of corn for his pil-low.

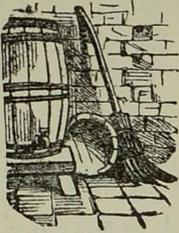
A friend let Tom's Mam-ma sleep in a bed in her cot. Mam-ma let Ann sleep by her side.

A man said to Tom, "You shall drive my wag-gon. I will pay you."

So Tom had sil-ver. He got yarn for his Mam-ma to knit socks.

She knit-ted tw en-ty red socks. She said to Ann, "Take the socks, and sell the socks to a la-dy. My leg is hurt. I must stay at home; but you can go and sell."

So Ann had a bag of socks in her hand. She knocked at a gate. The man at the gate was rude to her. He said to Ann, "Go a-way." A la-dy came by and said to the man, "Why do you send her a-way?" The la-dy said to Ann. "I will buy the socks for my ba-by."



Yard

ar d

lar d

har d

car d



Bird

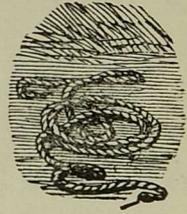
ir d

ur d

cur d

er d

her d



Cord

or d

Lor d

for

A pea-cock is a big bird. It can-not fly high like a lark, or a lin-net.

A pea-cock has a spl en-did tail. It seems vain, as it struts and shows its fine tail.

But it has a shrill cry. It can-not make sweet mu-sic like a lark, or a lin-net.

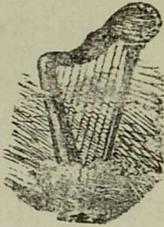
Keep the pea-cock in the yard, for if it gets in-to the gar-den, it will eat up the fruit

Will you have a fine bird, like a pea-cock?  
Or will you have a sweet bird, like a lin-net?

Rose wish-ed for a sweet lin-net.

Her Mam-ma said, "Nev-er for-get to fæed the lin-net. Give it fresh seed ev-e-ry day." Rose fed her bird for a week. But she was ta-ken to see a la-dy, and she came home late. The la-dy had giv-en her a box of beads.

When Rose got up in the morn, she ran to her box, and be-gan to make a mat of blue and white beads. She said, "Mam-ma has no mat for the tea-pot to stand up-on, and I will try to make her a mat." She had to go to her les-sons. At play-time she made her mat. But she for-got her bird. When it was dark, she went to bed. In the morn, she did re-mem-ber her bird. She ran to see if it was a-live. It lay quite stiff on the sand. She cri-ed a great deal o-ver her bird.



Harp

arp

c arp

sh arp



Horse

orse

m orse



Girl

irl

wh irl

El-len was a girl of six. She did not be-have well. Her Pa-pa said, "I will take you a drive. Jane shall go as well as you." El-len was pleas-ed. Her nurse be-gan to dress her. Her nurse wish-ed to wrap her in a scar f; but El-len did not like it; so she be-gan to scream. Pa-pa came in-to the nur-se-ry and said, "I shall drive a-way and leave you."

But El-len did not be-lieve her Pa-pa. So she scr eam-ed still. She ran to the win-dow. Pa-pa drove a-way. El-len cried.

urse	urze	url	arm	arve
purse	furze	curl	farm	starve
nurse		furl	harm	carve

pur-ses	farm-er	a-corn
nur-ses	re-turn	a-larm
hor-ses	de-part	for-lorn
mor-ses	tart-let	un-cork
horse-man	part-ner	un-cord
harm-less	dark-ness	bird-man
spot-less	sharp-ness	herd-man
sin-less	short-ness	Rob-ert
heed-less	pert-ness	Ru-pert
home-less	hard-ness	Al-bert
friend-less	smart-ness	Hu-bert
hope-less	rude-ness	Her-bert

Mor-ses are big and fat. Mor-ses are not fish-es ; but mor-ses live in the sea and swim well.

# The

th e

th ese

th ose

th is

th at

th an

th em

th en

th ough

**NOTE.**— *Hitherto the Child has read THE without spelling. It is now time to teach him that t h together sound th', as in "the."*

Twen-ty lads and twen-ty girls will have a treat to-day. A la-dy will give them plen-ty of buns, and cakes, and jam, and but-ter, and tart-lets, and tea, for sup-per.

Then she will givē them pri-zes. The pri-zes arē for at-ten-tivē lads and at-ten-tivē girls.

Al-bert, will you have this purse or that knife?

I like the knife bet-ter than the purse, for I wish to cut sticks.

Bet-sey, do you wish for this doll or for that brush?

If you please I will havē the brush, for I wish to keep my tress-es neat and ti-dy.

Hu-bert, do you like this purse or that horn?

Please let me have the purse.

Then Hu-bert peep-ed in-to the purse. He said, "I see a bit of sil-ver in-side."

Da-vid, will you take these nine-pins or those hor-ses?

I like those ti-ny hor-ses bet-ter than the nine-pins, for I am fond of hor-ses.

Rob-ert shall have these nine-pins. Jan-et shall have this doll. She will like its flax-en curls. Ru-pert shall have that horn.

# The

th e

th ese

th ose

th is

th at

th an

th em

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th ough

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Bet-sey, do you wish for this doll or for that brush?

If you please I will havē the brush, for I wish to keep my tress-es neat and ti-dy.

Hu-bert, do you like this purse or that horn?

Please let me have the purse.

Then Hu-bert peep-ed in-to the purse. He said, "I see a bit of sil-ver in-side."

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Rob-ert shall have these nine-pins. Jan-et shall have this doll. She will like its flax-en curls. Ru-pert shall have that horn.



Clo the

b athe	w ith
ba-ther	w ith-er
br eathe	wh eth-er
l oāthe	hea-then

NOTE.—*The hard sound th' is used in these words*

A farm-er came to his gate. A lad was close to the gate with a pack-et in his hand

The farm-er said, “Why do you stand in my yard? Do you wish to speak to me?”

The lad said, “I have run a-way from my home I have not a mor-sel to eat.”

The farm-er said, “Why did you run a-way?”

The lad said, “A cru-el man beat me I had no friends to take my part. So I ran a-way. My clo thes arē in this packet.”

The farm-er said, “Have you no Pa-pa nor Mam-ma?”

“No,” said the lad.

The farm-er had pit-y on the lad, and bade him en-ter his a-bode. He gave him sup-per and a bed.

When the lad rose from his bed, the farm-er bade him bathe in a big tub. Then he led the lad in-to the yard, and bade him fill the cart with stones. The lad did as he was bid.

So the farm-er was pleas-ed, and he said to the lad, “I will clothe you, and feed you.”

When he was at home the farm-er said to the lad, “God made you, and keeps you a-live. He for-gives sins. He bids you not tell lies, nor steal.”

The lad cried, and said, “I am bad. I did ell lies. I stole the pack-et. I ran a-way from my frīends.” The farm-er said. “Go home, and beg to be for-giv-en.”



Th īef	th in	th ump	th un-der
	th ick	th irst	th ir-ty
	th orn	th irs-ty	th ir-teen
	th umb̄	th ick-et	Th urs-day

NOTE.—*The Teacher can now point out the difference between the hard sound of th' as in "the," and the soft sound as in "thief."*

A thief steals. It is wick-ed to steal. God has bid us not to steal.

A thief met a man. He slip-ped his hand in-to his pock-et. He seiz-ed the man's purse. The man did not see the thief take his purse. When he came home he miss-ed it. He said, "A thief has ta-ken it. I can-not b̄y meat this week. I can-not buy a coat, though this coat is rag-ged. I can-not buy a hat, though this hat has a hole in it. I have no sil-ver to b̄y with. The thief was cru-el to steal my purse "

Kate pick-ed a rose for Mam-ma.

A thorn ran in-to her thumb.

Kate feels pain. She can-not use her hand  
Pa-pa wish-es to see her thumb.

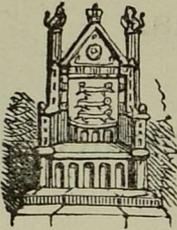
Show it to Pa-pa.

Can Pa-pa take a-way the thorn? Yes.

Will Kate stand still while Pa-pa tries to  
take a-way the thorn? Pa-pa will not hurt  
you, my sweet Kate

Kate did not cry. Her hand did not shake.  
She did not feel pain. Her thumb is well.

When it thun-ders, it seems as if God  
spoke. Thun-der makes us a-fraid. But God  
can keep us from harm. Let us pray to  
Him when we arē a-fraid. Then we need  
not be a-fraid of thun-der, nor of li-ons, nor  
of dark-ness, nor of the sea, when the waves  
dash on the rocks.



Thr one

thr

thr oat

thr ow̄

thr ee

thr ill

thr

thr ush

thr ash

thr ive

thr ō u gh̄

The Queen sits on the throne of this land.

Sal-ly was thr ee. Yet she was a thief  
Nurse came in-to the nur-se-ry. She had a  
plate in her hand with thr ee pats of but-ter  
The plate was so low that Sal-ly got her hand  
in-to it and seized a pat of but-ter. She  
ran into the back-nur-se-ry to eat the pat  
Nurse ran to her, and made her give up the  
but-ter. Nurse said that Sal-ly was a thief.  
Sally was a-sha-med. She did not wish to  
steal a-gain.

Pa-pa said to Wil-ly, “Do not thrōw stones.”

But Wil-ly did thrōw thr ee stones, and so  
he broke the win-dow-pane.

Mar-tin came to see his Grand-pa-pa.

He came in the train. His nurse sat by him. It was dark when he stop-ped at the gate, and he was ta-ken up to bed.

When he a-woke he got up, and be-gan to play. He ran in-to the yard. A lad-der was in the yard. Mar-tin wish-ed to get up the lad-der. A lad said to him, "Do not get on the lad-der." But Mar-tin said, "I will. He tri-ed to get up to the top. But the lad-der fell back, and Mar-tin fell back and broke his arm. He was in pain. He cried. The nurse ran in-to the yard. She pick-ed him up. She got in-to a cart. Mar-tin sat on her knee. A man drove Mar-tin to see the doc-tor. The doc-tor tied a band on his arm.

Mar-tin came back pale and sad. Grand-pa-pa said, "You had bet-ter go home; for if you stay in my farm, you may get in-to harm."



Yōuth

uth

truth

Ruth

heath

teeth

Seth

Heth

faith

saith

birth

mirth

Mar-tha

Ar-thur

E-dith

Ju-dith

Ber-tha

Eth-el

Cath-a-rine

Tim-o-thy

E-lis-a-beth

NOTE.—*The Teacher will point out that these words have the SOFT sound of th', and not the hard sound as in "with."*

Speak the truth. Be not a-fraid to con-fess a mis-take or a sin.

Mar-tha speaks the truth. The rule was to shut the gate, and so to keep the sheep from the gar-den. But Mar-tha for-got to shut the gate, and thir-ty sheep got in and be-gan to eat the peas, and the beans, and the greens.

Mar-tha was not a-fraid to speak the truth. She said, "I for-got to shut the gate. Pray for-givē me. I will try nev-er to for-get a-gain.

see-eth	<i>means the same as</i>	sees
he see-eth	„	he sees
she eat-eth	„	she eats
it feed-eth	„	it feeds
he speak-eth	[ <i>Let the Teacher tell the Child that see-eth means the same as sees.</i> ]	he speaks
he ma-keth		he makes
he ha-teth		he hates
he dwell-eth	„	he dwells
she giv-eth	„	she gives
she seek-eth	„	she seeks

God see-eth men from His throne in the sky.

He giv-eth us din-ner day by day. He ma-keth corn to grow for us to make in-to loaves. He ma-keth the rain to wet the land. He ma-keth the sun to ri-pen the corn. He feed-eth the li-ons and the ra-vens, and the sheep and the rob-ins.

He sleep-eth not. When we sleep in the dark, He is still a-wake.



Veil  
ey ei

pr ey	r ein	n eigh
th ey	sk ein	neigh-bōur
wh ey	o-b ey	ei gh t
v ein	dis-o-bey	w eight

NOTE.—*Tell the Child that ey and ei sound like a; and let him call them a when he spells a word.*

Ber-tha has a hive of bees. She feeds them with sweet stuff. She ties a veil o-ver her bon-net while she feeds them. She is a-fraid of her bees. They will not o-bey her.

Seth feeds the hor-ses. They are glad to see him. They gal-lop to meet him. When Seth leaves them, they neigh.

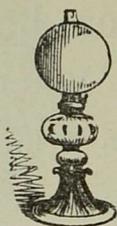
Mam-ma gave E-dith a play-shop on her birth-day. It was fill-ed with jars of tea, and co-coa, and rai-sins. E-dith can weigh the tea in scales, and sell it to her doll.

The li-on drags his prey in-to his den. He can drag a sheep, though it is a grēat weigh†

O-bey Mam-ma when you are from home.

El-len did o-bey her Mam-ma, when she was a-way from home. El-len was weak and sick-ly, and her Mam-ma did not let her eat muf-fins, or plum-buns, or plum-cake. A neigh-bour wish-ed El-len to take tea with her. El-len's Mam-ma let her go. But she beg-ged El-len to o-bey her rules when she was at tea.

El-len got on her po-ny, and Ruth led her by the rein. El-len stop-ped at her neigh-bour's gate. She was shown in-to the par-lour. Eight girls came to play with El-len. They had plum-cake, and plum-buns, and muf-fins. But El-len re-fu-sed to take a ti-ny bit. She did o-bey her Mam-ma. A girl gave her a cup of whey. El-len did not re-fuse the whey; for her Mam-ma had not for-bid-den her to take whey.



Lamp

am p

cam p

dam p

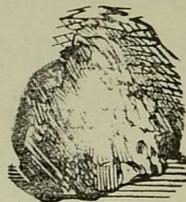
stam p



Limp

im p

crim p



Lump

um p

bum p

jum p

stum p

A cam-el has a hump on his back. He was born with it.

Bob has a bump on his nose. He hit his nose in the dark, and the bump came.

Jane has a lump in her throāt. She was in the damp in the dark, and she got a lump in her throāt.

James can jump o-ver a high st̄ile; but John is lame, and he limps as he goes.

We have a pond in the garden. Pa-pa will take us on Fri-day to bathe in the pond. We must not bathe a-lone. Rob-ert fell in-to the pond. Tray was close by. He jump-ed in-to the pond, and drag-ged him to the land. Rob-ert is so fond of Tray. He says that Tray sa-ved his life; and so he did. Rob-ert was three when he fell in.

A ti-ger is cru-el. He eats men; but men kill ti-gers when they can.

A ti-ger seiz-ed a man. The man lay un-der the ti-ger. The man was a-fraid. He had a dirk in his shirt. He stuck the dirk in the ti-ger's bod-y. The ti-ger di-ed. The man was not hurt.

The man got the skin of the ti-ger. It is fine and grand. It has stripes on it. It will do as a rug for the feet, or a cl oak for the back.



Nest  
est  
best  
west  
jest

Fist  
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list  
mist  
as-sist

Dust  
ust  
must  
crust  
trust

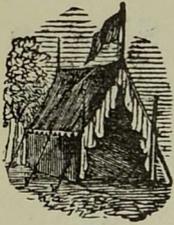
fat  
big  
hot  
thin  
wet  
short  
clean  
qu ick  
slow  
wise  
hap-py

fat-ter  
big-ger  
hot-ter  
thin-ner  
wet-ter  
short-er  
clean-er  
quick-er  
slow-er  
wi-ser  
hap-pi-er

fat-test  
big-gest  
hot-test  
thin-ness  
wet-test  
short-est  
clean-est  
quick-est  
slow-est  
wi-sest  
hap-pi-est

Min-nie had a rope to skip with. She ran quick-ly up the gar-den and back a-gain, and she skip-ped as she went. Grand-pa-pa was at the win-dow, and he said that Min-nie was the best skip-per he had e-ver seen. "But do not be vain," he said, "for God made you so quick, and God can make you the weak-est of girls. I will take you to see a girl weak-er than a babe." So Grand-pa-pa led Min-nie to see the weak girl. She was in bed. She seem-ed to be the thin-nest of girls. But she said, "I am the hap-pi-est of girls, for I feel God is with me."

Hen-ry struck Rose with his fist. Pa-pa ti-ed up his wrists with a bit of list. Hen-ry stamp-ed with his feet when his wrists wer-ti-ed. Pa-pa said, "When you are qui-et I will un-tie the list." So Hen-ry was qui-et, and his wrists were un-ti-ed.



Tent

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mo-ment

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h̄on-est

in-sect

per-fect

ex-pense

im-mense

de-fend

a-mend

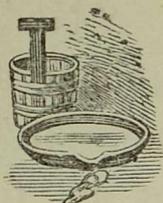
re-qu est

Rob-ert and Al-bert werē fond of play.  
On Sa-tur-day they had time to play.

Rob-ert said, "Let us go and fly the kite."  
"Yes," said Al-bert, "we will go. It will  
a-muse me to fly the kite. But let us go

first and take a fag-ot to Nan-ny” “No,” said Rob-ert; “I do not wish to take her a fag-ot. Pa-pa did not tell me to take it.” “But,” said Al-bert, “Pa-pa wish-es us to take it.” “Pa-pa is ab-sent,” said Rob-ert “He will not know wh eth-er we havē ta-ken it or not.” Al-bert said, “I will o-bey Pa-pa when he is ab-sent the same as when he is pres-ent.” “But I will do as I like best,” said Rob-ert. So he went a-way with his kite.

Al-bert went and cut sticks, and tied them up with a rope, and so made a fag-ot. He ran quick-ly to Nan-ny’s cot, and made her hap-py with this pres-ent. Then he ran to fly the kite with Rob-ert. He felt hap-py; but Rob-ert felt tor-ment in his heart. Though the kite went up an im-mense way, his hēart was sad. for he had dis-o-bey-ed Pa-pa.

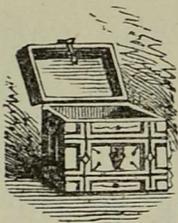


	ild	ift	asp
	gild	lift	hasp
	būild	gift	rasp
		swift	
Milk	ilt		ant
ilk	hilt	uft	pant
silk	tilt	tuft	
	qu ilt		ast
int	spilt	unt	hast
lint		hunt	
print	isk		print-er
	brisk	ulk	hunt-er
ilm	wh isk	skulk	būild-er
film	risk	bulk	pan-ther

A dog na-med Jump-er goes to būy milk at a milk-shop. When his mis-tress wish-es for milk, she gets a tin can, and drops a pen-ny in-to it. The clev-er dog takes up the can be-tween his teeth, and runs to the

milk-shop. Then he **k**nocks at the gate, or else he barks, till the gate is o-pen-ed. When the milk-man o-pens the gate, he takes the pen-ny and he gives the dog milk in the can. The dog runs sw ift-ly home. He nev-er stops to play with dogs by the way, nor to hunt cats, nor to steal meat, nor to pick bones. When he gets home, his mis-tress sees that he has not spilt a drop of milk.

A dog na-med Ro-ver is a beg-gar. When he sees a well-dress-ed man in the streets he jumps **u**p-on him, and feels the pock-ets of his coat **H**e means to say, "Give me a pen-ny." If the man un-der-stands the dog, he gives him a pen-ny. This pen-ny the dog takes be-tween his teeth, and goes to a baker's shop close at hand, to buy a cake. He gives the pen-ny to the ba-ker, and then takes up the cake and runs home to eat it.



Chest

ch

chip

chick

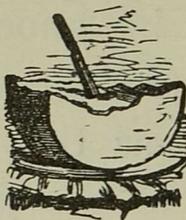
chin

chill

chop

chat

chirp



Cheese

ch

cheek

cheap

cheat

choke

chose

chime

chain

chick-en

chim-ney

ches-nut

cheese-cake

chil-dren

chap-el

chat-ter

chi-na

chim-ney

chub-by

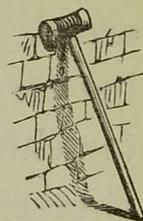
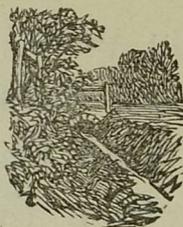
chop-per

Ra-chel

choc-o-late

Ra-chel and Char-ley werē left a-lonc at home. Ra-chel was in the par-lour knit-ting when Char-ley rush-ed in and said, "I wish for my din-ner." Ra-chel said, "I will cut you a bit of cheese to eat with a

crust, if you need it; but I think you had bet-ter wait for din-ner." "Oh, I do not wish for cheese," said Char-ley. "Let me havē a cheese-cake from the pan-try." "But," said Ra-chel, "we shall be seen, if we go in-to the pan-try, for Wid-ow Chase sits at her win-dow, and can see in-to the pan-try." "Oh, then, let me have a bit of the chick-en in the lar-der," said Char-ley. "Oh," said Ra-chel, "the ba-ker will go by with his low cart, and he may see us in the lar-der." "Then," said Char-ley, "can you not pick ches-nuts from the tree and roast them?" "Oh," said Ra-chel, "the man is dig-ging close by." "Oh, then, can-not you get a stick of choc-o-late from the dark clos-et? We can-not be seen in the dark." "Oh, stop, stop," said Ra-chel, "the Lord can see in the dark." Char-ley's chub-by cheeks werē red with shame.



Match	Fetch	Ditch	Crutch
atch	etch	itch	utch
catch	wrench	pitch	hutch
hatch	sketch		
snatch		ich	uch
scratch	ench	rich	much
thatch	bench	which	such
	wrench		
arch		inch	unch
march		pinch	bunch

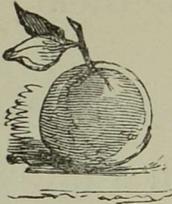
Snap-per was a wise dog. He had a black coat and yellow feet. He ran quickly. He bark-ed well. He liked much to catch rats and to kill them. Rats ran quickly in-to holes when Snap-per went by. They hid

them-selves ; but Snap-per smell-ed them, and tri-ed to catch them.

But Snap-per was not cru-el, as you shall see.

Three chil-dren kept rab-bits in a hutch in the yard. The hutch was high up. A hole was in the hutch un-der a bed of hay. Three ba-by rab-bits lay on that bed of hay. The hay kept the ba-by rab-bits safe. But a man came to clean the hutch. The bed of hay was ta-ken a-way. Then the ba-by rab-bits fell thrōugh the hole up-on the grav-el be-low. The man did not see them drop.

Snap-per went to the wee rab-bits. Did he eat them? No. He lift-ed up a ba-by rab-bit with his teeth, and ran with it in-to the kitchen, and laid it on the rug. So he did to the three rab-bits. The chil-dren were pleas-ed. They pat-ted Snap-per, and prais-ed him, and said he was the best and wis-est of dogs.



Peach  
each  
reach  
beach  
teach  
scr each



Coach  
oach  
poach  
poach-er  
ap-proach

teach-er  
preach-er  
pitch-er  
ditch-er  
arch-er  
satch-el  
church-yard  
match-box  
Rich-ard  
lunch-ēon

Jack was a fine big dog. He was brave and live-ly. His home was by the sea. He spent much of his time on the beach. He liked to leap o-ver the big stones, scam-per up the cliffs, or rush in-to the sea to fetch a stick. The sail-ors were fond of him, and gave him bits of meat as well as bones. He was nev-er chain-ed up in a ken-nel. He

did as he li-ked. He was a clev-er dog, but he was rude and self-ish.

If he met a dog in the street, or on the beach, he seiz-ed him with his teeth, and nev-er let him go till he had sha-ken him.

So no dog li-ked to ap-proach him.

As he lay a-sleep on the road a coach ran o-ver him and crush-ed him, but did not kill him. A doc-tor tri-ed to make him well.

When he got well—he went a-gain in the street, and on the beach; but he was not rude as he u-sed to be. He nev-er ill-treat-ed a dog a-gain, and he went to church on Sun-days. Why did he go to church? I can-not tell. Dogs need not go to church, for they can-not pray to God: but Jack chose to go. He came in time, and sat quite still. He sat in the best seat in the church. He stay-ed till the end. Then he went home qui-et-ly.



Hang

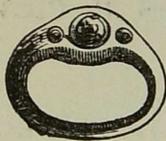
ang

bang

pang

sang

fang



Ring

ing

bring

thing

spring

string



Song

ong

long

prong

strong

wrong



Tongue

ung

yōung

sung

swung

clung

When I came home my twelve chil-dren  
were in the par-lour.

Mar-tha was nurs-ing the in-fant.

Ber-tha was sing-ing a song.

Ed-ward was writ-ing a let-ter.

E-li-za was mak-ing a frock.

Jane was knit-ting a stock-ing.

Ar-thur was spin-ning a hum-ming top.

Edith was skip-ping with a rope.

Rich-ard was rid-ing on a rock-ing horse.

Em-ma was set-ting her tea-things.

Ger-trude was dress-ing her doll.

Rob-ert was play-ing with his cart.

Chil-dren, let us go in-to the gar-den.

I will sit under this tree while you are run-ning and jump-ing and swing-ing.

Let us go to see the hives of bees.

Do not ap-proach too close to the hive, the bees may sting you. They have sharp stings. Rob-ert goes close to the hive, and cries, "A bee, a bee has stung my knee."

Brush a-way the bee from Rob-ert's knee.

The bee has stung his fat and rud-dy knee.

Ed-ward, take a-way the sting.

E-li-za, fetch a blue-bag from the kit-chen.

Rub the blue-bag on Rob-ert's knee.

Bring play-things to a-muse Rob-ert.

It was wrong of Rob-ert to dis-o-bey.



Bank

ank

thank

prank

blank-et



Drink

ink

think

chink

trink-et



Sunk

unk

trunk

monk

monk-ey

Kate went a long way with her Pa-pa. She rode on a don-key, and her Pa-pa went a-long by her side. When din-ner time came, Kate made the don-key stop. She sat up-on a bank, while the don-key was graz-ing close by. The don-key was thirs-ty, and he went to a stream to drink.

NOTE.—Let the Teacher point out the sound of ang, in~~g~~, ong, ung, in the above words.

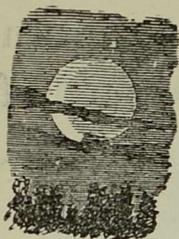
Then Pa-pa laid the din-ner on the green bank. He gave Kate a bit of his loaf and of his cheese, and a leg of a chick-en, and a peach. When they had di-ned, they went on.

As the sun was set-ting they came to an inn. They drank tea at the inn. Kate got ink and pa-per, and wrote a let-ter to her mam-ma. Kate slept in a bed with clean white cur-tains.

When it was day a lad led the don-key to the stone steps of the inn, and Kate got on, and Pa-pa went by her side. They went a long way that day. They li-ked to see sheep feed-ing on the hills, and chil-dren play-ing on the green.

In three days Pa-pa said, " Let us go home, or Mam-ma will be think-ing we shall nev-er re-turn."

Mam-ma was sit-ting at the win-dow with the ba-by when Pa-pa and Kate stop-ped at the gate. She ran to meet them.



Moon

oo

too	food	roof	booth
soon	brood	hoof	smooth
spoon	room	coop	roost
fool	groom	hoop	choose
pool	broom	stoop	tooth
cool	goose	poor	bal-loon
school	loose	moor	saloon

You can-not reach so high as the moon. No bird can fly up to the moon. No-bod-y can see the things in the moon. A bal-loon can-not go up to the moon.

A goose is a fool-ish bird. It hiss-es at the chil-dren when they ap-proach it. "Fool-ish Mis-tress Goose, we wish to see the young brood that fol-low you. You have such pret-ty yel-low gos-lings." But the goose went on his-sing. The chil-dren ran a-long the moor They soon got to school.

As they came back from school, they spoke to the goose again.

“Thank you, Mis-tress Goose; we have been wri-ting with a quill from a goose’s wing; so we shall grow wise, though you are fool-ish.” The poor goose turn-ed a-way with her brood, and soon was seen swim-ming in the pool.

A duck is not so big as a goose. She nev-er hiss-es, but she says “Quack” in an ug-ly tone.

She leaves her young brood too much, and ma-ny of her duck-lings die. A hen is a bet-ter nurse. So a duck’s eggs were given to a hen. The hen led the duck-lings on the green and on the moor. When the duck-lings came to a pond, they ran in, and be-gan to swim. The poor hen flap-ped her wings and scream-ed; for she was a-fraid.



NOTE.—All these words have the sound of oo, though not spelt with oo

Shoē	oo	oo	oo
oo	do	wh̄o	tomb̄
	to	wh̄om	soup
	two	wh̄ose	lose

Who are those two rag-ged chil-dren? They are the chil-dren of a man, who lies in the church-yard.

Poor chil-dren! Who feeds them?

They have no food.

Who clothes them? They have no clothes.

Who teach-es them? They have no teach-er.

We will give them soup and a loaf.

Give each of them a spoon and a plate:

The soup will get cool while the loaf is cut-ting up. The chil-dren shall go to school. The shoe-ma-ker shall make them shoes and boots.

Ann had a hen and a brood of chick-ens  
She kept them under a coop in the gar-den.

She had ten chick-ens at first. But soon  
she be-gan to lose her chick-ens.

The cat came and seiz-ed two chick-ens.

Two chick-ens died from eat-ing too much  
hard food.

Two were crush-ed un-der the coop.

Two chick-ens fell in-to the pool.

Two chick-ens werē trod-den up-on by  
the horse's hoofs.

Then Ann had no chick-ens left.

Why can-not Het-ty eat her food this morn-  
ing? She has eat-en sweet things. Bob went  
to the shop to b̄uy tarts and sweet drops, and  
he gave them to Het-ty, and so she is quite ill,  
and can-not eat plain food. Het-ty can-not go  
to sch̄ool to-day. She can-not play with her hoop  
to-day. She must be shut up in her bed-room.



God made the land and sea, the sun and moon and stars, the birds, and beasts and fish-es.

God made Ad-am's bod-y of the dust. Then God breath-ed on him and so Ad-am had a soul.

God gave Ad-am a wife. Her name was Eve. God let them live in a sweet gar-den.

God gave Ad-am the fruit of the trees for his food. But He said, "Do not eat of the tree in the midst of the gar-den. If you eat of it, you shall die."

Did Ad-am and Eve o-bey God? At first they did. But Sa-tan, the wick-ed dev-il, came to tempt them to dis-o-bey. He was like a ser-pent when he spoke to Eve.

He said, "You shall not die, but you shall be made wise like God." So fool-ish Eve ate, and gave the fruit to Ad-am.

When Ad-am had eat-en the fruit he was a sin-ner. He had dis-o-bey-ed God.

To dis-o-bey God is sin.

Ad-am and Eve were sin-ners.

Ad-am did not wish to see God.

So he hid him-self un-der the trees.

Did the trees hide Ad-am from God?

O no. God did see Adam, for God can see ev-e-ry bod-y.

God spoke to Ad-am and to Eve.

He said, "You are dust, and you shall be dust a-gain." Ad-am's bod-y was made of dust.

When a per-son dies, his bod-y turns to dust.

God did not let Ad-am and Eve stay in the sweet gar-den of E-den.

Why not? They were sin-ners. Sin-ners must not stay in the gar-den of God.

God sent Je-sus to die for sin-ners, and to save them from sin. Je-sus was nail-ed to a tree.



Claw

aw au

NOTE.—*Let the Child pronounce a w as one sound.*

jaw	law	awl	lawn
paw	saw	crawl	fawn
caw	gnaw	Paul	yawn
daw	draw	sprawl	hawk
maw	straw	bawl	Maud
paw	thaw	shawl	Claude

When Pa-pa came home he said to Maud, "I have got a big bird with me." Maud wish-ed to see it, for she was fond of birds.

But when she saw this bird, she did not like it. The bird was a hawk. He had sharp claws, and he had a sharp bill.

Maud saw the hawk eat his dinner. Raw flesh was his food. Maud did not like the red meat. Pa-pa let the hawk live in the garden to keep a-way birds from the fruit. Maud was a-fraid to go in-to the garden.

Maud was play-ing with her doll in a cor-ner of the nur-se-ry. Paul was a ba-by sit-ting on his nurse's knee. He saw Maud in the cor-ner with her play-things, and he wished to get to her.

Maud had made a tent with a shawl, and she had laid her doll to sleep on a low stool, when Paul crawl-ed up to her, and seiz-ed the doll. As soon as he got it, he be-gan to gnaw it. Maud snatch-ed it from him, and gave him a hard slap. Paul be-gan to bawl. Nurse ran to help him.

“Oh, Miss Maud!” she said, “why did you treat him so ill?” Maud re-plied, “He mauls my things with his yōung paws.” “O why do you speak so of the dar-ling ba-by?”

Next day Maud gave Paul a doll. It was a red bag stuff-ed with straw, and wrap-ped up in a yell-ow shawl.

## READING WITHOUT TEARS.

NOTE.—*Let the Child pronounce a u as one sound*

taught	fault	saw- <b>yer</b>
caught	haunt	Au- <b>tumn</b>
naught-ty	jaunt	Au- <b>gust</b>
haugh-ty	cause	gau- <b>dy</b>
daugh-ter	be-cause	taw- <b>dry</b>
slaugh-ter	Lau- <b>ra</b>	awk- <b>ward</b>

The cat has scratch-**ing** paws.

The dog has bit-**ing** jaws.

The hawk has cru-**el** claws.

The crow flies high and caw-**s**.

The rat has teeth and gnaw-**s**.

Clau-di-us ham-**mers**, chops, and saw-**s**.

In spring the birds be-**gin** to sing.

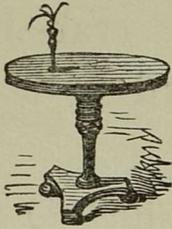
In sum-**mer** the corn is reap-**ed**.

In au-**tumn** the grapes are ripe.

In win-**ter** snow whi-**tens** the land.

Did you ev-er see a crab? A crab has long claws, and it can pinch hard with its claws. It lives in the sea.

The fish-er-men have caught plen-ty of crabs. Pa-pa wish-es to b̄uy a crab. He buys it, and lets it lie in a bas-ket. Claude wish-es to see the crab. He is just going to t̄ouch it. Pa-pa says, "Do not touch it." But Claude re-plies, "Why not?" "It will hurt you," says Pa-pa. "No, it will not," re-plies Claude. He touch-es it. He screams, he bawls, he bel-l̄ows. The crab has caught his thumb̄ in its claws, and it will not let go. Pa-pa sei-zes the crab, and makes it o-pen its claws. Claude goes on bawl-ing, for he is still in pain. It was naugh-ty of him to dis-o-bey. Nurse wraps up his thumb̄ in wet rag. Soon it is well. Claude begs Pa-pa to for-give his fault. He says, "I will o-bey next time."



NOTE. — *Let the Teacher explain that the last syllable in these words is not long as blee, but short as bl'.*



Ta-ble ble

Cra-dle dle

a-ble

bub-ble

la-dle

hud-dle

ca-ble

am-ble

nee-dle

pud-dle

sta-ble

ram-ble

bea-dle

mud-dle

fa-ble

scram-ble

i-dle

can-dle

fee-ble

bram-ble

bri-dle

han-dle

Bi-ble

trem-ble

sad-dle

dan-dle

bab-ble

thim-ble

pad-dle

spin-dle

dab-ble

jum-ble

med-dle

kin-dle

peb-ble

mum-ble

fid-dle

swin-dle

nib-ble

crum-ble

mid-dle

fon-dle

scrib-ble

grum-ble

rid-dle

bun-dle

hob-ble

mar-ble

cod-dle

cur-dle

cob-ble

bau-ble

cau-dle

hur-dle

The fam-i-ly at the farm are nev-er i-dle. They get up soon in the morn-ing. In win-ter they have can-dles or lamps to get up by.

The farm-er has sev-en daugh-ters.

The farm-er and his wife give them or-ders.

Su-san, take a nee-dle and thim-ble, and darn the stock-ings.

Ra-chel, take a sad-dle and bri-dle, and go on the don-key to mar-ket, and sell the but-ter and eggs, and cheese and cream.

Ruth, take a la-dle, and fill the cans with soup for the poor peō-ple.

Han-nah, take up ba-by from his cra-dle, and dan-dle and fon-dle him till tea-time.

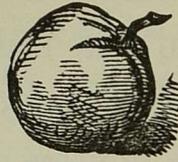
Bet-sey, take the chil-dren a ram-ble, and let them scram-ble a-mong the hills.

Kate, go and feed the fee-ble lamb with milk in the sta-ble.

Jane, read the Bi-ble to the blind shep-herd



Ket-tle  
       tle  
 set-tle  
 net-tle  
 cat-tle  
 rat-tle  
 bat-tle  
 prat-tle  
 lit-tle  
 whit-tle  
 bot-tle  
 pot-tle  
 scut-tle  
 man-tle  
 star-tle  
 tur-tle



Ap-ple  
       ple  
 tip-ple  
 crip-ple  
 sup-ple  
 am-ple  
 tram-ple  
 sam-ple  
 tem-ple  
 sim-ple  
 dim-ple  
 pim-ple  
 rum-ple  
 crum-ple  
 pur-ple  
 peō-ple



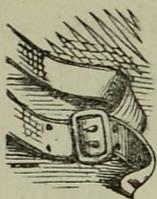
Ea-gle  
       gle  
 beā-gle  
 o-gle  
 bu-gle  
  
 strag-gle  
 hag-gle  
 w̄rig-gle  
 bog-gle  
 smug-gle  
 strug-gle  
  
 gar-gle  
 gur-gle

Kit-ty had a set of lit-tle tea-things. Her Mam-ma gave her a great treat. She let her in-vite her lit-tle friends to tea. They came at five o'clock. Kit-ty help-ed to un-tie the man-tles of her lit-tle friends. She did not rum-ple nor crum-ple them; but laid them neat-ly on the bed.

She had a ket-tle to make tea with. She had a plate of ap-ples on the ta-ble. The girls had much prat-tle to-geth-er at tea.

When tea was o-ver they went to see the ea-gle in the gar-den. It made them trem-ble to see his strong claws and sharp beak.

Kit-ty led them next to see her rab-bits nib-ble tur-nips. Her yōung friends did not med-dle with the fruit in the gar-den, nor did they tram-ple on the beds. As they came home they werē stung by the net-tles, but they did not grum-ble.



Buc-kle

kle

knuc-kle

cac-kle

tac-kle

spec-kle

frec-kle

sic-kle

fic-kle

pic-kle

pric-kle

tric-kle

coc-kle

trea-cle

spar-kle



Muz-zle

zle

puz-zle

daz-zle

miz-zle

driz-zle

friz-zle

griz-zle



Ruf-fle

fle

muf-fle

shuf-fle

snuf-fle

scuf-fle

truf-fle

snaf-fle

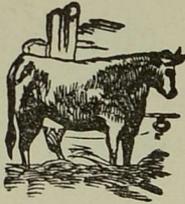
baf-fle

tri-fle

sti-fle

El-len was a fic-kle lit-tle girl. Her Mam-ma let her do as she pleas-ed on her birth-day. El-len wish-ed to go to the hills and dine.

She fill-ed a big box with things for din-ner. When she got to the spot, she be-gan to cry. "I do not like this spot," she said; "The sun daz-zles my ēyēs. I am a-fraid frec-kles will make my nose ug-ly." Then she o-pen-ed the box. She did not like the beef and the pie. She said, "I wish for a bot-tle of pic-kles, and for a bot-tle of trea-cle, and for a dish of coc-kles." Then she be-gan to grum-ble. Soon she play-ed with her sis-ters. Then she scream-ed, be-cause the bram-bles, and the net-tles, and the pric-kles, hurt her. Then it be-gan to miz-zle and to driz-zle. Her Mam-ma muf-fled her up in her shawl, and El-len said, "You sti-fle me."



Cow

ow

NOTE.—*Let the Child be taught that ow and ou are generally sounded, as in these words.*

ow	out	owl
ou	pout	fowl
now	spout	howl
how	trout	growl
sow	stout	scowl
vow	snout	
bow	shout	town
brow	a-bout	drown
Thou		crown
plough	loud	frown
bough	proud	brown
	crowd	
mouth	cloud	pouch
south	shroud	crouch

In a land far a-way a shep-herd had a flock. In the day-time he led his flock to feed on the green hills, and to drink from the run-ning streams.

When it was dark he kept them safe-ly in

a pen. Out-side the pen the dogs lay down to gūard the flock.

The sheep were hap-py and con-tent-ed. But a fool-ish lit-tle lamb did not like to be shut up, and kept safe-ly. She frown-ed, and pout-ed, and scowl-ed. This naugh-ty lamb came grum-bling to her dam; but her wise mam-ma replied, "You are a sil-ly lamb. If you run a-way you will get in-to harm." But the lamb said to her-self, "I will try to get out." So when the shep-herd led the flock home, she hid her-self in a hole. When the flock were a-sleep she got out, and ran a-bout the hills. But a li-on was prowling a-bout he saw her. He seiz-ed her in his mouth, and was just go-ing to de-vour her, when the shep-herd shout-ed loud and knock-ed down the li-on with his stout staff. The li-on was a-fraid, and ran a-way howl-ing.



Hound

found

sound

pound

mount

fount

count

coun-ty

boun-ty

coun-ter

thou-sand

drought

a-loud

a-bound

a-round

fowl-er

foun-tain

moun-tain

found-ling

cow-house

The three dogs in the stable-yard are named Jowl-er, Growl-er, and Howl-er.

The three horses in the sta-ble are named Ram-ble, Scram-ble, and Am-ble.

The three cows in the field are named Spin-dle, Griz-zle, and Spec-kle.

The three cats in the kitch-en are named Catch, Patch, and Scratch.

The three pigs in the sty are named Grum-ble, Mum-ble, and Stum-ble.

Claude wish-ed to have a mouse. But he did not know how to catch a mouse.

Claude was at din-ner in the par-lour with his pa-pa and sis-ters. His sis-ter El-len cried out, "I see a mouse! A lit-tle mouse has just run a-long close by the door!"

Pa-pa cried out, "Now, Claude, catch the mouse if you can."

So Claude got up, and ran a-bout the room. The mouse ran up the curtain, but soon it came down. Claude hunt-ed the mouse till he caught it.

As he held it, his hand was bit-ten by the mouse. Yet he did not let it go. He took it up stairs and kept it in a ba-sin with a net o-ver it.

So he went down a-gain. But when he came up to see his mouse, he found no mouse. It had gnawed the net and got a-way.

Claude was sad, but he did not cry.



	our	ow-er	May-flow-er
	flour	pow-er	sun-flow-er
	sour	bow-er	flow-er-bed
Flow-er	scour	tow-er	flow-er-pot
ow-er	our	de-vour	show-er
			flow-er-girl

A black man went to a pool with a herd of cows to give them drink. How much sur-pri-sed he was to see a li-on ly-ing down in the pool. He ran a-way quick-ly. The li-on fol-low-ed him. The li-on did not stop to de-vour a cow. He li-ked a man bet-ter than a cow.

The black man scam-bled up a tree with great speed. The li-on gave a spring at him, but he had not pow-er to reach him, and he fell to the ground. He got up quite sour. He kept go-ing round and round the tree. The poor fel-low tri-ed to hide him-self from the

li-on a-mong the thick boughs. When he peep-ed to see wheth-er the li-on was wait-ing, he saw the li-on be-low with his ēyēs fix-ed up-on him, as sour as ev-er.

The li-on lay down be-side the tree. That tree was his bow-er, and the black man's tow-er.

Bed-time came, but no bed for the black man; morn-ing came, but no food for him; din-ner-time came, but no din-ner; sup-per-time, but no sup-per. Then it was that the li-on felt so thirs-ty that he rose up and went to a foun-tain. As soon as the poor black man saw the li-on go, he slip-ped down the tree, and ran quick-ly to his house. He reach-ed it in safe-ty. The li-on re-turn-ed to the tree, and when he found the black man had es-cap-ed he fol-low-ed him; but the man got to his house, and shut the door.



Chair

Deer

Fire

Boar

Cure

air	ear	ire	oar	ure
fair	dear	mire	roar	pure
hare	year	sire	door	your
hair	rear	tire	floor	pic-ture
dare	hear	dire	sore	fea-ture
care	here	wire	more	crea-ture
mare	fear	shire	core	na-ture
pare	cheer	spire	score	fu-ture
stare	near	hire	bore	nur-ture
scare	steer	quire	wore	pas-ture
share	beer	squire	swore	ven-ture
spare	clear		pour	pos-ture
lair	shear		four	mix-ture

A hare is a swift crea-ture. He leaps and gal-lops up the hills so swift-ly that no horse nor dog can o-ver-take him. Men hunt poor lit-tle hares. They gal-lop on hor-ses with dogs, till the hare is tired, and drops down and ex-pires.

A hare lives in a form.

A form is his bed on the ground. He lies in this form du-ring the day, and he feeds in the e-ven-ing in the green pas-tures. In the e-ven-ing hares meet to-geth-er, and play a-bout like chil-dren. They run and leap like mad crea-tures. But if they hear a sound, they scam-per a-way in a mo-ment. Each hare goes his own way. They can hear the least sound, for they have long ears that can lean every way to catch sounds

A lev-e-ret is a young hare.

Lev-e-rets can be made tame.



*Let the Teacher point out that these words are not sounded as they are spelt, but like air.*

Bear	Where do bees live?	In hives.
there	Where do rab-bits live?	In holes.
their	Where do bears live?	In dens.
where	Where do birds live?	In nests.

Lord Ed-ward went out to shoot bears. He saw a black bear. He shot it, but he did not kill it. He fol-low-ed it, ho-ping to shoot a-gain, but the bear turn-ed round and seiz-ed him with his shag-gy arms. As they strug-gled to-geth-er they fell o-ver the hill-side; but still they went on strug-gling, and Lord Ed-ward went on stab-bing the bear with a dart, and the bear went on bi-ting Lord Ed-ward's arm. The ser-vants made the bear let go. They bore Lord Ed-ward to a

house, and laid him on a bed, where he soon di-ed. The bear di-ed of the stabs. His body was found in the road.

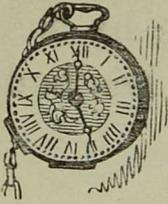
Who takes care of your chil-dren? Nurse.  
Who scours your floor? The house-maid.  
Who rears your flow-ers? The gar-den-er.  
Who shears your sheep? The shep-herd.

When El-len was four she was sit-ting in a chair too near the fire. She fell in-to the fire. She seiz-ed the bars of the grate with her lit-tle hands

O how the dear lit-tle crea-ture did roar!

Nurse was quite near. She ran and lift-ed El-len out of the fire. She found that El-len's lit-tle hands were sad-ly burn-ed. Nurse tri-ed to cure the burns.

El-len must take more care in fu-ture, and not sit so near the fire.



## Watch

wan	wasp	swal-low
want	what	wal-low
wash	swan	wan-der
was	swamp	watch-man

NOTE.—*Tell the Child that a after w has the sound of short o, and that watch is pronounced as if spelled "wotch."*

Will you go with me to a land far off?

Yes, I want to go.

What can you do?

I can milk cows and churn but-ter

What can you do?

I can plough and reap corn

What can you do?

I can wash clothes and i-ron them

What can you do?

I can fell trees and lop off the boug<sup>h</sup>ns

What can you do?

I can b<sup>u</sup>ild a house and sta-ble

What can you do?

I can watch sheep and shear them.

What things shall we take out with us ?

I want a milk-pail and a churn.

I want a plough and a sic-kle.

I want a wash-tub and a man-gle.

I want an axe and a saw for the trees

I want a trow-el and a hod for the bricks.

I want a pair of shears to shear the sheep.

I want a coop for the fowls.

Who will teach the chil-dren ? I will.

What shall you want for them ?

I shall want a globe, and pens and ink and pa-per, and slates and maps and pic-tures.

Shall you want play-things for the chil-dren ?

Yes, I shall want hoops and drums and dolls, play-watch-es and play-guns, hum-ming-tops and skip-ping-ropes, and a rock-ing-horse.

But I shall want more than any-thing—  
Bi-bles to teach the chil-dren a-bout God and  
the Lord Je-sus



Toys

oy oi oys

boy

joy

oil

boil

broil

coil

spoil

join

joint

point

noise

a-void

de-destroy

en-joy

em-employ

oys-ter

an-oint

oint-ment

“What is this, Char-ley?” said Pa-pa to his boy  
As he spoke he show-ed him a lit-tle box.

He o-pen-ed it and out came a thing like a snake.  
It lay coil-ed up up-on the ta-ble.

“It is not a-live,” said Char-ley.

“How do you k̄now that?” said his Pa-pa.

‘Be-cause a real snake bites. I know it is a  
toy. I am glad it is not a real snake.”

Then Char-ley touch-ed the snake.

Here is a doll with joints for Jes-sie.

The doll can bend its arms and legs.

Take care not to de-destroy the doll.

Char-ley, you will not spoil your sis-ter’s doll.

A boy went to dine with his grand-pa-pa. A dish of oys-ters was on the ta-ble.

His grand-pa-pa said, "Those oys-ters were a-live when they were found on the rocks."

The boy said, "Can they o-pen their own shells?" "Yes, they can; but they can-not get out of their shells. They do not want to get out."

"Then why do they o-pen their shells?"

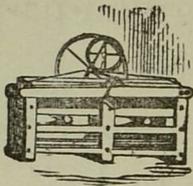
"To let the sea flow in, for they drink the sea; it is their food: it keeps them a-live."

What is the mat-ter with that lit-tle boy?

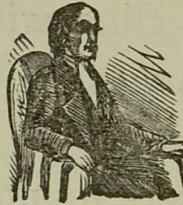
He has taken poi-son. He saw a cup of poi-son on the shelf. He said, "This seems sweet stuff." So he drank it.

Can the doc-tor cure him? No. Will the poi-son de-stroy him? Yes, he must die.

NOTE.—*Children may now read any little books, such as "Dent's Primers." Variety will hasten their progress.*



Man-gle  
an-gle  
jan-gle  
wran-gle  
min-gle  
tin-gle



Un-cle  
an-kle  
wrin-kle  
tin-kle  
twin-kle



This-tle  
is-tle  
whis-tle  
bus-tle  
nes-tle  
nest-ling

NOTE.— *These words have the sounds of ing and ang, and sl*

Ra-chel and Su-san liv-ed in a cōun-try house. When they o-pen-ed their win-dow in the morn-ing they saw the bough of a high birch-tree. In the spring a pair of rob-ins bŭilt their nest on that bough. The two sis-ters watch-ed the birds bŭild-ing their lit-tle nests. They li-ked so much to see them with lit-tle bits of moss or hay in their beaks.

Then they saw the hen-rob-in sit-ting day by day, hatch-ing her eggs, while she lis-ten-ed to the sweet songs of her mate. There was much bus-tle when the lit-tle nest-lings came out of the eggs. The rob-ins has-ten-ed to get them food. The hun-gry nest-lings o-pen-ed wide their mouths to take in the food. There were two lit-tle birds in the nest for the two big birds to take care of.

Ra-chel and Su-san werē in the gar-den with their Un-cle. The rob-ins made a great noise that day. They seem-ed to be an-gry with the girls and their un-cle for ap-proach-ing the tree. They came down to the low-est boughs. They chat-ter-ed loud, and flit-ted to and fro as if they werē wrang-ling and jang-ling with ev-e-ry bo-dy.

The wind had blown hard, and the Un-cle fear-ed that the nest was spoil-ed. So he

went with the girls to see whether the nestlings had tumbled out.

They soon found the little birds on the ground. The first bird had a broken leg, and the next bird had been killed. The Uncle lifted up the first bird, and held it in his hand. He said to the girls, "I will try to mend this broken leg."

So he got strips of linen and tied them round the bird's body, and bound up the tiny broken leg.

But how did the big birds like this meddling with their dear nestling? They were so angry! They followed the Uncle to the door of the house, crying angrily, and flying just over him; but they were afraid to go into the house.

When the Uncle had tied up the broken leg, he returned out of doors with the nest

ling in his hand. He laid it down on a lit-tle tuft of hay. There he left it.

Its Pa-pa and Mam-ma soon saw it, and came and fed it. The Un-cle felt much joy when he saw the nest-ling was fed. Lit-tle Pa-pa and Mam-ma tri-ed to make the lit-tle fel-low fly up in-to its nest in the tree. But the lit-tle bird was not a-ble to fly, for its wings were too weak for fly-ing; and they werē ti-ed down with strips of lin-en. It was of no use for Pa-pa and Mam-ma to hop and to chirp and to whis-tle,—poor wee bir-die was not a-ble to stir.

Those poor birds had no more nest-lings now, and they were much grīev-ed to lose this lit-tle dar-ling.

It be-gan to **rain** soon. The Un-cle did not like to leave wee bir-die out in the rain and in the dark, and so he pick-ed it up, and

nurs-ed it at home. He fed it. He was pleas-ed to see the bird o-pen its beak, and take in the food.

Next morn-ing the Un-cle wish-ed the big birds to see it a-gain; but they had left the tree, and flown far a-way. So they saw their nest-ling no more.

The Un-cle went on feed-ing it. The bird got bet-ter and bet-ter. In six weeks the Un-cle un-did the strips, and let the bird stand. He was glad to see it stand near-ly straight.

He ex-pect-ed his bird to fly a-way now, and re-turn to its friends in the trees. He let the door of the house be o-pen, and the win-dows too. But bir-die did not go out. It li-ked bet-ter fly-ing a-bout the house, and perch-ing on the backs of the chairs, and hop-ping on the ta-bles. Still more it lik-ed to sit on the Un-cle's back. So from this time the

bird be-came the pet of the fam-i-ly, and had the name of Bob-bit giv-en to it.

When the Un-cle goes in-to the gar-den, Bob-bit goes with him. It flies from his back to seek for in-sects in the ground. If it hear the least noise, or bus-tle, it has-tens back to the house.

Ev-e-ry morn-ing it goes out a-lone to seek for in-sects a-mong the flow-er-beds. It pecks the ground with its beak, and drags out a grub or bee-tle for its din-ner.

When it is thirs-ty it goes to the pipe in the kit-chen to drink. A dish is set up-on the ground for it to wash in. When it has bath-ed, it perch-es on the rail-ing to dry it-self in the sun. When it is hot—it hides it-self in a tree.

When the Un-cle miss-es it, he goes in-to the gar-den to seek it. He cries out, " Bob-bit,

Bob-bit!" Bob-bit soon re-plies by a chirp or a whis-tle.

When it is ev-en-ing Bob-bit re-turns home. It has fix-ed on a spot to sleep in. This spot is in Un-cle's stud-y, on the top of his cab-in-et. There he sleeps qui-et-ly, with his head un-der his wing, un-til the morn-ing dawns.

Bob-bit has lit-tle play-fel-lows in the gar-den. Who are the play-fel-lows?

Un-cle was sit-ting in the par-lour, when he saw Bob-bit with four rob-ins. They seem-ed to have a great deal to say to Bob-bit. Un-cle sup-pos-ed they werē beg-ging Bob-bit to go a-way with them; but the four rob-ins went a-way, and Bob-bit came in-to the par-loūr and perch-ed on the back of Un-cle's chair.

There is a cat in the house, and this cat u-sed to stare at Bob-bit, and seem-ed to

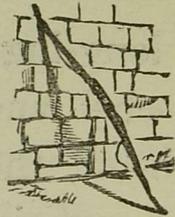
be long-ing to eat him up; but when-ev-er Ra-chel and Su-san saw the cat watch-ing Bob-bit, they hunt-ed her a-way, and made such a noise, that now the cat is a-fraid of med-dling with Bob-bit, and ne-ver seems to see him when she meets him in the house, or in the gar-den.

So Bob-bit leads a hap-py life.

Bob-bit is fond of Ra-chel and Su-san, for they have ta-ken much care of him; but he is fond-er of the Un-cle, for he has tak-en still more care of him. He shows his fond-ness by fol-low-ing him from room to room, by stā-ing be-side him in the gar-den, and by sit-ting on his desk for hours to-ge-ther. He nev-er seems ti-red of watch-ing his friend while he is wri-ting. He waits and waits till this dear friend has fin-ish-ed his let-ters, and can go with him in-to the gar-den.



NOTE — *Tell the Child that ow and ou are sometimes sounded like long ō.*



To bow		A bow
how	bowl	to sow
now	soul	to mow
cow	wid-ow	to know
sow	win-dow	to throw
Thou	pil-low	to stow
bough	bil-low	to be-stow
plough	wil-low	crow
drown	bel-low	snow
brown	yel-low	low
cloud	fel-low	low-er
shroud	hol-low	low-est
howl	tal-low	low-ly
growl	own	mow-er
found	own-er	thrown
ground	flown	known

Did you ev-er hear of the don-key that went in-to the sea with the lit-tle cart?

Tell me, Mam-ma, how it was that the don-key did so.

Well, my dear, this was the way. A la-dy drove the cart down to the beach. She had six chil-dren with her. Three lit-tle ones sat in the cart by her side. Three big-ger girls ran be-fore the cart.

When they came to the beach, the la-dy and the chil-dren got out.

The la-dy wish-ed the don-key to bathe its legs in the sea, to make it strong and clean. But the don-key did not like to go near the sea. So the la-dy bound a brown shawl o-ver its eyes, and she bade the big girls lead it close to the waves. Sud-den-ly a big wave rush-ed on to the land. The girls start-ed back to a-void the wave, and they let go the don-key's rein.



The don-key was a-larm-ed by the noise the girls made, and it went in-to the sea, not know-ing where it was go-ing. be-cause it was not

a-ble to see. The girls ran scream-ing to the la-dy, cry-ing out, "The don-key is in the sea!"

There it was, go-ing fur-ther and fur-ther in-to the sea, drag-ging the cart a-long, till the cart was hid-den by the bil-lows. The don-key sank low-er and low-er ev-e-ry mo-ment, till no part of it was seen but the ears; for the brown shawl was o-ver its nose and mouth.

Now the chil-dren be-gan to bawl and to bel-low! But no one hal-loo-ed so loud as the lit-tle boy of four. His name was Mer-ty. He fear-ed that the don-key was drown-ed.

No boat was near that day, but there were boats far a-way. Two fish-er-men were in a boat far a-way. They said, "We hear howls and shrieks on the shore. Per-haps a boy or girl is drown-ing. Let us go and save him." So they row-ed hard, and they soon came to the poor don-key, and saw its ears peep-ing out of the sea. The don-key was just go-ing to sink when they lift-ed it up by its jaws, and seiz-ed the bri-dle and drag-ged it a-long. The chil-dren on the shore shout-ed a-loud for joy. The don-key with the cart came safe to land. The poor crea-ture was weak, and drip-ping wet. The fish-er-men un-bound its eyes, and said to the la-dy, "We can-not think how this thing came to be o-ver its eyes." The la-dy said she wish-ed she had not bound up its eyes, and she gave the shillings in her purse to the fish-er-men who had sa-ved her don-key.

NOTE.—*Let the Child be told that many words of two syllables in spelling are pronounced as one syllable—such as stop-ped, which is pronounced stopt.*

- Rub      The maid rub-bed the ta-ble.  
 Rob      A rob-ber rob-bed the tra-vel-ler.  
 Sob      The ba-by sob-bed it-self to sleep  
 Stab      A wretch stab-bed a king.  
 Crack    A lad crack-ed nuts.  
 Peck     The fowls peck-ed the bar-ley.  
 Lick     The dog lick-ed my hand.  
 Kick     The horse kick-ed the groom  
 Prick    The pin prick-ed the ba-by  
 Tick     The clock tick-ed loud.  
 Lock     Rich-ard lock-ed up his desk.  
 Knock    A vis-it-or knock-ed at the door  
 Rock     Su-san rock-ed the cra-dle.  
 Pluck    My sis-ter pluck-ed this ap-ple.  
 Tuck     Mam-ma tuck-ed me up in bed.  
 Lap      The cat lap-ped up the milk.

- Strap The por-ter strap-ped up my trunk.  
 Clap Lit-tle Ar-thur clap-ped his hands.  
 Step I step-ped o-ver the stream.  
 Whip Tom was whip-ped for tell-ing a lie  
 Skip Lau-ra skip-ped on the lawn.  
 Dip Nurse dip-ped me in the sea.  
 Hop The rob-in hop-ped on the ta-ble.  
 Mop Sal-ly mop-ped up the kit-chen.  
 Crop The hair-dress-er crop-ped Dicky's hair  
 Stop We stop-ped at an inn on the way.  
 Pop My Un-cle pop-ped in at six o'clock.  
 Wag Pom-pey wag-ged his tail at the gate.  
 Beg Tom-my beg-ged for a crust.  
 Jog Frank jog-ged me when I wrote.  
 Hug A bear hug-ged the man till he di-ed  
 Tug Three men tug-ged the boat to land.  
 Pin Nurse pin-ned my shawl.  
 Skin A man skin-ned the rab-bit.  
 Hem Fan-ny hem-med ba-by's pin-a-fore.

A lit-tle boy liv-ed near a high moun-tain. He saw the top reach-ing to the clouds, and he wish-ed to go up. But his Pa-pa for-bade him to go up. He said he was too young and too weak to go up such a high moun-tain. But the lit-tle boy still wish-ed to go up.

His Pa-pa and Mam-ma left home to spend the day out. They left him un-der the care of a ser-vant. But the ser-vant had plen-ty to do, and the boy got a-way with-out her miss-ing him. They said to him, "Dear Ar-thur, we can-not take you with us, for we shall not re-turn till quite late. Su-san the maid will take care of you while we arē out, and give you din-ner and sup-per, and help you to go to bed. You may play in the gar-den. but you must not go out of the gate."

Ar-thur prom-is-ed to o-bey. At first he play-ed in the gar-den. He came in at din-ner-

time, and then went out a-gain to play. He got tir-ed of play-ing a-lone. He be-gan to wish to go up the moun-tain. So he watch-ed till Su-san went up-stairs to wash her hands and brush her hair. He said to him-self, "I will slip a-way be-fore she returns." He got his hat and his great coat, and his Pa-pa's stick. Then he slip-ped out at the door, and shut it quiet-ly. Then with the strong stick in his hand he be-gan to go up the steep mountain.

He came at first to green moss and pink and pur-ple flowers ; but as he got high-er, he saw no more flow-ers. He went on for hours, till he was quite tir-ed and faint ; but he seem-ed as far as ev-er from the top. He sat down to rest. He found him-self quite a-lone. Not a sheep nor a shep-herd was to be seen. Soon a big flake of snow from the moun-tain side came down

and fell up-on his dress. More snow came, and more snow, till there was snow every-where.

Now the boy was a-fraid in-deed. Now he began to fear he must sleep on the moun-tain side up-on the snow. He felt how naugh-ty it was to dis-o-bey his Pa-pa, and he fear-ed that God was an-gry with him

He tri-ed to get down, but he did not re-mem-ber which way he came up. He cri-ed aloud, but no-bod-y was near. He sank in the snow at each step. The tears flow-ed from his ēyēs, and froze up-on his cheeks.

He knelt down up-on the snow, and sob-bed out a pray-er to God.

He said, "O God, for-give my sin, and do not let me diē on this moun-tain. Pit-y my Pa-pa and Mam-ma; and do not let them have the grief of los-ing me."

Soon he fell a-sleep in the dark, with snow

for his pil-low. He must have di-ed in his sleep had he stay-ed long on his snow-y bed.

Sud-den-ly he felt a touch. He felt a crea-ture breathe up-on his cheek. He start-ed up and scream-ed; and now he saw a fine, big, black and white dog, stand-ing be-side him. This dog did not wish to hurt him, but was try-ing to make him well.

The dog lick-ed the boy, breath-ed on him, rub-bed him with his hair-y coat, and show-ed him a lit-tle keg of bran-dy ti-ed round his neck. The boy drank a lit-tle of it, and found him-self much bet-ter. But he was still too weak to get up the moun-tain, so he got on the dog's shag-gy back.

This deardog crawl-ed up the moun-tain with his big bur-den, till he came to a house where men liv-ed. These men lift-ed the poor boy in-to the house, and nurs-ed him in their arms

They laid him on a neat bed. Then they boil-ed a lit-tle milk and gave it to Ar-thur to sip.

As soon as Ar-thur was a-ble to speak he thank-ed the men for sav-ing his life by send-ing out the dog.

The men said, "Tell us the names of your Pa-pa and Mam-ma, that we may send for them."

Ar-thur was a-ble to say what their names werē.

So the men sent for them.

When they came they said to Ar-thur, "We have not slept, nor eat-en, nor drank. We have wept and cri-ed for our dear boy."

"Oh, for-give me!" said Ar-thur, with tears.  
"Oh, may God for-give me for not o-bey-ing you, my dear Pa-pa and Mam-ma."



NOTE.—*These past tenses are to be pronounced as one syllable.*

stain	stained	nurse	nursed
clean	cleaned	darn	darned
smile	smiled	whirl	whirled
hope	hoped	clothe	clothed
moan	moaned	breathe	breathed
groan	groaned	stamp	stamped
tune	tuned	jump	jumped
like	liked	chirp	chirped
croak	croaked	choke	choked
nail	nailed	loose	loosed
dream	dreamed	fetch	fetches
foam	foamed	snatch	snatched
show	showed	pinch	pinched
brush	brushed	stoop	stooped
fish	fished	smooth	smoothed
whine	whined	gnaw	gnawed
wheel	wheeled	crawl	crawled

share	shared	whis-per	whis-pered
fear	feared	thun-der	thun-dered
tire	tired	fol-low	fol-lowed
roar	roared	fin-ish	fin-ished
care	cared	ga-ther	gath-ered
boil	boiled	mur-mur	mur-mured
dine	dined	grum-ble	grum-bled
join	joined	scat-ter	scat-tered
milk	milked	con-fess	con-fessed
peep	peeped	par-don	par-doned
play	played	dis-please	dis-pleased
plough	ploughed	em-ploy	em-ployed
praise	praised	en-joy	en-joyed
preach	preached	a-muse	a-mused
tease	teased	de-sire	de-sired
thank	thanked	o-bey	o-beyed
try	tried	ap-pear	ap-peared
watch	watched	lis-ten	lis-tened
yawn	yawned	wan-der	wan-dered

A la-dy went out to buy things at snops. She came back with a num-ber of things in her big bag. There was rib-bon for her own bon-net, and lit-tle shoes for ba-by, and pic-tures for her lit-tle Ed-win.

But Ed-win did not meet her at the door. When he saw his Mam-ma, he did not run to her.

She said to him, "I hope you have en-joy-ed your-self while I was out."

But Ed-win made no re-ply. He did not fol-low Mam-ma up-stairs, but ran in-to the gar-den. Mam-ma was sur-pris-ed, for Ed-win used to be fond of her. She saw him out of win-dow, and nod-ded to him, but he seem-ed not to see her.

When bed-time came his Mam-ma un dress-ed him. He said to her, "Mam-ma, can God see thrōugh a crack in the cup-boārd?"

"Oh, yes!" re-pli-ed Mam-ma.

“And can He see when it is quite dark there?” said Ed-win.

“Oh, yes!” re-plied Mam-ma. “God can see every-where.”

“Then,” said Ed-win, “God saw me, and I will tell you, Mam-ma. When you were gone out to-day I went in-to your cup-board and ate up the cake. I am very un-hap-py—very un-hap-py.” Then he bow-ed down on his Mam-ma’s lap, and burst out cry-ing.

Poor lit-tle boy! he had tri-ed to hide him-self from his Mam-ma, as Ad-am and Eve hid them-selves from God. But now he had con-fess-ed his sin, and he did not wish to hide him-self any more. Now he nest-led close to his Mam-ma. She for-gave him, and kiss-ed him. Ed-win knelt down at her knees and pray-ed to God to wash a-way his sins, for Je-sus’ sake.

NOTE.—*Let the Teacher tell the Child that words ending in t or d cannot in the past tense be pronounced as one syllable.*

- Pat      Het-ty pat-ted the spot-ted kit-ten.  
 Plat     Kit-ty plat-ted straw for a bon-net.  
 Chat     Pat-ty chat-ted too much at din-ner.  
 Fat      Bid-dy has fat-ted the pig.  
 Add     Pa-pa has ad-ded a bit to my gar-den.  
 Pad     I have fit-ted on my pad-ded coat.  
 Mud     A rude boy mud-ded it in sport.  
 Fade     My rose fa-ded in an hour.  
 Shade   A tree sha-ded me from the sun  
 Braid   Mam-ma braid-ed my jack-et.  
 Load   Jack load-ed his wag-gon with hay.  
 Bait     He bait-ed the hor-ses on the way.  
 Wait     I wait-ed a long while for the train.  
 Hate     Wick-ed Cain ha-ted A-bel.  
 Grate   Nurse gra-ted nut-meg in my gru-el.  
 Treat   She treat-ed me ten-der-ly when I was ill.  
 Heat     She heat-ed my tea in the lamp.

- Doat She doat-ed on me when I was a babe
- Cheat Rich-ard was cheat-ed at the shop.
- Cart The hay was cart-ed on Sat-ur-day.
- Start I start-ed when my un-cle came in.
- Dart He dart-ed sud-den-ly in-to the room.
- Dust Bes-sy dust-ed the room quick-ly.
- Rust The knife was rust-ed by the rain.
- Land The sail-ors land-ed be-fore the storm
- Mend Han-nah mend-ed her clothes neat-ly.
- Pelt The boys pelt-ed me with snow.
- Melt The snow has melt-ed a-way.
- Haste When I cri-ed John hast-ed to my help
- Feast The school feast-ed on the lawn.
- Waste Not a bit of food was wast-ed.
- Roast Tom roast-ed his ches-nuts by my fire.
- Toast He toast-ed cheese for his sup-per.
- Boast He boast-ed of his skill in fish-ing.
- Cord Sam cord-ed my box for the train.
- Hoard Ben hoard-ed nuts in his cup-board.

## THE LIT-TLE FISH-ER.

Sam was the least of the fam-i-ly: so he was the pet and the dar-ling. And he was a boy who did as he was bid; and this made him a dar-ling.

There was a lake near his Pa-pa's house. The lake was deep. Sam's Pa-pa was a-fraid of his dear boy be-ing drown-ed. So he for-bad him to go a-lone to the lake.

Sam beg-ged his Pa-pa to let him go there fish-ing next Sat-ur-day with three boys.

His Pa-pa was a lit-tle a-fraid to let him go.

Sam prom-is-ed to take great care.

"Well," said his Pa-pa, "you may go this time; but pray do take care."

Sam jump-ed for joy and said, "I shall bring you home a long string of fish for sup-per, if—if—if—I re-turn home safe."

“But,” said his Pa-pa, “you must make up fag-ots on Sat-ur-day morn-ing be-fore you go fish-ing.”

“Oh, yes!” said the lit-tle boy; “I like to help you, dear Pa-pa!”

Sam count-ed the days till Sat-ur-day came.

On Sat-ur-day morn-ing he cut up sticks, and ti-ed them in bun-dles. Be-fore he had fin-ish-ed—three lit-tle boys came to the house to fetch him. Sam said, “Wait till I have fin-ish-ed my fag-ots.” Then Sam ran for his fish-ing-rod and his lit-tle pail.

The four lit-tle boys ran ea-ger-ly down to the lake. There was a long pier on the lake. The boys ran quick-ly a-long the pier. When they reach-ed the end of the pier they let down their fish-ing-rods. They soon caught fish-es. Each time that they found a fish at the end of the rod they felt much pleas-ed.

They had caught a number of fish-es six o'clock. They wish-ed to re-turn hom They had join-ed their fish to-geth-er with a string. Each boy had a string of fish to take home.

“Where is my string of fish?” said Sam. “Have you seen it?”

The boys said they had not seen it.

“Oh!” said Sam, “I can-not go home with-out my fish-es. I must stay till I have found it, or till I have got more fish-es.” So Sam’s three friends went home, and Sam stay-ed on the pier.

It was fool-ish of Sam to stay a-lone on the pier, for if Sam were to slip into the riv-er he must be drown-ed.

That e-ven-ing Sam was seen stand-ing at the end of the pier fish-ing a-lone, and he was ev-er seen a-gain. Per-hans he tri-ed to get

out his string of fish, and so slip-ped in-to the riv-er.

His Mam-ma at home saw it was get-ting dark. She sent his sis-ter to fetch Sam home. But his sis-ter did not re-turn. Soon Sam's Pa-pa went to the lake with his friends. But he saw no Sam. He found Sam's fish-ing-rod and his pail on the pier; but no Sam-my.

Men drag-ged up his lit-tle bod-y from the bot-tom of the lake. A great num-ber of chil-dren came to the fu-ne-ral, and saw the lit-tle bod-y laid in the grave.

But where was Sam-my's soul? With God in the sky.

Sam was a boy who be-liev-ed in Je-sus, and pray-ed to Him, when he was quite a-lone. Pa-pa and Mam-ma have wept bit-ter-ly for their dar-ling, but they know they shall meet him in the sky.

NOTE.—*Let the Teacher explain to the Child that the last Syllable in these words is scarcely heard, and the vowel almost dropped.*

ta-ken	sev-en	ba-sin
sha-ken	sad-den	ma-son
wa-ken	glad-den	bur-den
ra-ven	cho-sen	cot-ton
bro-ken	fro-zen	kit-ten
spo-ken	hid-den	but-ton
eat-en	bid-den	mut-ton
beat-en	ris-en	rai-sin
giv-en	writ-ten	rea-son
driv-en	bit-ten	sea-son
hap-pen	ri-pen	les-son

Little Bet-sy did not like to read her les-son. When her Mam-ma was go-ing to teach her she fret-ted and said, "I wish I was a kit-ten; be-cause kit-tens have no les-sons."

"Well," said her Mam-ma, "you may be

a kit-ten, if you please ; but if you play like a kit-ten you must live like a kit-ten."

Bet-sy clap-ped her hands for joy. "How hap-py I shall be to-day!" said Bet-sy.

Then she ran in-to the gar-den to play. At din-ner time she came in with her frock quite dir-ty. She ran to her Mam-ma ; but her Mam-ma cried out, "Get a-way, dir-ty kit-ten!"

Din-ner was laid on the ta-ble, but there was no chair for Bet-sy. Mam-ma said, "The cats and the kit-tens are fed in the kit-chen." So Bet-sy went in-to the kit-chen for her food. The maids gave her sop in a plate up-on the floor.

Bet-sy saw her Mam-ma in her bon-net, go-ing to pay a vis-it. She said, "May I go, too?" "No," said her Mam-ma : "I nev-er take kit-tens out with me." That even-ing Bet-sy said, "I do not wish to be a kit-ten any long-er. I had soon-er do very long less-ons a-gain."

NOTE.—*Let the Child be again reminded that words beginning with the vowels a e i o u have an instead of a placed before them.*

An an-i-mal	An a-bode
An elk	An al-ley
An eel	An out-house
An owl	An or-ward
An asp	An ap-ple
An ea-gle	An a-pri-cot
An ot-ter	An el-der tree
An em-met	An arch
An oys-ter	An oar
An egg	An an-vil
An arm	An i-dol
An eye	An ink-stand
An ear	An em-e-rald
An an-kle	An in-stru-ment
An el-bow	An ar-my
An a-pron	An en-e-my
An om-ni-bus	An un-cle

An o-be-di-ent boy  
An an-gry dog  
An i-dle school-boy  
An ill-na-tur-ed play-fel-low  
An ob-sti-nate girl  
An en-vi-ōus en-e-my  
An un-hap-py per-son  
An at-ten-tive pu-pil  
An im-pu-dent lad  
An ig-no-rant man  
An ug-ly pup-py  
An i-vo-ry box  
An e-bo-ny ink-stand  
An un-ripe peach  
An up-per room  
An un-der-ground rail-way  
An awk-ward por-ter  
An emp-ty trunk  
An ab-sent fri-**end**

## THE BIRTH-DAY.

Ber-tie was so glad when his birth-day came! He had spo-ken a-bout it a long time. He a-woke soon in the morn-ing and said, "It is my birth-day." Nurse said, "Thank God for hav-ing kept you a-live for five years, and made you so strong and well." Pa-pa came in-to the room to kiss Ber-tie. But Pa-pa was go-ing to spend the day far a-way. He said, "I shall re-turn late, and I will bring home pic-tures for my boy." Ber-tie was not a-ble to read yet, but he li-ked pic-tures.

When Ber-tie was dress-ed he went to his Mam-ma's room to say his prayers. He came down-stairs with a wreath of flow-ers in his hair. Such sweet flow-ers were in the wreath. There were red and white rose-buds, and green leaves.

Ber-tie held a pres-ent in his hand. It was a paint-box his Mam-ma had giv-en him, with brush-es and lit-tle plates in-side. Ber-tie was much pleas-ed to see red and blue and yel-low paints. He wish-ed to sit down and paint that mo-ment; but Grand-mam-ma said, "You have no time to paint now." So Ber-tie went up-stairs to pre-pare for go-ing to Cro-mer.

The don-key came to the door. Ber-tie rode on it, and lit-tle Char-ley rode too. Char-ley had a sad-dle like a chair, and he was tied in it. Ber-tie did not wish to be tied; for he was much big-ger than Char-ley.

Six poor chil-dren ran by the side of the don-key. Cou-sin Su-san came with them. She was a big girl, who was fond of play-ing with lit-tle chil-dren.

The chil-dren hop-ed to go in a boat on the sea—but when they came to the sea-side

they were sur-pris-ed to see the waves quite high and foam-ing. The boat was there, but it kept far a-way from the beach. The boat-man lift-ed up his hat, as much as to say, "You can-not get in-to my boat."

So Ber-tie and Char-ley were led home on the don-key. Mam-ma was there with the car and the white po-ny, and she drove Char-ley to Cro-mer. Cou-sin Su-san had a don-key cart, and she drove Ber-tie to Cro-mer. Grand-mam-ma led the poor chil-dren with her to Cro-mer, by the cliff. They had the don-key to ride when they were tir-ed, and they rode by turns. When they got to Cro-mer, they found little Ber-tie and Char-ley there with Mam-ma and Cou-sin Su-san.

They went first to a shop, and had cakes. Then they went down to the pier, or jet-ty. They li-ked run-ning on it, and feel-ing the

wind blow, and see-ing the waves be-low. Then they went to a toy-shop. Each of the poor chil-dren had a case with a pen in-side. Ber-tie had a big wheel to run be-fore him, and Char-ley had a lit-tle white dog.

They re-turn-ed home for din-ner.

When din-ner was o-ver Ber-tie a-mus-ed him-self in paint-ing pic-tures.

At four o'clock it was time to go to the hills, to take tea there. The maids bring ket-tles and cans, and cups, and plates, and loaves, and but-ter, and tea, and milk, and jam. They load the don-key cart with these things. Then Ber-tie and Char-ley get in and go to the hills. The whole par-ty go too. They do not wish to ride, for the hills are near.

When they get to the spot they take the don-key out of the cart, and tie him to a tree with a rope.

Then the chil-dren gath-er stones to pre-  
pare for the fire. Then they pick up sticks and  
fir-cones, and they lay them on the stones.  
Soon the fire is burn-ing up, and the two ket-  
tles are in the flames. When the ket-tles boil  
they are fill-ed with tea. The tea-things are  
laid on the ground, and the whole par-ty sit on  
the ground. The nurse is there with ba-by.  
The num-ber of peōple is twen-ty.

Each hands a cup to be fill-ed with tea and  
milk. Ba-by sips milk, and eats lit-tle bits of  
the loaf with but-ter. There is jam for those  
who like it, and there is a plain cake.

The chil-dren sing a verse of thanks be-fore  
they be-gin to eat.

Tea is o-ver. Su-san runs down the hill to  
play in a hay-field. The chil-dren run with her,  
and play at ma-ny games. They join hands,  
and go round in a ring, sing-ing as they go.

They hide and seek; they run and catch. Ber-tie says, "I want you to play at my game."

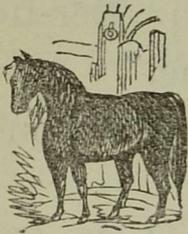
They re-ply, "We will, be-cause it is your birth-day. What is your game?"

"It is play-ing at go-ing in a train." So Ber-tie tells each to stand near a hay-cock; and he him-self stands near a hay-cock and jumps, and cries out the names of the towns. The rest are soon tired of this game, though Ber-tie likes it so much.

It is time for the chil-dren to go home.

Now the don-key must be un-tied that he may draw the lit-tle cart home. The maid packs up the cans and ket-tles, the cups and plates, the knives and spoons. But she has no milk nor but-ter, no cake nor jam, to pack up

Ber-tie's Pa-pa brings him pic-tures as he prom-is-ed. Mam-ma tells Ber-tie to thank God for giv-ing him such a hap-py birth-day



NOTE.—*In the following words o is sounded long as in roll, and it is not sounded short, as in doll.*

	old	on't	own
	cold	don't	grown
Colt	gold	won't	flown
olt	sold		shown
bolt	hold	ome	
moult	fold	comb	only
	bold		
oll	told	oath	ost
roll		both	host
toll	old-er	loth	most
soul	bold-er	sloth	post
whole	cold-er		roast
	mould-er		
oak	smould-er		coast
yolk	shoul-der		boast
folks	sol-di-er		toast

A colt is a young horse.

A foal is a young don-key.

A pig is a young hog.

A lamb is a young sheep.

A pup-py is a young dog.

A kit-ten is a young cat.

A chick-en is a young hen.

An ea-glet is a young ea-gle.

A cub is a young bear or li-on.

A boy is a young man.

A fold is for sheep. A nest is for birds

A form is for hares. A hole is for rats.

A den is for li-ons. A sta-ble is for hors-es.

A ken-nel is for dogs. A hive is for bees.

A nur-se-ry is for chil-dren.

Where is gold found? Un-der-ground

Where is sil-ver found? Un-der-ground.

Where is cop-per found? Un-der-ground.

Where is iron found? Un-der-ground



NOTE.—The *i* in the following words is sounded long, as in *ice*.

Child	ind	rind	un-kind
ild	mind	grind	kind-ness
wild	find	blind	blind-ness
mild	kind	pint	wild-ness
	bind	climb̄	be-hind

*In the following words gh is not sounded, and the i is long.*

night	fight	de-light
light	bright	light-en
sight	might	bright-en
slight	fright	fright-en

Ma-bel went to see Grand-mam-ma. She went in the coach. There was no train. She went quite a-lone. The dri-ver of the coach stop-ped his hor-ses at Grand-mam-ma's door with the box-es. Ma-bel had two box-es: a

box for her own clothes, and a box for a cap to give Grand-mam-ma. Ma-bel had made the cap with her own hands. Grand-mam-ma came smil-ing to the door. She kiss-ed the child, and spoke kind-ly to her. Ma-bel soon show-ed Grand-mam-ma the cap, and beg-ged her to try it on. Grand-mam-ma found it fit-ted her well, and she thank-ed Ma-bel for her kind pres-ent.

When night came—Ma-bel was sleep-y. Grand-mam-ma led her to a lit-tle room close to her own. The bed had white cur-tains, the car-pet was blue, and the pa-per was paint-ed with pink rose-buds. Ma-bel was de-light-ed with the room; and she un-dress-ed quick-ly and went to bed. But Ma-bel did not go to sleep for a long while.

When Grand-mam-ma came up to bed she found Ma-bel a-sleep; but she was sur-pris-ed

to see a tear up-on her cheek. She saw Ma-bel had cri-ed her-self to sleep.

Next day Grand-mam-ma said to Ma-bel, "At night I saw a tear on your cheek. Had you cri-ed be-cause you want-ed to go home?"

"Oh, no!" said Ma-bel; "I do not want to go home yet. I am quite hap-py here."

"Then why did you cry?" said Grand-mam-ma. But Ma-bel did not tell her why.

Next night Grand-mam-ma saw the same tear-drop on the child's cheek, and the next night too.

So the next night Grand-mam-ma did not go down-stairs, but sat in her own room to see what was the mat-ter with Ma-bel. Soon the child be-gan to move a-bout the bed, and to give a lit-tle cry and a loud sob. Then Grand-mam-ma went in-to the lit-tle girl's room with a light in her hand. She found

her a-wake in her bed. She said to her, "My dear child, you must have a thorn in your pil-low.'

What did she mean by a thorn? Her mean-ing was, Ma-bel is think-ing of a sad thing, that pricks her hēart like a thorn.

Ma-bel hid her burn-ing cheeks un-der the pil-low, and burst out cry-ing.

"What can be the mat-ter?" said Grand-mam-ma.

"Oh, Grand-mam-ma!" said Ma-bel, "when I am a-lone here I can-not help think-ing of what I said to Mam-ma be-fore I left home. I said, 'I won't.' And Mam-ma is so kind, and I was so naugh-ty." Then the tears flow-ed a-fresh down the child's cheeks. Grand-mam-ma kiss-ed lit-tle Ma-bel, and said, "Ask God to for-give you for Jesus' sake, and He will blot out your sin."

NOTE.—*In the words below ou is sounded like u.*

cous-in	trouble	jour-ney
coun-try	double	young

Ber-*tha* and Mar-*tha* were to go on a jour-*ney* with Pa-*pa*. They were much pleas-*ed*.

Nurse woke them in the dark, and dress-*ed* them quick-*ly*. She led them down-*stairs*, and told them to get in-*to* the fly. Mam-*ma* kiss-*ed* them be-*fore* they got in; but she was too weak and ill to take a long jour-*ney*. A young cous-*in* of five years old went with Ber-*tha* and Mar-*tha*. She was a lit-*tle* young-*er* than Mar-*tha*. Her name was Kate.

Ber-*tha* was the old-*est*. She was sev-*en*. Pa-*pa* let Mar-*tha* sit on his knee. Nurse let the lit-*tle* cous-*in* sit on her knee, and Ber-*tha* sat be-*tween* Nurse and Pa-*pa*.

Soon the light be-*gan* to shine.

Pa-pa said to the chil-dren, "This is the coun-try." The chil-dren saw green fields ; but the trees had no leaves, for it was win-ter.

It was quite dark when they got to Grand-pa-pa's house.

Next day they play-ed a-bout the house. Mar-tha liked to be with her cous-in, and to do every-thing that Kate did.

Kate said to Mar-tha, "Let us take the hats and whips, and play at ma-king a house." So they laid the hats and the whips on the floor, and be-gan to whip the floor with whips. Nurse found them, and was an-gry with Mar-tha. She said, "You give double trouble to the maids by throw-ing a-bout the hats!"

Nurse said to Kate—"You are younger than your cous-in, and that is your excuse!" Martha felt ashamed, but still she went on doing the same foolish things as her cousin.



NOTE.—*Let the Teacher tell the Child that o sometimes has the sound of u.*

	un	uth ( <i>soft</i> )	uth ( <i>hard</i> )
	won	doth	oth-er
Dove	one	nothing	moth-er
ove	sun	ung	broth-er
love	done	tongue	uz
shove	mon-ey	a-mong	does
shov-el	hon-ey	monkey	doz-en

Rose, Jes-sy, and Lil-y lived in a pret-ty coun-try house. One day Pa-pa came in-to the nur-se-ry and said, “Dear chil-dren, God has sent you a ba-by broth-er.”

Pa-pa led the chil-dren one by one to see the ba-by broth-er. He was ly-ing in the nurse’s lap, and was cov-er-ed up with flan-nel.

That day the chil-dren spoke of nothing but their lit-tle broth-er. When they went

in-to the lane, they ran up and down sing-ing,  
“ We have a lit-tle broth-er.”

The ba-by's moth-er lov-ed him much.

She said he was her love, her dove, her dar-ling son, her hon-ey-bee, and her hēart's com-fort. She laid him on the so-fa to sleep, and cov-er-ed him with her brown shawl.

While the ba-by was a-sleep his sis-ters went a-bout on tip-toe, for fear they might wake him.

Some-times the nurse fed ba-by out of a bot-tle. If ba-by left some of his food, nurse gave it to his sis-ters, for they li-ked his food bet-ter than their own sup-pers.

Jes-sy beg-ged nurse to let her be the ba-by's maid. So the nurse sent Jes-sy to fetch what-ever ba-by want-ed. Jes-sy did not care for the trou-ble. She li-ked to run a-bout for ba-by. She lov-ed him bet-ter than all her toys.



Ad-am and Eve had two sons. Their names were Cain and A-bel. Cain was wick-ed. He ha-ted his broth-er A-bel. A-bel did not hate Cain. A-bel lov-ed God, and he lov-ed his broth-er.

Cain ha-ted A-bel more and more.

One day he was a-lone with A-bel a-mong the green hills and the green trees, when he gave him a great blow, and kill-ed him.

Cain did not think that God saw him, but God did see him, and He was an-gry with Cain.

God said, "Where is your broth-er A-bel?"

Cain re-plied, "I do not know."

That was not true. Cain was a li-ar as well as a mur-der-er. He was like Sa-tan.

God told Cain that He had seen his brother's blood on the ground. He told Cain to go far a-way.

Cain was a-fraid that some one might kill him. But God set a mark up-on Cain, and He said, "If any one kills you I shall pun-ish him."

So no one kill-ed Cain.

Cain went far a-way from God and from his home.

He had some chil-dren. Cain's chil-dren were wick-ed. They did not love God, or wish to please Him.

Cain built a town. Cain's chil-dren liv-ed in it; so it was Sa-tan's town, be-cause Sa-tan is the fath-er of the wick-ed.

Ad-am and Eve had an-oth-er son. They gave him the name of Seth. He was sent to be a com-fort. Seth was like A-bel. He taught his chil-dren to pray to God.



Worm

word	work	ur
worth	work-man	la-bour
world	work-shop	fa-vour
worse	work-house	par-lour
worst	wor-ship	col-our

*Tell the Child that or is sometimes sounded ur.*

Kate went to see A-my. A-my said, "Do come and see my silk-worms."

They went in-to the par-lour

There was a pa-per tray up-on a lit-tle ta-ble. There were green leaves in the pa-per tray. A-mong the leaves were lit-tle worms nib-bling the leaves with their lit-tle mouths.

Kate was quite sur-pris-ed to see them eat so much, for they were not big-ger than lit-tle pins.

"Are those worms of any use?" said she.

"O yes! They do a great deal of work."

"What!" said Kate, "can worms work?"

“Yes, they can spin silk,” said A-my.

Kate said, “Pray show me some.”

A-my said, “I have none yet; but I hope I shall have some soon.”

So Kate went a-way that day.

In a month Kate came a-gain. She said to A-my, “Have the worms spun some silk?”

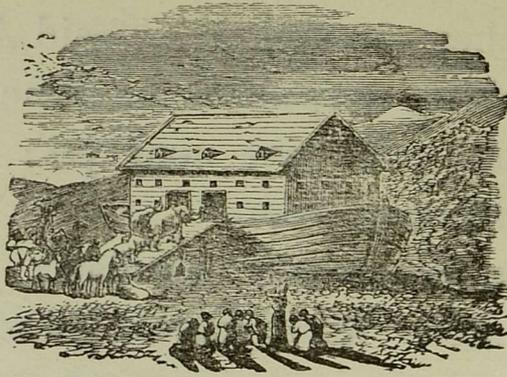
“O yes,” said A-my. “See this fine silk. Here is a skein of straw col-our, and here is an-other of lem-on col-our.”

“But where are the silk-worms?” said Kate.

“Here they are,” said A-my, “in this lit-tle box, hid-den in the bran.”

Kate found some ug-ly brown things in the bran. They were the worms turn-ed in-to grubs.

Kate came a-gain an-oth-er day. She said, “Where are the grubs?” A-my show-ed her some crea-tures with wings like but-ter-flies  
“These werē my grubs,” said she.



Noah's Ark.

A long while a-go God said, "I will send much rain, and I will drown the people in the world by a flood"

But God said to No-ah, "I will save you and your fam-i-ly. Būild an ark, and bring some beasts and some birds in-to the ark, and get a great deal of food and store it up in the ark."

So No-ah built an ark. While he was build-ing it—the wick-ed peo-ple went on in sin, and be-came worse and worse.

No-ah went in-to the ark with his wife,

and his three sons, and his sons' wives, and the beasts and the birds.

God shut the door when they were in. So none of the wick-ed peo-ple were a-ble to get in. The rain came, and drown-ed the world.

Once No-ah let a ra-ven go out of the win-dow; but the ra-ven came back no more.

Then No-ah sent a dear lit-tle dove, and the dove soon came back to the win-dow, and No-ah let her in.

Soon he sent the dove out a-gain, and she came back with a leaf in her beak.

No-ah soon sent her out a-gain. and she came back no more.

No-ah wait-ed till God bade him go out of the ark. When God spoke he came out, and he found the world was dry. He thank-ed God for sav-ing him.

He had **been** in the ark twelve months.

NOTE.— *Some words are not sounded as they are spelt,—*

have	<i>is sounded</i>	hav	said	<i>is sounded</i>	sed
are	„	ar	any	„	enny
were	„	wer	many	„	menny
			great	„	grate

Many chil-dren nave been kill-ed by play-ing with gun-pow-der.

Mis-ter Ben-son kept a shop, and sold oil, can-dles, and many oth-er things.

One thing he sold was gun-pow-der.

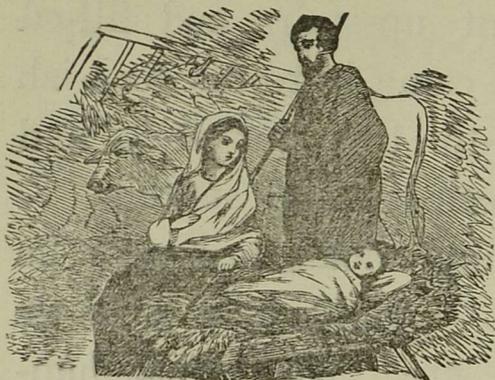
A per-son came in and said, “Have you any gun-pow-der? I want to shoot birds.”

Mis-ter Ben-son went to his can-is-ter for the gun-pow-der; but there was not any. A great boy was stand-ing near. It was Mis-ter Ben-son’s son. Mis-ter Ben-son said to him, “Go up-stairs in-to the store-room and fill this can-is-ter with gun-pow-der.”

The great boy went up-stairs and fill-ed the can-is-ter. Then it came in-to his fool-ish mind, "I will go in-to the nur-se-ry and fright-en my lit-tle broth-ers and sis-ters."

He had play-ed many tricks, and now he play-ed an-oth-er trick. He throws a lit-tle gun-pow-der in-to the fire. And what hap-pens? The flames dart out and catch the pow-der in the can-is-ter. It is blown up with a loud noise. The chil-dren are thrown down,—they are in flames,—the win-dows are bro-ken—the house is sha-ken!

Mis-ter Ben-son hears the noise, and rush-es up-stairs. What a sight! His chil-dren ly-ing on the floor burn-ing! The ser-vants help to quench the flames. They go for a cab to take the chil-dren to the hos-pi-tal. The doc-tor says, "The chil-dren are blind, and they will soon die." And they died.



Long be-fore this world was made, the Son of God liv-ed a-bo-ve the sky with God his Fa-ther. His Fa-ther told him to go down in-to this

world to die for us—be-cause Ad-am and Eve had sin-ned, and we were all sin-ners.

So Je-sus came down from the sky to be a man, and to die. But first he was a lit-tle ba-by. His moth-er was poor. She had to make a long jour-ney. At night she stop-ped at an Inn to sleep. But the man at the Inn told her he had no room for her in the house, and he bade her go to the sta-ble. So she went in-to the sta-ble with the cows.

While she was in the sta-ble God sent her a ba-by. He was the Son of God. Yet he

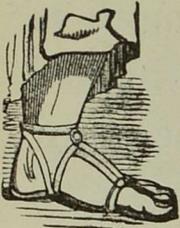
was weak like oth-er babes. His moth-er wrap-ped him up in long clothes. But he had no cra-dle ; nothing but the hay and the straw to lie up-on.

While he was ly-ing near his moth-er, some men came to the door. God had told them of the Babe, while they were watch-ing the sheep on the hills. They came to see the Babe. They bow-ed down and wor-ship-ped him. They lov-ed that Babe, be-cause he was the Son of God. They went a-way, and they told e-ve-ry body they met—a-bout the Babe in the sta-ble.

What name did his moth-er give him ?

She gave him the name of Je-sus.

Je-sus had no sin like oth-er babes. He nev-er did any-thing wrong. He o-bey-ed his moth-er. He came when she told him to come, and he went when she told him to go, and he stay-ed at home when she told him to stay



NOTE.—*Let the Child be told that oo is not always long as in moon and boot, but that some times it is short, as in foot.*

Foot	good	book	look
soot	hood	rook	hook
wool	stood	took	shook

The Bi-ble is the best book in the world. It is the book of God. God told good men what to write. The Bi-ble tells us a-bout Je-sus. When Je-sus liv-ed in this world he did good to poor sick peo-ple. He took a blind man by the hand, and led him out of the town, and touch-ed his eyes, and made him look up and see. He stood by the bed of a lit-tle girl who had just di-ed, he took her hand and said, "Rise up," and she got up and felt quite well.

Once some moth-ers led some dear lit-tle ones to the Lord Je-sus. Some men were so un-kind as to want to send the chil-dren a-way. They said it would be a troubie to Je-sus to have chil-dren come to Him.

But Je-sus did not think chil-dren trouble-some. He lov-ed the lit-tle ones. He said to the un-kind men, "Let the lit-tle chil-dren come un-to me." What sweet words! See, He takes them in His arms and bless-es them' What hap-py lit-tle crea-tures! They like sit-ting up-on His knee, and look-ing at Him as He smiles up-on them.

Does Je-sus love chil-dren? O yes, they are His own lambs, His own doves—His lit-tle sons and daugh-ters. He came down from a-bove to save the lit-tle ones, as well as the grown-up peo-ple. There are a great many lit-tle chil-dren with Him now a-bove the sky.



NOTE.— *Tell the Child that u sometimes has the sound of short oo, as in foot. In spelling the words let the Child say thus,—“p oo t, put.”*

Pud-ding  
 put  
 puss  
 push  
 bush  
 full  
 pull  
 bull

pul-pit  
 but-cher  
 cush-i-on  
 joy-ful  
 pain-ful  
 use-ful  
 play-ful

care-ful  
 spite-ful  
 hate-ful  
 grate-ful  
 sloth-ful  
 du-ti-ful  
 beau-ti-ful

Lit-tle Er-nest was at din-ner one day. He look-ed and saw a rich plum pud-ding on the ta-ble. He wish-ed for some. He saw a plain pud-ding, too; but he did not wish for that. His Mam-ma gave him some plain pud-ding, be-cause it was good for him, but he push-ed a-way his plate and said, “I do not want that.” Then his Mam-ma said, “You cannot have plum pud-ding, it would not be good for you”

Then Er-nie pout-ed and frown-ed.

He said, "I will have no din-ner." Was not that naugh-ty? So his Mam-ma let him go with-out his din-ner. Poor child! How much he want-ed his tea by tea-time! He was but a lit-tle child, he was on-ly three years old when he be-ha-ved in this naugh-ty man-ner. Next day he did not push a-way his plate, but he took what-ev-er his Mam-ma gave him.

An-oth-er lit-tle boy, na-med Ar-thur, want-ed some-thing on the ta-ble, and his Mam-ma said "No." He could not help cry-ing, for he was on-ly two years old, but he hid his tears in his nurse's a-pron, and wi-ped them a-way soon, and he took what his Mam-ma gave him.

He tried to look pleas-ed, and he said, "*That* not good for me." "No, dar-ling," said his Mam-ma, "that would make you ill."



NOTE.—Tell the child that o and ou are sometimes sounded like oo in foot.

*l is silent in these words*

Wolf

wolves

wo-man

wo-men

wor-st-ed

cou|d

wou|d

sh ou|d

Fan-ny was a lit-tle girl, who liv-ed in a coun-try far a-way o-ver the sea.

She liv-ed in a far-m up-on a gr-eeen com-mon. By the side of the com-mon there was a great wood; but Fan-ny nev-er ran in-to the wood, be-cause there were wolves in the wood. In our coun-try there are no wolves, but in Fan-ny's coun-try there were many wolves.

Fan-ny had a lit-tle broth-er, nam-ed Mar-tin. She lov-ed this lit-tle broth-er very much.

Fan-ny's Mam-ma died when Mar-tin was a ba-by. When Mar-tin was five, and Fan-ny

was twelve, Pa-pa died too. When he was dy-ing, he said to Fan-ny, "Take care of your lit-tle broth-er. Be a moth-er to him."

Fan-ny nev-er for-got what her Pa-pa said as he was dy-ing. She took great care of her lit-tle broth-er.

She had to work hard to get food. She pick-ed up wool on the com-mon. There were sheep feed-ing there, and much wool drop-ped from their backs. Lit-tle Mar-tin help-ed Fan-ny to pick up the wool. They fill-ed many bags with wool.

Fan-ny took home the wool. She wash-ed it clean. Then she spun it on her spin-ning-wheel, and made the wool in-to worst-ed. Then she knit-ted the worst-ed into stock-ings.

When she had knit-ted a great many pairs, she took them to the town to sell them. She got many shil-lings from the peo-ple of the

town. She went to a shop with the shillings, and got food for her-self and her broth-er.

Who took care of Mar-tin while Fan-ny was in the town?

A good old wo-man came to live with Fan-ny in her cot, and she took care of Mar-tin when Fan-ny was out.

Mar-tin did not go to school, for there was no school near the cot. So Fan-ny took pains to teach him to read.

She show-ed him how to knit wool and to plat straw. But she let him play most of the day on the com-mon. She told him nev-er to go out of her sight, and nev-er to go in-to the wood, be-cause of the wolves. So Mar-tin gath-er-ed wild flow-ers on the com-mon, or else pick-ed up wool to bring home to Fan-ny.

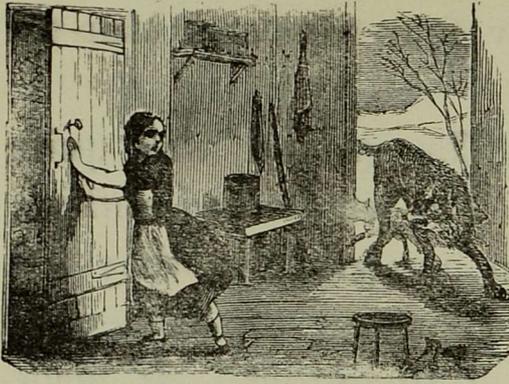
For two years Fan-ny and Mar-tin and the old wo-man liv-ed hap-pi-ly to-ge-ther in the

cot. Fan-ny was now four-teen and Mar-tin was sev-en.

It was win-ter. The ground was quite cov-er-ed with snow. The wolves had nothing to eat. They were so hun-gry that they left the wood, and prowl-ed about the com-mon. A pack of wolves went to-ge-ther. It made peo-ple trem-ble to hear the howl-ing of the wolves at night. Fan-ny tri-ed to keep her door shut night and day.

But one day the door was left o-pen. Fan-ny was ba-king some loaves she had made. Wolves like the smell of hot loaves. Fan-ny was ta-king her loaves out of the o-ven, when some wolves smell-ed them.

Fan-ny look-ed up and saw a wolf com-ing in at the door. Lit-tle Mar-tin was play-ing a-bout, and the old woman was knit-ting in the cor-ner. Fan-ny snatch-ed up a great



stick. She was just going to kill the wolf with the stick, when another wolf rushed in and ran up to little Martin. Fan-ny saw him. She

let go her stick, pushed her brother into a cupboard, and locked him in.

While Fan-ny was doing this, the first wolf sprang up on Fan-ny, seized her by the throat, and choked her in a moment.

And what became of the old woman?

She tried to save Fan-ny; but she could not, for the wolves tore her flesh off her bones very quick-ly

But they could not get at little Martin. He was safe in the cupboard. He heard the wolves eating up his sister and the old woman.

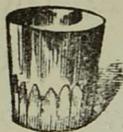
When the wolves had done eating their flesh, they did not stop to eat the loaves, but went back to their dens in the wood.

Mar-tin was still in the cup-board ; for he could not get out, as the door was lock-ed.

But a neigh-bour saw the wolves com-ing out of the cot. She came in, and saw the floor cov-er-ed with blood and bones, and heard Mar-tin scream-ing in the cup-board. She un-lock-ed the door, and let lit-tle Mar-tin out.

How he wept to think that his sis-ter had been eat-en up by the wolves ! Oh, how much he lov-ed her for giv-ing up her life to save his !

Was she not like the Lord Je-sus, who died that we might live for ev-er. He sav-ed us from that worst of wolves—Sa-tan ; who hates men, and tries to destroy them.



NOTE.— *Tell the Child that a sometimes has a broad sound, as in Mamma.*

	ast	ask	ant
Glass	last	task	can't
ass	mast	bask	shan't
pass	past	flask	grant
brass	cast		slant
class	fast	ath	
a-las		path	asp
	aff	bath	clasp
bas-ket	staff	fath-er	anch
mas-ter	af-ter	rath-er	branch

A shep-herd took his lit-tle boy with him to the moun-tains. The lit-tle fel-low was on-ly three years old. He was much pleas-ed to go with his fath-er. The shep-herd took his dog to help him take care of his sheep.

The fath-er and his boy wen' up and down the green hills for a long while.

At last the lit-tle child was rath-er tir-ed. So the kind fath-er said to him, " Stop here, my dar-ling, with the dog, while I go up yon-der hill to look after the sheep. I will soon come back."

So the lit-tle boy stay-ed with the dog.

The shep-herd climb-ed a-lone to the top of the high hill. Just as he was look-ing a-round, the sky be-came dark and a fog cov-er-ed the hills. The shep-herd went down the hill as fast as he could, but he did not go by the right path, for it was so dark he could not find it.

He reach-ed his home that night with-out his child or his dog. A-las! a-las! how sad were the fath-er and moth-er that night with-out their lit-tle dar-ling! The broth-ers and sis-ters ask-ed their fath-er af-ter the lit-tle one; but he could only an-swer, " God grant that we may find him soon "

The next day the shep-herd set out with his neigh-bours to look for the child.

Af-ter the fath-er had left home the dog came run-ning up the path. He seem-ed hun-gry, so the moth-er gave him a bit of oat-cake. He took it in his mouth and ran a-way.

At night the shep-herd re-turn-ed. "Alas!" said he, "I have not found my child!" He was much cast down that night, and could hard-ly sleep for fret-ting.

Next day he set a-bout his sad task a-gain, and he spent the day look-ing for his boy.

Af-ter he had left home—the dog came a-gain to ask, in his way, for his food. A-gain he did not eat his cake, but trot-ted a-way with it.

When the shep-herd came home, he was told a-bout the dog. So he did not leave home the next day, but wait-ed for the dog.

Soon the dog came and got his bit of cake.

This time his mas-ter went af-ter him.

The dog led the way up a moun-tain path ; then the dog went down a slant-ing path, o-ver a stream, in-to a cave.

The shep-herd, by the help of his staff, got down in-to this cave.

His joy was great when he saw his child sit-ting in the cave eat-ing the cake, and the dog ly-ing near, look-ing at his lit-tle mas-ter.

The shep-herd clasp-ed his boy in his arms, and then he clasp-ed his faith-ful dog to his heart.

The child had wan-der-ed in the dark to this cave, and had been a-fraid to go o-ver the stream ; so the dog had fed him day by day with his own cake. By night and by dāy the dog had watch-ed by the side of the child.

Who would not love such a dog ?



NOTE.—*The following words have the broad sound of a. and laugh like laff.*

Aunt

jaunt

half

calf

half

laugh

calm

balm

palm

psalm

castle

branch

answer

command

A good mother used to teach her children little verses out of the Bible. She had two little girls, named Hetty and Milly. One day the mother taught them this verse—

“The dark-ness hideth not from Thee.”

This is a verse of a psalm.

The mother told the children that God could see them in the dark as well as in the light.

“Can God see me when I am in the house?”  
asked Milly.

“Yes,” re-plied Mam-ma ; “ He can see you when the door is shut and when the blinds are down.”

Mil-ly seem-ed rath-er sad, for she did many naugh-ty things when her Mam-ma was out of the room.

The two girls, Het-ty and Mil-ly, used to go to school in the day and to come back at night.

One morn-ing as Mil-ly was put-ting on her bon-net to go to school, she could not find her gloves. So she ran in-to the par-lour to look for them.

On the ta-ble there was a bas-ket full of bits of plum-cake. It was a pres-ent from Aunt Fanny to Mil-ly’s Mam-ma.

Mil-ly was fond of plum-cake ; but it was her moth-er’s com-mand that she should nev-er touch it with-out leave.

She did not for-get the com-mand; but she want-ed to taste the cake. So she snatch-ed up a great bit of cake and put it in her pock-et.

At this mo-ment she re-mem-ber-ed the words of the psalm—

“The dark-ness hi-deth not from Thee.”

But she did not think God saw her at that mo-ment. She was not a-fraid of God. She was on-ly a-fraid of her moth-er, and her moth-er was up-stairs.

Mil-ly ran to school.

As she was run-ning she met two girls She said to them, “Oh, you don’t know what I’ve got! Look in here!”

So they look-ed in-to her poc-ket and said, “Oh! did your moth-er give you such a big bit?”

Mil-ly did not an-swer .

Just then Het-ty came run-ning up.

Mil-ly said to the two girls, "Don't tell! I don't want Het-ty to know what I've got!"

Then she whis-per-ed to the girls, "I will give you half the cake."

The teach-er rang a bell at the school-door. The girls went in-to the school-room.

Mil-ly did not be-have well in the class. She did not mind her les-sons, but laugh-ed and whis-per-ed with **the** oth-er girls. She was un-easy in her mind, and could not be qui-et.

Het-ty was calm and good, and did her les-sons right.

At din-ner time Milly went in-to the gar-den and hid her-self be-hind the thick branch-es of a tree.

Two girls fol-low-ed her and ask-ed her

for half the cake. They did not know that Mil-ly had sto-len the cake. They ask-ed her man-y times how she got it, but Mil-ly would not an-swer.

In the even-ing Het-ty and Mil-ly re-turn-ed home.

When the maid un-dress-ed Mil-ly, she said, "What have you had in your poc-ket to grease your dress?"

"Noth-ing," said Mil-ly.

That was not true.

As soon as Mil-ly was in bed she re-mem-ber-ed the words of the psalm,—

"The dark-ness hi-deth not from Thee."

"A-las!" said Mil-ly to her-self, "God sees me now. He has seen me in the day, and now He sees me at night. I have sto-len and told lies. What will be-come of me!"

Mil-ly began to cry and to sob.

The maid was in the room fold-ing up Mil-ly's clothes. She saw some-thing was the mat-ter, so she went and fetch-ed her mis-tress.

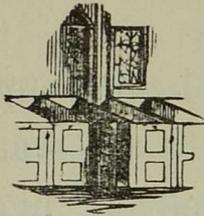
When the kind moth-er came, she went close up to Mil-ly's bed and said, "What is the mat-ter, my child?"

Then Mil-ly with many tears told her moth-er what she had done.

The moth-er an-swer-ed,—“Con-fess your sin to God, my child, and He will for-give you, and wash a-way your gūilt in the blood of Je-sus.”

Then the moth-er knelt down and pray-ed for Mil-ly, while Mil-ly knelt up in her bed.

When the moth-er went a-way, Mil-ly pray-ed to God a-lone, and shed many more tears.



NOTE.—*Let the Child be told that ew is sounded like u*

	ewe	cr ew	brew-er
	dr ew	scr ew	pew-ter
Pew	st ew	thr ew	jew-el
ew	bl ew	kn ew	Matth-ew
mew	sl ew	fl ew	An-drew
few	gr ew	ch ew	Lew-is
Jew	str ew	shr ew	Jew-ess

E-dith was a child who pit-ied the poor, the sick, and the rag-ged. One day, when she was on-ly three years old, she was stand-ing by her Mam-ma. Her Mam-ma was speak-ing to a poor wo-man. The poor wo-man held a lit-tle child by the hand. E-dith k̄new the child was cold, for the wind blew hard. She took her own shawl and threw it o-ver the child.

E-dith went with her Aunt to stay in the

coun-try. She went to see poor peo-ple. One day the Aunt ask-ed E-dith wheth-er she would like to make some clothes for a poor child. E-dith an-swer-ed, "Yes, please, Aunt, I should like it so much."

So her Aunt said, "For what poor child would you rath-er make some-thing?"

"Oh, Aunt!" cried E-dith, "I saw a poor, weak, lit-tle babe in its moth-er's arms, such a dear, sick, lit-tle thing. I should so like to make it a frock."

"Well," an-swer-ed her Aunt, "you shall make it a frock."

In the after-noon E-dith went out with her Aunt to a shop. She chose some pink cot-ton print. She ask-ed her Aunt to cut out a long frock. So her Aunt cut out a long frock. E-dith made it in a few days, and then took it her-self to the poor babe.



A long while a-go  
the Lord Je-sus liv-  
ed in this world.

He was born in  
the land of the Jews.  
His moth-er was a  
Jew-ess.

She was a good wo-man.

God was the Fath-er of the Lord Je-sus.

When Je-sus grew up to be a man, He  
went a-bout preach-ing.

A few friends went a-bout with Him.

One of them was na-med An-drew.

One of them was na-med Mat-thew.

One day Je-sus was in a ship on the sea  
His twelve friends were with Him. The wind  
blew hard and the waves rose high. Jesus  
said to the winds and waves, "Be still."

Then there was a great calm.

One day there was a great crowd of people following Je-sus. At last the peō-ple grew hun-gry. Je-sus had a few loaves and fish-es. He said to His friends, "We will feed the peo-ple." The friends said, "How can we feed so many peo-ple with a few loaves and fish-es?"

But Je-sus made the peo-ple sit down, and His friends fed them with the five loaves and the two fishes.

And the peo-ple had as much as they could eat, and they threw down lit-tle bits up-on the ground.

Je-sus knew that He must be kill-ed. At last Je-sus told His friends that He soon should die. He sent them to fetch an ass for Him to ride up-on in-to the town. Many peō-ple came to meet Him. They pluck-ed branch-es of palm and strew-ed them in the way. Lit-tle chil-dren sang His praise as they saw Him pass.

NOTE.—*Let the Child be taught the sounds of all these diphthongs, already learned separately. Let them be read downwards, not across, at first.*

ai	ea	oa	ui	ei	ey	ew
a	e	o	u	a	a	u
wait	beat	coat	fruit	veil	they	pew
bait	meat	boat	suit	weigh	prey	few
au	aw	ou	ow	oy	oi	oo
fault	claw	loud	cow	boy	boil	moon
cause	draw	proud	how	joy	spoil	spoon

Bil-ly was a sil-ly lit-tle boy. He could not un-der-stand as well as most chil-dren. He could not work for his liv-ing like many boys. He had a sis-ter who was a maid in a rich fam-i-ly, and she gave some of her mon-ey to Bil-ly and his fath-er and moth-er. Bil-ly was al-low-ed to go and see his sis-ter in the grand house when-ev-er he pleas-ed.

One day, as he was go-ing to see his sis-ter,

he saw some-thing bright shin-ing in the grass. He pick-ed it up, and he saw it was a bēāu-ti-ful sil-ver spoon, such as he had nev-er seen be-fore. He knew that if he werē to sell it he should get much mon-ey for it. But he knew that God had said, "Thou shalt not steal." He put the spoon up his coat-sleeve to hide it, and he went to the great house.

He told the ser-vants he must see the la-dy. He was shown in-to the draw-ing-room, which was full of com-pany. He ap-proach-ed the la-dy, pull-ed the spoon out of his sleeve, and gave it to the la-dy, say-ing, "Thou shalt not steal." He went on say-ing, a-loud, "Thou shalt not steal." The la-dy ask-ed him where he found the spoon. Bil-ly re-plied, "Under the kitch-en win-dow—Bil-ly found—" "Thou shalt not steal."\*

\* "Early Days," *a Penny Periodical*.



NOTE.—*Let the Child be told that ead is sometimes pronounced short, ED, as in bread, and not as in bead.*

Bread	ef	es
ed	deaf	pl eas-ant
dead	et	el
head	thr eat	jeal-ous
dr ead	ent	eth ( <i>hard</i> )
tr ead	meant	leath-er
th read	eth	feath-er
sp read	death	weath-er
read-y	ev	ek
in-stead	heav-en	break-fast

One day Lau-ra hurt her foot. How did she hurt it? Lau-ra was wil-ful in the nurs-e-ry. Sal-ly said, “I am read-y to dress you.” But Lau-ra was ri-ding on the rock-ing horse. She would go on riding. She would

not mind Sal-ly. Sal-ly pull-ed Lau-ra. Lau-ra spread out her arms, and clung round the head and neck of the horse. Sal-ly pull-ed more and more. At last—down came Lau-ra, and the wood-en horse too. The horse was heav-y. The weight crush-ed Lau-ra's lit-tle foot. Lau-ra scream-ed in a dread-ful man-ner. Lau-ra's mother rush-ed up-stairs. She was a-fraid that one of her chil-dren was dead. "What is the mat-ter?" cried Mam-ma, quite out of breath. She was glad to find that no one was dead. Mam-ma said, "Fetch a bot-tle of bran-dy." Nurse put a lit-tle bran-dy in a ba-sin. Nurse ba-thed Lau-ra's foot in the bran-dy. At last the child be-came quiet. Mam-ma did not pun-ish Lau-ra for her naugh-ti-ness, be-cause her foot was hurt. Lau-ra was not able to tread up-on the ground for a month.



NOTE.—*Let the Child be told that ear is some-  
times sounded as er.*

	earn	erch	earth
Pearl	learn	search	earth-quake
erl	erd	erse	earth-worm
earl-y	heard	hearse	earth-en-ware

Pearls are beau-ti-ful white stones. Pearls are not found in the earth. I have heard that they are found in oys-ter shells at the bot-tom of the sea. Men go down to search for them. A man who search-es for oys-ters is let down from a ship, by a rope. He holds a bas-ket in one hand. It is dark at the bot-tom of the sea: the man stretch-es out one arm, and feels for the oys-ters. He can-not stop long, be-cause his breath is stop-ped, and he would soon die. So he pulls the rope, and men pull him up. In this way the man earns his bread.

Ro-sa found a dead bird ly-ing on the earth in the gar-den. It was a Ro-bin Red-breast. It had red feath-ers on its breast.

Ro-sa pick-ed up the bird, and took it home. She laid it in a draw-er in the nurs-ery. She meant to get some hay, and to make a nest for her bird; and she meant to get some white stones, and to lay them in the nest in-stead of eggs.

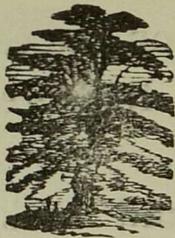
She told her Mam-ma a-bout the bird. Her Mam-ma said, "My dear child, you cannot keep your bird."

"Why not, Mam-ma?"

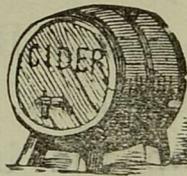
"Be-cause it will soon de-cay, and be eat-en by worms."

"O Mam-ma! I nev-er heard that be-fore. I will not keep my bird."

So Ro-sa flew up-stairs, and threw the dead bird out of the nurs-ery win-dow.



Ce-dar



Ci-der



Cy-press

NOTE.—*Tell the Child that c when it comes before e, i, or y has the sound of s.*

ce

ceil-ing

re-ceive

de-ceive

cell

cel-lar

cer-tain

gro-cer

sau-cer

Fran-ces

ci

cin-der

cit-y

civ-il

cir-cle

pen-cil

dis-ci-ple

ac-ci-dent

cru-ci-fy

Fran-cis

cy

cym-bal

mer-cy

Lu-cy

Per-cy

Per-ci-val

Cyp-ri-an

ac-cept

ex-cept

ex-ceed

Ce-li-a was ten years old. She had a lit-tle ta-ble of her own. It was cov-er-ed with

pret-ty things she had re-ceiv-ed from her friends.

There was a glass deer and an i-vo-ry ship, and a wax ba-by in a chi-na cra-dle, and a ti-ny tea-pot, with a cir-cle of cups and sau-cers on a paint-ed tray, and many oth-er toys on the ta-ble

Ce-li-a had a lit-tle sis-ter who could just run a-lone. Her name was Lu-cy. One day Lu-cy came to look at the toys, but she was so short that she could hard-ly see them ; so she stood on tip-toe, and leant her hands a-gainst the ta-ble. She leant too hard.

The ta-ble was up-set. The toys fell up-on the floor. Many of the toys were bro-ken.

What did Ce-li-a say when she heard of this?

She said, " Poor little Lu-cy ! She could not help up-set-ting the table. It was an ac-ci-dent. She was good not to touch the toys."

Was not Ce-li-a kind and mer-ci-ful?

Je-sus knew He was soon go-ing to be cru-ci-fied. He had twelve disciples. They were His friends. He said to them, "I will eat sup-per with you be-fore I die."

He took bread and broke it, and gave it to His dis-ci-ples, and He said, "This is my bod-y, which is bro-ken for you."

And He pour-ed wine in-to a cup, and gave it to his dis-ci-ples to drink, and He said, "This is my blood, shed for you and for many."

Then He left the room, and went to a gar-den. His dis-ci-ples came with Him to the gar-den.

Je-sus told them to pray, and then He went by Him-self to pray to His Father.

He was in great pain, and blood came out of His skin, and fell in big drops up-on the ground.

His dis-ci-ples fell a-sleep while Je-sus was pray-ing. When He had done pray-ing. He woke His dis-ci-ples, and said, "Rise up and let us go."

Sud-den-ly a number of men were seen com-ing near. They were wick-ed men who hat-ed Je-sus. They had staves or sticks in their hands. It was dark, but the wick-ed men had lamps.

A man na-med Ju-das came up and kiss-ed Je-sus. Ju-das was one of the dis-ci-ples; but he was wick-ed, and did not love Je-sus. He pre-tend-ed to love Him: but he could not de-ceive Je-sus.

Je-sus said to him, "Friend, why do you kiss me?"

The wick-ed men seiz-ed hold of Je-sus, and bound His hands, and led Him a-way, like a lamb to the slaugh-ter



NOTE — *In the following words the Child is taught the soft sound of c in syllables ending with ce and ces.*

	eece	ice	uce
Face	fleece	nice	juice
ace	peace	rice	oi
pace	piece	mice	oice
lace	niece	slice	voice
place		spice	oun
grace		twice	ounce
dis-grace		thrice	bounce
la-ces	pie-ces	spi-ces	jui-ces
fa-ces	nie-ces	sli-ces	voi-ces
ance	ence	ince	unce
dance	pence	mince	dunce
lance	fence	prince	won
prance	ab-sence	quince	one
France	si-lence	prin-ces	once

Sal-ly liv-ed with her great-grand-mo-ther. She lov-ed her Gran-ny much. Gran-ny was too old to work hard, and earn much mo-ney ; so she was poor. She was deaf, and nearly blind. She lov-ed Sal-ly more than any-thing on earth. She was her pet and her pearl.

A kind la-dy said to Gran-ny, "I will put Sal-ly to school. She will have plen-ty to eat, and she will learn to read and write."

The old wo-man thank-ed the kind la-dy, and said, "Sal-ly shall go where you please."

Sal-ly rose ear-ly one morn-ing to get read-y to go to school. She sat at break-fast with Gran-ny for the last time. Gran-ny cried much at part-ing with the dear lit-tle thing. She want-ed to give her some-thing as a keep-sake, but she had nothing to give her. At last she search-ed her pock-et, and found one far-thing and an old bro-ken key. She gave these to



Sally at School.

Sal-ly with ma-ny tears. Sal-ly cri-ed too. She kiss-ed her Gran-ny, and got in-to a cart to go to Lon-don. She came to a high house in a

street. A neat little girl o-pen-ed the door Sal-ly got out of the cart. A kind woman beg-ged her to come in. The woman was the mis-tress of the school.

Sal-ly had a sick-ly face. She had no col-our on her cheeks. She was thin and weak. Why was she ill? Be-cause Gran-ny had giv-en her too lit-tle food. Gran-ny could not af-ford to pay the price of meat or milk, for she had on-ly a few pence. So Sal-ly was half starved. But now she was come to school she had plen-ty of nice and whole-some food.

Lit-tle Sal-ly was good, and took pains to learn. She was not a dunce. She did not get into dis-grace. One day the mis-tress saw her with tears on her face. She said to her,

“What are you cry-ing a-bout?”

“A-bout my Gran-ny,” she said. “I used to thread her nee-dles. I can-not tell what she will do with-out me, for she can-not see to thread her nee-dles.” So the mis-tress said, “Pray to God, dear child, to com-fort your Gran-ny.”

The child went in-to a cor-ner and pray-ed, “O God, pray bless my dear Gran-ny, and send some-body to thread her nee-dles for her. And when she dies, take her to Heav-en, and give her a crown of glory. Hear me, for Christ’s sake. A-men.”

Did God hear lit-tle Sal-ly? Yes. Kind peo-ple took care of her dear Gran-ny. And God gave her grace and peace.



**NOTE.**— *Teach the Child that g before e and i are sometimes soft like j; not always, for g is hard in get and give, and many other words.*

Gip-sy

gib-bet

gin

gin-ger

gin-ger-bread

giant

gi-raffe

Giles

gem

gen-tle

gen-tle-ness

gen-tle-man

gen-teel

gen-e-ral

gen-e-rous

Gen-e-sis

germ

Ger-man

ge-ra-ni-um

ges-ture

Eu-gene

cler-gy-man

o-bli-ging

en-ginē

In sum-mer gip-sies wan-der from place to place, and sleep in tents. They do not know a-bout God. Some gip-sies have been taught by good peo-ple, and have turn-ed to God. But most gip-sies are ig-no-rant. Some of them steal and tell lies.

Once a lit-tle boy, named Gill, went with his Mam-ma to a shop. It was a gro-cer's shop. While his Mam-ma was buy-ing some gin-ger cakes, lit-tle Gill stood at the door.

Soon his Mam-ma was ready to go. She look-ed for Gill; but she could not find him.

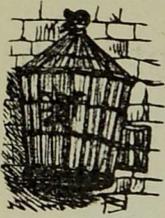
Mam-ma asked ev-e-ry one she met in the street, "Have you seen my lit-tle boy? He is four years old, and he is dress-ed in a blue frock and white trow-sers, and a straw hat."

At last a gen-tle-man said, "I have seen him."

"O where did you see him?" Mam-ma cri-ed out.

"I saw him with a gip-sy; but the gip-sy is sent to pris-on, and your lit-tle boy is safe."

Mam-ma found her boy in a house cry-ing. He said, "The gip-sy gave me gin-ger-bread, and ask-ed me to come with her." O what a sil-ly boy he was to go away with a gip-sy!



NOTE.— *This lesson is to teach the soft ge at the end of a word.*

Cage	im-age	im-a-ges
age	vil-lage	vil-la-ges
rage	mes-sage	mes-sa-ges
page	cot-tage	cot-ta-ges
stage	sau-sage	sau-sa-ges
wage	dam-age	dam-a-ges
wa-ges	sav-age	sav-a-ges
pa-ges	cab-bage	cab-ba-ges
ca-ges	pas-sage	pas-sa-ges
sta-ges	ige	uge
	o-blige	ref-uge

There is a great cit-y far a-way, where peo-ple wor-ship im-a-ges of wood and stone, and say they are gods. The peō-ple in that cit-y are near-ly black.

A kind, white la-dy tri-ed to teach them

a-bout the true God. One day she saw a poor wom-an ly-ing on the ground with a lit-tle boy by her side. The kind la-dy spoke to them; but the wom-an was too ill to an-swer her.

The lit-tle boy said, "My mother is sick and has nothing to eat, and I fear she will die."

The la-dy sent her ser-vant home with this mes-sage, "Let some men come to help a poor sick wom-an." Some men came and took the wom-an and the child to the la-dy's cot-tage. The mother and child were pla-ced on a nice clean mat with a blan-ket to cov-er them. But the mother died that night. Then the la-dy took care of the lit-tle boy. She found that he was proud of his name, be-cause it was the name of an im-age. His name was Ram-chun-der. But soon the boy wish-ed for a new name, and he was nam-ed John. Soon he lov-ed Je-sus and ha-ted im-a-ges.

adge	edge	idge	odge	udge
badge	hedge	ridge	lodge	judge
Madge	ledge	bridge	dodge	trudge
	sledge	midge	Hodge	grudge
arge	erge	irge	orge	urge
large	serge	dirge	gorge	surge
barge	verge		forge	scōurge

An-drew was a brave, big lad. But he lik-ed to have his own way, and did not o-bey his moth-er.

He liv-ed near the sea.

One day a large ship came to that place. The cap-tain let An-drew come on board and 'look at the high masts, and the large sails. An-drew be-gan to wish to be a sail-or. The cap-tain said he would take him, if he li-ked to come. So An-drew went home to ask his moth-er's leave.

When he o-pen-ed the cot-tage door, he said to his moth-er, "Will you let me go to sea? I want to be a sailor."

"No," said his moth-er, "I can-not spare you: for you are my only son, and I am a wid-ow."

"And I can-not spare you," said lit-tle Madge; "for you are my on-ly broth-er, and you may be drown-ed at sea."

"No," ad-ded his moth-er. "No, An-drew! you must not go to sea!"

But An-drew did not o-bey his moth-er. One night he slip-ped down to the shore, and the next morn-ing he sail-ed a-way be-fore his moth-er was a-wake. When she a-woke and miss-ed her son, she wept, and so did Madge.

At first An-drew found it pleas-ant to sail in the ship. But soon a storm a-rose. The sur-ges dash-ed a-gainst the ship, and drove it

a-against a sharp ledge of rock. The ship was bro-ken, and the waves rush-ed in. The sur-ges wash-ed a-way many of the men.

A few were left. An-drew was left.

It was now dark.

“What shall we do?” said the sail-ors

“Can we get a-way in a boat?” said one.

“The boats are wash-ed a-way,” said an-oth-er.

The sail-ors got some boards, and tied them to-gether with ropes, and so made a raft to float up-on the sea. An-drew got up-on the raft with the rest of the sail-ors.

The whole night long they were toss-ed up and down up-on the raft. When morn-ing came, An-drew found him-self a-lone. The sail-ors had been wash-ed a-way one by one.— But An-drew had clung fast, and God had kept him from death.

Andrew look-ed a-round up-on the great sea, and saw a long way off a white sail.

“ Will the peo-ple in that ship see me ? ” said Andrew. He pray-ed to God to make them see him. God heard his pray-er. The ship’s crew saw him, and sail-ed up to him.

Oh, what was his joy when he saw the ship com-ing !

The sail-ors lift-ed him on board, and laid him on a nice soft bed. Then he be-gan to con-fess his naugh-ti-ness in dis-o-bey-ing his moth-er. Then he pray-ed for mer-cy.

God let him get safe home to his moth-er’s cot-tage. He threw him-self at his moth-er’s feet, and beg-ged for-give-ness.

He stay-ed at home some time ; but at last his moth-er gave him leave to go to sea again : and then he went. And he grew up to be a good man.\*

\* Taken from “ Early Days ”



An-gel

NOTE.—*In these words the a is sounaed long,  
and the ge is soft like j.*

ange	dan-ger
change	man-ger
strange	strang-er
chan-ged	chang-ing

Look at the cat-er-pil-lar on that leaf. One day it will be chan-ged in-to a but-ter-fly.

Look at the pink blos-som on that tree. One day it will be changed in-to an ap-ple.

Look at that a-corn ly-ing on the ground. Dig a hole for the a-corn and co-ver it up. One day the a-corn will be changed in-to a great oak-tree.

God can change e-ve-ry-thing by his great pow-er. He can change a dead body in-to a liv-ing body. When Jesus comes a-gain in the clouds he will change dead peo-ple in-to liv-ing peo-ple.

When the wick-ed peo-ple led Je-sus a-way, they took him to the pal-ace of a rich man. The rich man and his friends hated Je-sus. They were glad to see him with his hands bound. They ask-ed him wheth-er he was the Son of God. Je-sus said he was the Son of God. Then the wick-ed men said he de-served to die.

When it was light they took him to the judge. The judge's name was Pi-late. The judge said that Je-sus look-ed good. Then the wick-ed men were more angry, and said,

“Cru-ci-fy him ! cru-ci-fy him !”

Pi-late said, “Shall I cru-ci-fy your king ?”

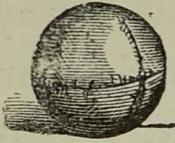
The peo-ple said, “We will not have him for our king.”

Pi-late said, “I will scōurge him and let him go.”

“No,” said the peo-ple, “cru-ci-fy him ”

O how cru-el ! how un-grate-ful !

READING WITHOUT TEARS.



NOTE.—*In these words a has the sound of an*

Ball	salt	war
all	false	war-ble
call	bald	ward
wall	scald	ward-robe
fall	al-so	re-ward
hall	al-though	warm
small	al-ways	wa-ter
	al-most	wa-ter-fall
	wal-nut	swarm

*In these words the l is not sounded.*

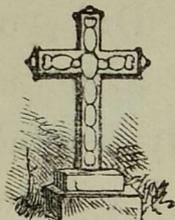
talk	stalk	dwarf
walk	chalk	Os-wald
		Al-ban

One day Pa-pa said, “Come here, Os-wald.” But Os-wald did not come. Then Pa-pa went to Os-wald and said, “Look at these small balls. I meant to give them all to you, but as you did not come when I call-ed, I shall keep them all.”

Os-wald look-ed vex-ed, and walk-ed a-way

Ed-ward was a care-less boy. Did you ev-er hear how he scald-ed his legs? He had strong legs, and he trip-ped light-ly a-long; but one day he scald-ed his legs. I will tell you how it hap-pen-ed.

He was go-ing to bathe in a small room. There was a great tub of cold water in the room. Nurse brought up a can of hot water, that Ed-ward might have a warm bath. Nurse went to fetch a piece of flan-nel. While she was out of the room, Ed-ward took up the can and tri-ed to pour the water in-to the tub; but the can was too heavy and he let it fall, and the water scald-ed his feet and legs. Poor boy! how he did squall! Nurse came run-ning back to know what was the mat-ter. She put some white flour up-on his legs to make them well. But it was a long while be-fore Ed-ward could walk out of doors a-gain.



Cross

oss

toss

loss

lost

NOTE.-- *In these words o and ou are sounded like au.*

broth

cloth

moth

gone

broad

cof-fin

cof-fee

of-ten

sof-ten

off

cough

stor-y

glor-y

Dora

ought

nought

sought

fought

bought

brought

thought

I will tell you the story of a good and grateful dog. Wil-li-am, a boy of eight years old, was walk-ing in the streets one day. He saw a poor wretch-ed dir-ty dog. It look-ed as if it had been ill treated. This dog fol-low-ed the lit-tle boy. The poor dog was lame and came limp-ing af-ter the boy.

When Wil-li-am got to the door of his home, he did not know wheth-er he might bring the dog in. So he called for his moth-er and said,

“ I have brought home a dog. May I bring it in-to the house ? ”

The moth-er look-ed at the dog and pit-ied it, be-cause it was thin, sick, and lame ; but she thought it was too dir-ty for the house. She al-low-ed the dog to be brought in-to the wash-house. All the chil-dren came run-ning to see the dog. The dog seemed to know it might not come in-to the house, and it fix-ed its large brown eyes up-on the chil-dren. The chil-dren al-most cri-ed at its sad look. They ran to fetch food for it. They soon re-turned with a few bones and a dish of wa-ter. The dog ate and drank ea-ger-ly.

The next thing was to get a bed for the dog. The chil-dren sought for clean straw and soon brought some in a large bas-ket. They hoped the dog's cough would get well from the warmth of this nice bed.



In a few days no one would have known the dog to be the same. It was changed from an ugly, hungry, dirty dog into a clean, playful, and pretty dog.

It was also a thankful dog. It showed its thankfulness by frisking and jumping about the children, and licking their hands.

The children called it Rose and made it their friend. A good friend Rose was to them.

There were four children, William, the boy of eight, was the eldest. Alban was a boy of six. Grace was four years old. Dora, the youngest, was only three.

The four children went to school every day. Rose used to go with them. Bad boys

often came near the children and tried to tease and hurt them. Rose bark-ed at these bad boys and fright-en-ed them; so that they ran off.

There was a broad street to be cross-ed on the way to school. It is hard for chil-dren to cross a broad street. Carts and coach-es and wag-ons may roll o-ver them, and break their bones. Rose al-ways look-ed to see wheth-er any carts were com-ing a-long the street, and she bark-ed at the chil-dren to keep them back, un-til the carts were gone past.

When the chil-dren were safe in the school, then Rose ran home. But she was not i-dle at home. She stay-ed in the yard with the fowls and chick-ens. She watch-ed them that they did not stray, and that no bad boys threw stones at them.

In the e-ven-ing the moth-er of-ten said,

‘ Rose, it is time to fetch the chil-dren ’ Then Rose would set off to bring them home. At last Rose knew the right time, and would set off to school with-out the moth-er tell-ing her.

When it was wet, the moth-er gave the dog an um-brel-la for the chil-dren. Rose would hold the um-brel-la be-tween her teeth; nor would she ev-er let bad peo-ple take it from her; but she would hold it quite tight, and run past as fast as pos-si-ble.

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### LIZZIE'S LAST WORDS.

Let me tell you a-bout a lit-tle girl who had no good dog to take care of her when she went a-long the streets.

Liz-zie was five years old. She was able to read. She was fond of read-ing a-bout Je-sus

When she heard that any one was dead, she oft-en ask-ed, “ Is he gone to be with Je-sus ? ”

She had a broth-er na-med Wal-ter. He was six years old. He took great care of Liz-zie.

One day Wal-ter and Liz-zie went hand in hand to school. Af-ter school was o-ver, they set out hand in hand to re-turn home.

It was a storm-y, wind-y day. The rain beat in their fa-ces, so that they could hard-ly see their way. They came to a cor-ner, where they had to turn in-to an-oth-er street. As they were turn-ing, a fu-ne-ral pass-ed a-long. Liz-zie saw it, and call-ed out to Wal-ter, "Is some one gone to be with Je-sus?"

At that mo-ment a heav-y wag-on came by, and knock-ed down both the chil-dren. Wal-ter crawl-ed out from un-der the wag-on. But Liz-zie was crush-ed by the great wheel go-ing o-ver her lit-tle bod-y. She was ta-ken up dead, but her spirit was gone to be with Je-sus. Je-sus was the last word she spoke on earth.\*

\* "Lizzie's Last Day."--Rogers, *Pontefract*.

## THE STORY OF THE CROSS.

The Jews ha-ted Je-sus and cri-ed out, "Cru-ci-fy him." So the judge, to please the Jews, let him be cru-ci-fied.

Je-sus had to bear his cross up-on his back. That cross was made of two large pie-ces of wood. It was too heavy for Je-sus to bear it all a-lone. A man was made to help him to bear it.

The judge sent his sol-diers to cru-ci-fy Je-sus. They laid the cross on the ground and Je-sus up-on it, and they stretched out his arms and they drove nails in-to his hands and fas-ten-ed them to the cross. They did the same to his feet. Then they lift-ed up the cross and stuck it in-to the earth. Je-sus was full of pain from his pier-ced hands and feet.

But he was not ang-ry with the wick-ed

men. He pray-ed to his Fa-ther to for-give them.

There were two thieves, each nail-ed to a cross, on each side of Je-sus. One of them pray-ed to Je-sus, and Je-sus for-gave that thief.

Many peo-ple cri-ed out, "Why does not Je-sus come down from the cross?" But Je-sus would not come down be-cause he chose to die for us that we might be saved.

At last Je-sus said, "I thirst."

A man dip-ped a sponge in vin-e-gar, and put it on a reed and gave it to Je-sus. Soon after this, Je-sus bowed his head and died.

God made the earth to shake when Je-sus died, and many peo-ple were fright-en-ed.

A sol-dier came and pier-ced his side, and blood and water flowed upon the ground.



NOTE. — *The letter a has the sound of a in air in the following words.*

	Mary	hair-y	parents
Can-a-ry	dair-y	scarce	Clara
air-y	Fair-y	scarce-ly	Sarah

Mary often went into grand-mam-ma's room to see her can-a-ries. They lived in a large cage. There was hair, moss, and wool in the cage. One can-a-ry was a deep yel-low. He was call-ed Am-ber. The other was pale yel-low, and was call-ed Fai-ry. Mary saw Fai-ry build her nest. Fai-ry laid down the horse-hair first, and then the moss, and last of all the wool. The nest look-ed so pret-ty li-ned with soft white wool. Fai-ry laid three light green eggs in her nest. Then she sat in her nest, and hatch-ed the eggs. Mary was much pleased when the first lit-tle bird was seen.

## THE YOUNG SAV-AGE.

A lit-tle hea-then boy liv-ed in a land far a-way, call-ed Aus-tra-lia. He had no fath-er nor moth-er. They were dead. He had two broth-ers a lit-tle old-er than him-self. The three boys wan-der-ed a-bout to-geth-er. They were sav-age boys. They had no cot-tage, not e-ven a hut. They slept in lit-tle tents made of boughs of trees. They knew how to make them. But they knew not God. They had nev-er heard of God. Yet they did not pray to an im-age. They had no God, no i-dol, no im-age. They nev-er pray-ed at all.

The big-ger boys could kill birds, but the lit-tle one could not. He stay-ed in the tent till his broth-ers came back with birds. Then the boys light-ed a fire and roast-ed the birds. The lit-tle one could grub up roots out of the



ground, and he ate them, as well as birds and eggs. But sometimes he had nothing to eat.

One day he saw some men cutting down trees. They said, "Come with us, and you shall see the white man's town." So the little savage went with the men. His brothers did not go with him.

At last the boy came to a town. He had never seen a town, nor a village, nor a bridge, nor a cottage. He wondered at the things he saw as he wandered about the streets. But he had no bread to eat, nor place to lodge in. The wood-cutters had left him to take care of himself. But God watched over him.

The poor little savage was a stranger.

He knew no one. He had no friend. Some white children saw him. They pit-i-ed him. They took him to their cot-tage. They said, "Mother, do give this lit-tle stran-ger a piece of bread." Those chil-dren were kind. They were like angels to the lit-tle stranger. They sa-ved him from starv-ing. The mother gave him a piece of bread.

Then said the chil-dren, "He has no place to lodge in. Mother, do let him sleep here."

The Mother said, "I have no chamber for the lit-tle stran-ger; but he may lodge on the floor in the shop."

The sav-age was glad to sleep in such a nice place. What a change it was for him! for he had been us-ed to sleep on the damp cold earth. He wrap-ped him-self in his blan-ket and went to sleep. He could not **thank** God, for he knew him not.

Next day the good mother gave the stranger a piece of bread for breakfast. The children went to school. The little savage went too. The school-room seemed a strange place to him. He did not know what the children were doing with the books and the slates, but he sat still and made no noise.

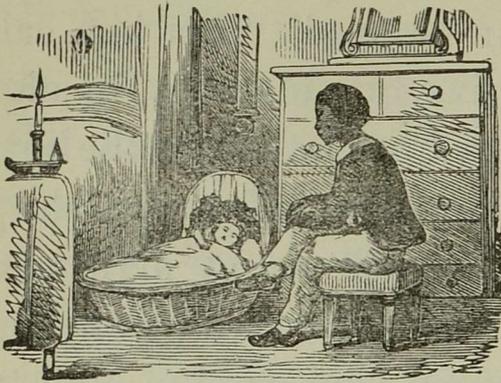
While the little savage was at school—a gentleman came in. He saw the boy sitting in a corner. This gentleman was a good clergyman. He went up to the little stranger, and patted his head, and spoke kind words to him. The child felt much pleased.

The white children went home and talked about the clergyman's kindness to the little stranger. The woman walked to the clergyman's house and said, "I am poor. Will you give me money to buy bread, and meat and pudding, for the little stranger?"

The cler-gy-man an-swer-ed, " Let him call at my house. I will give him food." He also bought cloth to make warm clothes for the boy.

Soon he said to the boy, " You may sleep here." But the boy slip-ped out at night and went back to the shop. Per-haps he lik-ed be-ing with those white chil-dren who were so kind to him at first. It seem-ed strange that he should like bet-ter to sleep on the floor than in a bed ; but he was a sav-age, and not us-ed to a bed.

One day the cler-gy-man said to the boy, " Will you go with me to Eng-land in a ship? Will you go a-cross the wa-ter?" The boy thought he would like to go. He set sail. The ship was toss-ed by the waves, but the boy was not fright-en-ed. He was not a-fraid to climb the tall masts, for he was used to climb-ing trees. Once when he got to the top of the mast he said to the men, " Ver' near moon."



The young sav-age had no name when he first came; but now he was call-ed Wil-lie. He slept in a dark place at the foot of the stairs.

He did not for-get to re-peat a lit-tle pray-er he had learn-ed at school. It was the Lord's Pray-er. "Our Fa-ther which art in hea-ven." He said this pray-er by him-self both night and morn-ing. He had no pa-rents on earth, but he had a Fa-ther in hea-ven.

When he first came to Eng-land he was shy. He li-ked to sit with his back to the com-pa-ny. But when he was told it was like a bear to do so, he did not turn his back any more.

He was much pleas-ed with the pret-ty things he saw in the shop win-dows.

When he saw any-thing he liked, he pointed to it, and said, "Buy me that." He did not know it was wrong to want to have things.

He was fond of pic-tures. He liked best pic-tures of an-gels. As he look-ed at them he said, "Nice an-gels—nice face—ver' nice face."

He was also fond of ba-bies. There was one lit-tle ba-by that he would look at ev-e-ry night as it lay a-sleep.

Some one ask-ed him why he was so fond of it.

Wil-lie said, "Ver' like an-gel."

But at last he fell ill. Eng-land was too cold. The cold made him ill. Be-fore he was ill, God chang-ed his heart. Wil-lie was not self-ish now, but lov-ing and grate-ful.

As he was dy-ing, he said, "If Je-sus had not died, I should have gone to Sa-tan."

Wil-lie went to be with Christ and the an-gels in glory ever-last-ing.



NOTE.—*In these words the a is sounded short,  
as in can, and not broad as in star*

Par-rot	ar-row	par-ish
car-rot	mar-row	ar-rive
car-ry	nar-row	ar-row-root
mar-ry	spar-row	wheel-bar-row
tar-ry	bar-rel	bar-racks
Har-ry	gar-ret	bar-ri-er
Har-ri-et	Par-is	far-ri-er

Mam-ma took Har-ry to see a kind la-dy. This la-dy led him in-to her gar-den. Har-ry heard screams in the trees. He look-ed up and saw a great many par-rots perch-ed up-on the branch-es. Some of the par-rots were green and some were grey; some were wild and some were tame. The la-dy said she li-ked to see the par-rots fly-ing a-bout.

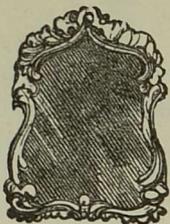


NOTE.—*In these words e is sounded short, as in EN.*

Cher-ry	ber-ry	per-ish
very	black-ber-ry	cher-ish
mer-ry	bil-ber-ry	her-ring
fer-ry	mul-ber-ry	Her-od
per-ry	cran-ber-ry	ter-ror
sher-ry	straw-ber-ry	ter-ri-fy
bu-ry	rasp-ber-ry	ter-ri-ble
cher-ub	bar-ber-ry	ter-ri-er

Har-ry ask-ed the la-dy whe-ther the par-rots ate up all the fruit.

“Yes,” re-plied the la-dy, “they eat up all the fruit. There is not a cher-ry left in the gar-den, nor a plum, nor a peach, nor a straw-ber-ry, nor a rasp-ber-ry, nor a mul-ber-ry, nor a bar-ber-ry. The par-rots eat up every-thing—fruit and flow-ers.”



NOTE.—*Tell the Child that i is not sounded like i in fir in these words, but like short i.*

Mir-ror

mir-a-cle

syr-up

spir-it

syr-inge

Mir-i-am

squir-rel

myr-i-ad

Mir-i-am pick-ed a great many elder-ber-ries and some black sloes. She in-tend-ed to make a few bot-tles of wine. First, she squeez-ed out the juice of these ber-ries in-to a large ba-sin. She went to the cup-board for a spoon, and when she came back she found her bas-in quite emp-ty. A naugh-ty lit-tle boy had drunk up all this nice syr-up.

So poor Mir-i-am went with-out her nice wine.

Gree-dy Har-ry ought to have been a-sha-med of his con-duct.



NOTE.—*Let the Child be told that when o comes before a double r (or an r followed by a vowel), it is sounded short.*

Or-ange	mor-row	hor-rid
for-est	bor-row	hor-ror
cor-al	sor-row	hor-ri-ble
sor-rel	forē-head	Hor-ace

Hor-ace was of-ten al-low-ed to be in the gar-den by him-self. He was for-bid-den to eat any-thing with-out ask-ing leave.

One day his Mam-ma came in-to the gar-den. She saw that Hor-ace was eat-ing some-thing. When she ask-ed him what he was eat-ing, he re-plied, "Nothing." So she de-sir-ed him to o-pen his mouth, and she found it full of a green stuff call-ed sor-rel.

"Well," said she, "I had an or-ange for you in my bas-ket, but since you like bit-ter sor-rel, I will not give you a nice or-ange."



NOTE — *To teach the sound of u before double r, or r followed by a vowel.*

Cur-rant

tur-ret

mur-rain

cur-ry

hur-ry

flur-ry

wor-ry

cōur-age

nōur-ish

flōur-ish

fur-ri-er

Once a good cler-gy-man a-woke in the night. How great was his ter-ror when he found the house was on fire. He had eight chil-dren. He fear-ed lest any of them should be burn-ed up. He went quick-ly to the nur-se-ry and burst o-pen the door. He found the nurse and five chil-dren sleep-ing in the room. He call-ed them to get up. and to hur-ry down-stairs. The nurse got up and car-ried the young-est in her arms, and she told the oth-er chil-dren to fol-low her as fast as they could.

But one of the chil-dren was still fast a-sleep, and he did not hear the nurse speak. So the poor lit-tle fel-low lay still in his bed, while all the rest got up and fol-low-ed the nurse down-stairs.

When they came to the street-door, they tri-ed to go out; but the wind beat the flames in their faces, and they found it hard to get out. Some of the chil-dren climb-ed out by the win-dows, and oth-ers went out through a lit-tle back door. At last the Pa-pa and Mam-ma and chil-dren were safe in the gar-den.

Pa-pa count-ed the chil-dren and found there were only seven, in-stead of eight.

John-ny was miss-ing.

Pa-pa look-ed up and saw John-ny stand-ing at the nur-se-ry win-dow, stretch-ing out his arms for help.

The lit-tle fel-low had a-wak-en-ed after the nurse left him. When he first woke he thought it was morn-ing, be-cause the room was light, and he call-ed for some one to take him up. But when he peep-ed through the cur-tains, and saw the flames on the ceil-ing, he was ter-ri-fied and ran to the door; but he could not get fur-ther, as the next room was in a blaze. Then he ran to the win-dow, but it was so high up that he could not see out, for John-ny was only six years old.

What could he do? He climb-ed up-on a chest, and look-ed out, and call-ed for some one to save him from the hor-ri-ble flames.

His fath-er saw him. He had the cōurage to try to run up-stairs; but the stairs were burn-ed up.

A man said, "I will fetch a lad-der."

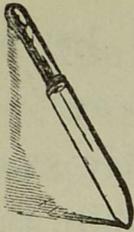
An-o-ther man said, "There will be no time for that. I have thought of a way."

This man was tall and strong. He said, "I will stand a-gainst the wall, and a thin, tall man shall get on my shoul-ders, and he will be able to lift the child out of the win-dow."

They did so. John-ny had the cour-age to wait till the man got up and pull-ed him out. As soon as John-ny was safe in the man's arms, the roof fell in. John-ny would have been crush-ed, if he had been still in the house.

The man car-ried John-ny to a house where his pa-rents were. They had been full of hor-ri-ble fears, but when they saw John-ny they were full of joy. The fath-er said to his neigh-bours,—

"Let us kneel down and thank God, for though my house be burned, He has given me my eight chil-dren."



NOTE.—*In these words the first letters, k, g, and w, are not sounded.*

	knock	wrong	wrench
Knife	knot	wrap	wretch
knave	knuc-kle	write	wrist
knead	gnat	wrote	wren
knee	gnash	wri-ter	wreck
kneel	gnaw	wreath	wrath

A wid-ow liv-ed in a small cot-tage with her on-ly child. He was a boy of four years old. Lit-tle Har-ry was a great com-fort to his poor moth-er.

The wid-ow work-ed hard to feed her-self and her boy. She knit-ted stock-ings, and sold them. In the e-ven-ing she taught poor boys to write. She went on mes-sa-ges for her neigh-bours. Yet she could not get as much mor-ey as she want-ed.

One e-ven-ing she was eat-ing her sup-per with Har-ry by her side. There was nothing for sup-per but a very lit-tle bread. As Har-ry was eat-ing his last mor-sel, he said to his moth-er, "What shall we do to-mor-row morn-ing? There is no bread in the house; we shall have no break-fast."

His moth-er re-plied, "Do not be a-fraid, Har-ry. God feeds the spar-rows: He will not for-get us. He has writ-ten in His Bi-ble, 'Ver-i-ly thou shalt be fed.' Kneel down, Har-ry, and pray God to have mer-cy up-on us, and to give us food."

So Har-ry knelt down and pray-ed for bread, and then went qui-et-ly to sleep in his bed.

Be-fore it was light in the morn-ing, Har-ry woke his moth-er, say-ing, "Moth-er, is the bread come?"

“No,” said the moth-er, “the bread is not come yet; but it will come. Lie down, and go to sleep.”

Poor lit-tle Har-ry was hun-gry, and that made him in such a hur-ry for the bread. Har-ry and his moth-er went to sleep a-gain.

Just as the sun was ri-sing, and all was light a-round, a knock was heard at the door. A wo-man came in. She seemed in a hurry.

“Get up,” she said to the wid-ow, “the farm-er’s dairy-maid is very ill, and there is no one to milk the cows. Do come quick-ly, and milk them.”

The poor wo-man dress-ed her-self quick-ly, and as she went out, she said to Har-ry, “Here, Har-ry, is bread for us: the farm-er will pay me well for milk-ing the cows.”

The moth-er left lit-tle Har-ry in bed, prom-is-ing soon to come back with some

break-fast. She went and milk-ed the cows. The farm-er's wife ask-ed her to eat some break-fast. She sat down, but she could not eat, for she could not help think-ing of Har-ry.

The farm-er's wife said, "Why do you not eat?"

The moth-er said that she had a lit-tle hun-gry boy at home, and that she wish-ed to take home her break-fast, if she might.

The farm-er's wife said, "Eat your own break-fast, and then you shall carry home some-thing for your boy."

The kind wo-man gave the moth-er plen-ty of bread and butter, and cheese, and meat, to take home. She wrap-ped them all in a cloth and put them in-to a bas-ket. She gave the poor moth-er a can of milk be-sides.

Har-ry knelt down a-gain, and thank-ed God

## READING WITHOUT TEARS.



NOTE.—*In these words the last letter b, and the last letters gh, are not sounded.*

Lamb	numb	high	neigh
crumb	climb	nigh	weigh
dumb	comb	sigh	plough
thumb	limb	thigh	dough
	tomb	Hugh	though

Eu-gene was a kind and gen-tle boy. He was fond of dumb an-i-mals. Birds and beasts are call-ed dumb an-i-mals, be-cause they can-not speak as we can.

Eu-gene had a pet lamb, and a tame can-a-ry. He was so kind to the old horse at plough, that the horse would neigh af-ter him when he pass-ed.

But he lov-ed his dog a-bove all. That dog was a big, black, shag-gy dog, na-med Ben.

When Eu-gene was eight years old, he began to go to a day-school. The school was three miles off. Eu-gene was not able to walk so far. He would have liked to ride to school, but he had no pony. So what could he do?

The post-man, in a small cart, passed by the house every day. So Eu-gene went with him in his cart. The post-man returned in the afternoon, and Eu-gene returned too.

One day the post-man stopped at a house, and left Eu-gene in his cart at the gate. While Eu-gene was waiting there, he heard a sound like the howling of a dog. He thought some dog was in pain. He ran down the field, and saw a troop of boys near a pond. They were ducking a poor dog in the water. They were pulling it out by a

string, and then dip-ping it in—while the dog growl-ed and howl-ed.

Eu-gene was very sor-ry. He had the cōurage to say to these big boys, “Why do you treat the dog so ill?” Then he took out his knife and cut the string.

At the same time he clasp-ed the poor wet dog in his arms. The boys tried to snatch a-way the dog; but Eu-gene held it fast. Then a big boy push-ed Eu-gene in-to the wa-ter, and wet-ted him all o-ver. But the wa-ter was not deep, so Eu-gene got out.

All at once Ben was seen rush-ing to-wards the boys. That good dog had heard his mas-ter’s voice, and was come to de-liv-er him from the wick-ed boys. He seiz-ed the big-gest boy by the leg with his teeth, and would not let him go. “Ben, Ben,” cried Eu-gene, “you are come to help me.”

And now a gen-tle-man ap-pear-ed. He was a friend of Eu-gene's. It was his dog that had been tor-ment-ed.

“Oh, Mop!” said the gen-tle-man, “poor Mop! what have these bad boys been doing to you?”

Very quick-ly the wick-ed troop ran off.

Eu-gene told the whole story to the gen-tle-man.

“You are a brave boy,” said his friend. “Come home quick-ly, and change your wet clothes.”

So he took him home, and told Eu-gene's pa-rents all that had hap-pen-ed. They were pleas-ed to hear of their boy's kind-ness to poor Mop. Soon af-ter-wards they gave Eu-gene a pret-ty po-ny, that he might ride to school, and ride home a-gain.\*

\* “Band of Hope Review”

NOTE.—*In these words some of the letters are not sounded.*

*l is not sounded.*

could  
would  
should  
walk  
talk  
stalk  
chalk  
calf  
half  
balm  
calm  
palm  
psalm

*gh is not sounded*

light  
night  
might  
bright  
de-light  
straight  
eight  
weight  
caught  
thought  
bought  
fought  
brought

*w is not sounded.*

an-swer  
sword  
to-wards

*r is not sounded.*

**i-ron**

*h is not sounded.*

Thomas  
Es-ther

*p is not sounded.*

cup-board  
rasp-ber-ry

*l and f are not sounded.*

*d is not sounded.*

half-pen-ny

Wed-nes-day

- On Sun-day Es-ther sang psalms at church.  
On Mon-day—she pick-ed rasp-ber-ries.  
On Tues-day—she made rasp-ber-ry jam.  
On Wed-nes-day—she bought eight large jars.  
On Thurs-day—she fill-ed them with jam.  
On Fri-day—she in-vi-ted eight-y chil-dren.  
On Sa-tur-day—she gave them bread and jam.  
In Ja-nu-a-ry—boys make snow-balls.  
In Fe-bru-a-ry—girls pluck snow-drops.  
In March—high winds blow.  
In A-pril—soft show-ers fall.  
In May—hed-ges are cov-er-ed with blos-soms.  
In June—gar-dens are full of flow-ers.  
In Ju-ly—reap-ers cut the corn.  
In Au-gust—glean-ers pick up the ears.  
In Sep-tem-ber—chil-dren pluck black-ber-ries.  
In Oc-to-ber—cot-ta-gers ga-ther ap-ples.  
In No-vem-ber—fogs dar-ken the air.  
In De-cem-ber—the trees are with-out leaves.



Squir-rel

Clara had a squir-rel. It was a pret-ty lit-tle crea-ture, with a long tail and bright eyes. It was very fond of Clara, and knew her voice.

When she call-ed “Coo-chee, Coo-chee,” it ran to her very fast. It bit her twice; but that was only in play. Once it bit her thumb, and once it bit her wrist. It lik-ed to climb up her dress, and sit upon her shoul-der.

It had a tall, round cage, with a long stick up the mid-dle. It used to run up and down this long stick. It slept in a bas-ket of hay at the bot-tom of the cage. There it lik-ed to lie curl-ed up un-der its long tail, and al-most hid-den among the hay. There was al-ways a ba-sin of bread and milk in the cage.

Clara used to give nuts to Coo-chee as a treat. Clara kept nuts in the pock-et of her dress. Coo-chee knew this; so he used to poke

his head in-to her pock-et to find the nuts. It was droll to see his tail hang-ing out, while his whole body was hid-den in the pock-et. When Coo-chee had got the nut, he sat on Clara's should-er, crack-ed it with his teeth, and nib-bled it so slow-ly and so pret-ti-ly! When it had done eat-ing, it would run off and dart a-cross the floor, and climb up the cur-tains; and then it would run up and down the brass pole at the top of the cur-tain,—nor did its foot ever slip—nor did Coo-chee ever fall.

Coo-chee had a droll trick of hid-ing things. When it had eat-en nuts e-nough, it would hide the rest un-der the cloth on the ta-ble. Next day it did not for-get to look for its nuts, though it sel-dom found them.

Once Clara thought she would take Coo-chee out in the gar-den. She thought she could trust Coo-chee to come back when she call-ed him.

But Coo-chee soon ran up a very high tree, and would not come down. It was no use climbing up the tree, for Coo-chee quickly jumped off one tree on to another. Clara brought a cup of bread and milk, and called to Coo-chee. Coo-chee came down; but just as Clara was going to catch him, he darted off. At last night came, and Clara went home without Coo-chee.

Next morning Clara went to seek for him; but she could not find him. Another day came, and another day; but no Coo-chee. At last Clara said, "Coo-chee is lost. I shall never see him again."

Clara told every body she knew—that she had lost Coo-chee—for she hoped somebody might see him and bring him back.

A month passed away, and no Coo-chee.

At last a gardener came and asked to speak to Clara. He said, "My ladies were

walk-ing in the gar-den, when a squir-rel came down from a high tree, and seem-ed quite tame, and we thought it might be your squir-rel that you lost. And here it is in this bas-ket."

It was Coo-chee. How glad Clara was, and how glad Coo-chee was! The fool-ish lit-tle squir-rel was tir-ed of liv-ing in high trees, and go-ing with-out his din-ner ve-ry of-ten. Yet Clara would not trust him out of doors any more.

At first Coo-chee was not so gay and play-ful as he used to be; but soon he be-gan to play all his old tricks.

At last Clara went a long jour-ney, and she could not take Coo-chee. She ask-ed the maids to take care of him. The maids went in the fields to pick a-corns for him, and they gave him a great many—so many that he grew ill and died. When Clara came back she found her Coo-chee stiff and cold.



	long-er	young-er	an-ger
	long-est	young-est	an-gry
	strong-er	lin-ger	hun-ger
	strong-est	night-in-gale	hun-gry
Fin-ger	man-gle	sin-gle	Eng-land

Emily had two lit-tle green birds like par-rots, but much small-er. She did not keep them in a cage, but she let them live on a plant in the room. She li-ked to see them climb from branch to branch with their hook-ed beaks.

One day she took out her birds, perch-ed on her fin-ger, in-to the gar-den. She knew that they could not fly a-way, for their wings were clip-ped. She put down her lit-tle par-rots on the lawn, and stood close by to guard them; but she did not know that Puss lay hid in a bush close be-hind. Puss was hun-gry, and was ea-ger-ly watch-ing for a bird. When she

saw the pret-ty par-rots, she dart-ed out like a ti-ger, and pounc-ed up-on one of them. It was the young-est and the gen-tlest. In one mo-ment Puss was over the wall with her prey in her mouth.

Emily scream-ed with ter-ror. Her broth-er came out to see what was the mat-ter, but he could not help her. Puss was gone, and was be-gin-ning in some hid-ing-place to feast up-on the fa-vour-ite. Noth-ing was seen of that pret-ty bird but a few green feath-ers.

Emily was very an-gry with Puss. But it is of no use to be an-gry with beasts, for they have not sense to know right from wrong.

What be-came of Puss? Emily did not like to keep her any long-er, lest she should eat up the oth-er par-rot ; so she sent the ser-vant with her to a for-est a great way off. The ser-vant took Puss there in a bas-ket and let her out.



NOTE.—*Tell the Child that g is soft before e and i.*

Pig-eon	hinge	cud-gel
sur-geon	plunge	bad-ger
dun-geon	sponge	Brid-get
le-gion	loz-enge	Rog-er
re-li-gion	por-ridge	George
	fid-get	Geor-gi-a-na
	bud-get	Geof-fry

A pig-eon loves its home. If you take it far from home, it will fly back a-gain very quick-ly. It knows the way home. It will fly over the sea, as well as the land.

Some-times a pig-eon is made to car-ry a let-ter like a post-man. The let-ter is fast-en-ed un-der the pig-eon's wing. Then the pig-eon is ta-ken to a place a-way from home. As soon as the pig-eon is let loose—it flies straight home with the let-ter.

Har-riet walk-ed out with her nurse and her lit-tle sis-ter Geor-gi-a-na. She came home and knock-ed at the door. Geof-fry the foot-man o-pen-ed it, and said, "Some la-dies are here, and they have brought pres-ents for the chil-dren."

Har-riet was de-light-ed to hear this. As she went up-stairs she saw on a ta-ble in the pas-sage a very pret-ty toy. It was a lit-tle play-or-gan with three very small dan-cing dogs, not lar-ger than Har-riet's fin-ger, stand-ing on their hind legs, as if they were dan-cing, and a small man playing on a flute close by.

"Oh, I hope," thought Har-riet, "that toy is for me." But she said nothing.

She went in-to the draw-ing-room. The la-dies sent for the toys they had brought. They o-pen-ed a small par-cei, and took out a ba-by doll and a small cot, with some

clothes for the doll to wear. They said to Har-riet, "We know you are fond of ba-bies, so we have brought this doll for you."

But Har-riet look-ed as if she did not like the pre-sent. "What is the mat-ter?" said the la-dies. "Do you not like this pret-ty doll?"

"No," said Har-riet in a low voice, "I want the oth-er toy."

The la-dies an-swer-ed, "We meant the oth-er toy for Geor-gi-a-na, be-cause she is young-er than you. Those dan-cing dogs are only fit for a very young child. You are five years old—Geor-gi-a-na is only three."

But Har-riet still said, "I should like to have the dan-cing dogs."

Then the la-dies gave her the lit-tle or-gan with the dan-cing dogs.

Har-riet went up-stairs much de-light-ed with her toy. But the nurse had been in the

room all the time. Nurse was an-gry with Har-riet. She said, "How could you be so naugh-ty? You ought to have ta-ken what the la-dies brought for you!"

When Har-riet found that nurse was an-gry she be-gan to feel sor-ry that she had been so wil-ful. She al-most wish-ed that she had ta-ken the doll in-stead of the dogs. But now it was too late to change. So Har-riet, with a sad heart, turn-ed the han-dle of her or-gan and made the dogs go round and round.

Why was Har-riet sad? Be-cause she had been wil-ful. If the la-dies had said, "Which toy will you have?" then she might have cho-sen the dan-cing dogs. But they did not give her a choice. So Har-riet ought to have ta-ken the doll. She ought to have thank-ed the la-dies, in-stead of say-ing, "I want the oth-er toy."

Geor-gi-a-na took the doll and was pleas-ed.

*g before e sounds like j in most words. In these g sounds hard*

gem	gen-tle-man	get
gen-tle	gen-e-rous	for-get
Ger-ald	gen-e-ral	Ger-trude

*g sounds j in these words.*

*g sounds hard in these words*

gin	gi-raffe	gig	gir-dle
gin-gle	gi-ant	give	giz-zard
gib-bet	gin-ger	gift	gim-let
gib-let	gin-ger-bread	gild	gid-dy
gip-sy	gin-ger-cakes	gird	be-gin
Giles	gin-ger-wine	girl	Gil-bert

*u is sometimes put after g to make it sound hard*

*In these words u is not sounded.*

guard	guilt	rogue
guide	guilt-y	plague
guess	guin-ea	league
guest	gui-tar	di-a-logue

Ger-trude is a gen-tle girl.  
Ger-ald is a gen-e-rous man.  
Ger-trude plays on the gui-tar.  
Ger-ald gave a guin-ea to a gip-sy.  
Ger-trude show-ed me the gi-raffe.  
Ger-ald bought gin-ger-bread for me.  
Ger-trude was my guide in the wood.  
Ger-ald was my guard in the crowd  
Ger-trude was my guest yes-ter-day.  
Ger-ald will be my guest to-mor-row.  
Gil-bert was the plague of his home.  
He grew up to be a rogue.  
He was guil-ty of many thefts.  
He made a league with oth-er thieves.  
At last he was guilt-y of mur-der.  
He mur-der-ed a man with a gim-let.  
He was hang-ed up-on a gib-bet.  
Bridg-et was a gid-dy girl.  
She drop-ped a gem in-to the riv-er



Scis-sors

NOTE.—Sc are sounded before e and i like s.

scene	scep-tre	as-cend
scent	scythe	des-cend

sc are sounded like sk before a, o, or u.

scale	scour	Scotch-man
scab	scowl	scold-ing
scar	scourge	scuf-fle
scarf	scull	scut-tle
scare	scum	scare-crow
scald	Scotch	scat-ter
scoff	scorch	scar-let
scorn	scam-per	scaf-fold
scold	scant-y	scul-le-ry
scoop	scorn-er	scul-li-on
scales	scof-fer	scav-en-ger
scarce	scol-lop	coal-scut-tle

The scul-lion clean-ed the cop-per coal-scut-tle  
in the scul-lery.

The kit-chen-maid skim-med the scum off the  
broth.

The cook made the oys-ter scol-lops.

The dairy-maid scald-ed the milk-pans in the  
dairy.

The gar-den-er set up a scare-crow to scare  
a-way the birds from the cher-ries.

The house-maid scour-ed the stairs be-fore  
break-fast.

The laun-dress scorch-ed a mus-lin scarf with  
her hot i-ron by ac-ci-dent.

The nee-dle-wo-man cut out my dress with  
these scis-sors.

The groom scam-per-ed a-way on the grey  
horse. His horse rear-ed. He fell off and  
his head was cut o-pen, so that the scar  
may still be seen.



NOTE.—*Sometimes ch has the sound of k.*

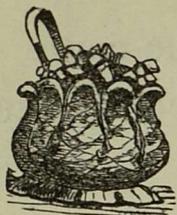
School	school-mas-ter	ache
ch	school-fel-low	head-ache
sc sch	schol-ar	an-chor
	Christ-mas	chym-ist
	Chris-ti-an	char-ac-ter
	Chris-ti-a-na	mel-an-chol-y

Lit-tle Em-ma Vale liv-ed in a pret-ty vil-lage in the cōuntry. A ver-y old tree lifts up its tall head to the skies, and near it a ver-y old church lifts up its tall spire to the skies. Once there was no school-house in this vil-lage. Em-ma Vale, when she was very lit-tle, ran a-bout the vil-lage like a wild colt. Her clothes were in tat-ters, and her heart full of sin. But at last a good cler-gy-man came and built a school-house.

Lit-tle Em-ma was one of the schol-ars.

She learn-ed a-bout Christ. She be-came a Chris-ti-an child. Her heart and her char-ac-ter were chang-ed by the Ho-ly Spir-it.

One Mon-day morn-ing she was run-ning a-cross the green. A kind neigh-bour met her and gave her an ap-ple. Em-ma was much pleas-ed. She was a gen-e-rous child. She thought, "I will go and share my ap-ple with a school-fel-low in a cot-tage close by." She ran in-to the cot-tage. The lit-tle school-fel-low was there. He was a thought-less boy. A gun lay on the ta-ble. The boy did not know it was load-ed. He took it up and point-ed it at Em-ma. "I will shoot you," said he. He pull-ed the trig-ger. Em-ma fell down dead on the floor. O what a mel-an-chol-y e-vent! But not mel-an-chol-y to Em-ma; for her spir-it in a mo-ment as-cen-ded to her Sav-iour.



Su-gar

NOTE.—*In these words s has the sound of sh.*

sure	sure-ly	su-gar-plum
as-sure	sure-ty	su-gar-can-dy

Mar-y, Sar-ah, and Jes-sie, were three lit-tle sis-ters. They had no broth-er. They of-ten wish-ed they had a broth-er.

One day a let-ter came to their Pa-pa. It was from a friend of his. He said in the let-ter, "I am com-ing to see you, and I will bring my lit-tle boy with me." The three sis-ters were de-light-ed. They felt sure the boy would be like a broth-er to them.

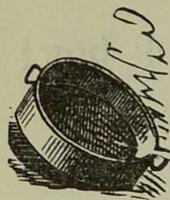
At last the gen-tle-man ar-riv-ed and his son Lew-is with him. It was late in the even-ing. The girls were soon sent to bed, but be-fore they went up-stairs they saw Lew-is. When they were go-ing to bed, Mar-y said,

“Lew-is looks a bright, good-na-tured boy! Surely he will be kind to us!”

“O yes,” said Sar-ah; “I am sure he will be just like a broth-er!”

The next morn-ing the three sis-ters saw Lew-is at break-fast. Af-ter-wards they were al-low-ed to play with him. They led him in-to the play-room and show-ed him their toys. Lew-is caught sight of a lit-tle play-dog. He seiz-ed hold of it, say-ing, “May not I have this?” “You may have it in your hand,” re-plied Mar-y, “but not to keep; for my cous-in Jen-ny gave it me, and now she’s dead.”

“But,” cried Lew-is, “it is made of su-gar, and su-gar-dogs are made to be eat-en!” So say-ing, he bit off its head, and sat munch-ing it in his mouth. Mar-y said, “Are you like a broth-er? Before you came, we felt sure you would be, but you are not.”



NOTE.—*In these words s has the hard sound of zh*

pleas-ure	treas-ure
dis-pleas-ure	leis-ure

Meas-ure

Ad-die was a lit-tle girl of six years old. It was her great pleas-ure to do what her pa-rents wish-ed.

Once she was in-vi-ted to dine out. Her Pa-pa took her to the house and left her there, quite a-lone, a-mongst strange gen-tle-men and la-dies. She knew one old gen-tle-man be-fore; he was a Gen-e-ral. His face was dark, with black hair. But Ad-die was not a-fraid, for he was kind. The old Gen-e-ral made Ad-die sit by his side at din-ner, and he cut up all her din-ner for her. He thought it a plea-sure to take care of her. There were a great many nice things on the ta-ble af-ter din-ner. There

were su-gar-cakes and su-gar-can-dy ; there were pre-serv-ed gin-ger and bran-dy-cherries ; there were alm-onds and rai-sins, yet Ad-die would take noth-ing but a sponge-cake. She said that her Mam-ma would not al-low her to eat rich things, as they made her ill. The old Gen-e-ral gave her a sponge-cake. But when Ad-die was go-ing to eat it she saw there were cur-rants in it. So she laid it down, and said to the Gen-e-ral,—

“ Mam-ma would not al-low me to eat this cake, as she does not think cur-rants good for me.”

Then the Gen-e-ral took the cake and care-fully pull-ed out all the plums, and gave her the bits of cake one by one. He told her par-ents when he saw them that such an o-be-di-ent child was a treas-ure.\*

\* “The Floweret Gathered.”—*Hatchard*.



NOTE.—Ph *has the sound of f. Let the Child call ph— as if it were f.*

	Jo-seph	pho-to-graph
Pheās-ant	or-phan	el-e-phant
Phe-be	proph-et	al-pha-bet
Phil-ip	se-raph	Phar-i-see
Phil-lis	phy-sic	So-phi-a
Ran-dolph	Pha-rāoh	Sapph-i-ra
Al-phon-so	Hum-phrey	ep-i-taph

Phil-ip was a lit-tle boy of three years old. His mam-ma wish-ed to have his pho-to-graph ta-ken. But would Phil-ip stand still? Phil-ip prom-is-ed he would try to stand still.

Phil-ip walk-ed up some steps and came in-to the room. A kind, smi-ling gen-tle-man was there. He look-ed at Phil-ip and said, “I am a-fraid he is too young to stand still; but I will try to take his like-ness.”

Mam-ma took off Phil-ip's coat and hat, and show-ed him where to stand. Phil-ip tri-ed to stand still; but he mov-ed a lit-tle, and the pho-to-graph was spoil-ed.

“We will try once more,” said the gen-tle-man.

“I am ti-red,” said Phil-ip. So he sat in a chair, and threw him-self back.

The gen-tle-man said to Phil-ip, “Look at me.” Phil-ip look-ed, and he saw a very pret-ty box. It had glass sides, and there were lit-tle dolls be-hind the glass. The gen-tle-man touch-ed the box, and the dolls moved up and down, and sweet mu-sic came out of the box. Phil-ip look-ed at the box with great de-light, and while he was look-ing his pho-to-graph was ta-ken. It was a nice pho-to-graph, just like Phil-ip: for this time he had not stir-red a foot or a hand.



The el-e-phant is the most sensible of all an-i-mals. He is more sensible than a dog. A tame el-e-phant will work for his mas-ter, as if he were a work-man. He can put bun-dles in-to boats with-out let-ting them get wet-ted.

El-e-phants do not eat men or beasts; but they eat corn, fruit, and ve-get-ables.

But what does the el-e-phant work with? Has he got hands? No; but he has something like a hand, called a trunk, and with this he works; for he can twist his trunk round any-thing, and lift it up.

His trunk is called a pro-bos-cis.

An el-e-phant will car-ry men on his back. There is no need to use a whip to make him go on, for he will obey his mas-ter's voice.

The el-e-phant is very kind and gen-tle.

There was an el-e-phant who lov-ed a lit-tle

child very much. The nurse used to bring the babe in its cradle, and place it near the elephant. The elephant took care of it while it slept, and drove off the flies from its face with his trunk; and when the child cried, he rocked the cradle. This elephant grew so fond of this child, that at last he would never eat his food, except the child were there.

An elephant will never hurt any one who does not hurt him; but he will revenge an affront. It is dangerous to mock him, or ill-treat him.

A man once took a co-coa-nut and struck it against an elephant's forehead, meaning to break the shell. The next day the elephant saw some co-coa-nuts on a stall in the street. He took up one with his trunk, and beat it about the man's head.

The man died on the spot.



Go-ril-la.

NOTE.—*Let the Child be taught that a has a peculiar sound at the end of words—a sound like neither the long or short sound of a.*

um-brel-la

so-fa

al-pa-ca

chi-na.

*Women's names ending in a.*

A-da

E-va

E-li-sa

An-na

Em-ma

Re-bec-ca

Clar-a

El-la

Jo-an-na

Dor-a

Ro-sa

Ma-til-da

Flor-a

Mar-tha

Ag-ne-ta

Laur-a

Ber-tha

Au-gus-ta

*Women's names ending in ia.*

Ly-di-a

O-liv-i-a

Vic-tor-i-a

Ju-li-a

A-me-li-a

Eu-ge-ni-a

De-li-a

La-vin-i-a

Ce-cil-i-a

*Women's names of four syllables ending in a.*

Is-a-bel-la

Le-o-nor-a

Al-ex-an-dra

## THE GO-RIL-LA.

Some black men heard a cry in a wood a lit-tle way off. They said to one an-o-ther, "Let us go and see who ut-ter-ed that cry." They went a-mong the trees, and walk-ed a-long till they saw a young go-ril-la sit-ting on the ground, eat-ing ber-ries. A lit-tle fur-ther on they saw a big go-ril-la. It was the moth-er of the lit-tle fel-low. They shot her with a gun, and down she fell from her branch quite dead. The lit-tle one saw his moth-er fall. It was a sad sight for him to see: for he had long clung to her back, as she climb-ed up the trees, and he had ta-ken many a ber-ry from her hand, and now he was left a moth-er-less mon-key.

He ran up a tree, and sat there and roar-ed. The black men could not reach him up so

high: so they got an axe, and cut down the tree. Down came the tree with the ba-by go-ril-la. The black men rush-ed to-wards it, and threw a cloth o-ver its head and face to hin-der it from bi-ting them when they seiz-ed it. But it was such a fierce crea-ture that it bit thrōugh the cloth, and hurt the hand of one man and the leg of an-o-ther. Noth-ing could pre-vent its bit-ing, till the men got a strong fork-ed stick, and fas-ten-ed the crea-ture's head in the fork-ed part. In this way they lift-ed it up to car-ry it to their ca-noe, or boat. The ba-by go-ril-la was a-bout as tall as a child of two years old, and it was not heav-y to lift up.

There was a gen-tle-man in the ca-noe, He was a white man trav-el-ling a-bout. He was very glad to see the lit-tle go-ril-la, for he want-ed to have one to keep as a pet.



THE YOUNG GO-RIL-LA

The go-ril-la bel-low-ed as he was lift-ed in-to the boat, and look-ed wild-ly a-bout with his wick-ed lit-tle eyes. The men quick-ly got some thin sticks, call-ed bam-boos, and made them in-to a cage. When the lit-tle crea-ture was safe-ly shut up in his cage, ev-e-ry one came to look at him.

What sort of a crea-ture was he? A strong, ac-tivē fel-low, with a black face and black hands. The rest of his body was cover-ed with grey hair and dark hair.

The gen-tle-man came close to the cage, and spoke kind-ly to the lit-tle pri-son-er; but the go-ril-la rush-ed at the bars of the cage, and bel-low-ed. Then he thrust out one foot, and caught hold of the gen-tle-man's trou-sers, and tore them, and then crouch-ed up in a cor-ner of the cage, and sat there look-ing wick-ed-ly with his small grey eyes.

The gen-tle-man sent the men to pick some ber-ries. He put the ber-ries with a cup of wa-ter in-to the cage, but the go-ril-la would not touch any food while any one was near.

The gen-tle-man gave him the name of Joe. Next day he found Joe had eat-en and drunk a lit-tle, and was grown fier-cer than ev-er—rush-ing at ev-e-ry one who came near the cage.

He threw some of Joe's fa-vour-ite leaves in-to his cage. Joe ate them, but did not seem in a bet-ter tem-per than be-fore. On the third day he was still an-gry—bel-low-ing, rush-ing, or sulk-ing in a cor-ner.

The fourth day, when the gen-tle-man came to see his pet, he found the cage EMP-TY!! He felt sure that Joe had got a-way by squeez-ing his body be-tween the bam-boos.

All the men cried out, "Let us go in-to the woods and bring him back." But the master said, "Stop a mo-ment: I may want my gun. I will fetch it." So he went in-to his bed-room to get it.

Sud-den-ly he heard a growl come from under his bed. He knew Joe's voice. He call-ed to the blacks; they rush-ed in, and Joe crept out from his hi-ding-place,—his eyes gla-ring with rage. The men shut the win-dows that Joe might not es-cape; but they were a-fraid lest Joe should fall up-on them and bite them, and so they went out and left him a-lone.

The gen-tle-man was a-fraid that Joe would hurt his fur-ni-ture, and per-haps des-troy his tick-ing clock. He and his men soon came back with a large net. They all threw it o-ver Joe. Four men held him fast,—in spite of his roar-ing and kick-ing. The cage had been

mend-ed, and the bam-boos placed more close-ly to-geth-er. Joe was push-ed in, and the net ta-ken a-way. Great was Joe's rage at find-ing him-self a-gain in his cage.

His mas-ter kept Joe with-out food for a day and a night. He thought Joe might grow tame, if half-starved. Joe was a lit-tle bet-ter in the morn-ing; for he took some ber-ries out of his mas-ter's hand. But he was not re-al-ly tame. He went on tear-ing his mas-ter's clothes with his foot, when-ev-er he could. He be-hav-ed still worse to the blacks.

He had a half-bar-rel for his bed. It was fill-ed with hay. It was a-mu-sing to see Joe at night shake up the hay to make his bed com-fort-a-ble, and then creep in-to the bar-rel, and cov-er him-self up with hay.

He would eat nothing but leaves and berries.

The gen-tle-man be-gan to fear he should nev-er suc-ceed in ta-ming Joe.

One day when he went to feed him, he found his cage EMP-TY a-gain! This time Joe had gnaw-ed the bam-boos, and made a hole through which he had es-caped. He had on-ly just got out: his mas-ter saw him run-ning on all-fours to-wards the woods.

The gentleman call-ed to the black men. More than a hundred came and pur-sued Joe. The crea-ture yell-ed with rage, and ran at one fel-low and threw him down. Other men spread the net o-ver naugh-ty Joe. Four men brought him back—bi-ting and kick-ing.

This time chains were put on him. With chains he was fas-tened to the cage—so that he nev-er could es-cape any more.

But he soon fell sick and DIED.

This was the end of the fierce little go-ril-la.

## THE PET-LAMB.

Some child-ren had a pet-lamb call-ed Dai-sy. Their moth-er could get no work to do. She sold her things to get money. At last she had no-thing left to sell but the pet-lamb. She went to the butch-er and ask-ed him to buy the lamb. The butch-er said, "Here is a pound, and I will fetch the lamb to-mor-row." To-mor-row he came. The child-ren were play-ing with Dai-sy. "I am come for the lamb," said the man. The child-ren cri-ed out, "O moth-er, you will not sell our lamb?" The moth-er said, "I have no food, I must sell it." The child-ren knelt round their moth-er cry-ing, "Don't sell it." The mother, with tears, gave back the pound to the butch-er, say-ing, "I will keep the lamb a lit-tle lon-ger." The kind butch-er said, "Keep both the lamb and the pound."



NOTE.—*Let the Child be taught that tion is sounded as if spelt shon.*

*Words of THREE SYLLABLES.*

At-ten-tion	do-na-tion	tempt-a-tion
af-fec-tion	ex-er-tion	in-ten-tion
af-flic-tion	e-rup-tion	pro-tec-tion
re-la-tion	in-fec-tion	sal-va-tion
de-tec-tion	pro-duc-tion	vex-a-tion
di-rec-tion	re-demp-tion	car-na-tion

*Words of FOUR SYLLABLES ending in TION.*

in-cli-na-tion	con-ver-sa-tion
in-ter-rup-tion	sep-a-ra-tion
oc-cu-pa-tion	con-fla-gra-tion
pro-vo-ca-tion	con-dem-na-tion
re-sur-rec-tion	con-so-la-tion
sit-u-a-tion	con-gre-ga-tion
suf-fo-ca-tion	con-tra-dic-tion
in-un-da-tion	hab-it-a-tion
des-o-la-tion	ed-u-ca-tion

Phe-be went to pay a vis-it to a re-la-tion in the coun-try. Be-fore she went her moth-er gave her this di-rec-tion: "Do not pick fruit in the gar-den, but be sat-is-fied with what is given you."

Phe-be as-sur-ed her moth-er it was her in-ten-tion to o-bey. One ar-ter-noon Phe-be had no oc-cu-pa-tion in ner re-la-tion's house, and she wan-der-ed all a-lone a-bout the gar-den. She came to a green door; she o-pen-ed it, and found her-self in a gar-den full of fruits. Her eyes were soon fix-ed up-on some red cher-ries grow-ing on the wall.

Phe-be ought to have left such a scene of tempt-a-tion. But she fol-low-ed her in-cli-na-tion, and took two cher-ries. She left the gar-den with the sad re-flec-tion that she had been dis-o-be-dient. She felt a-fraid of de-tec-tion, and full of vex-a-tion.

NOTE.—*Sion at the end of a word is usually sounded shon.*

man-sion	oc-ca-sion	as-cen-sion
pen-sion	ex-cur-sion	a-ver-sion

*In many words the syllable before sion, tion, and xion, is joined with these syllables.*

passion	mission	trans-gression
com-passion	per-mission	pos-session
con-fession	pe-tition	cru-ci-fixion

*ous at the end of a word is sounded us.*

jeāl-ous	nu-me-rous	cōur-a-geous
en-vi-ous	glo-ri-ous	dan-ger-ous
glut-ton-ous	mis-chiev-ous	bois-ter-ous

*tious, cious, and xious, are sounded shus.*

gra-cious	frac-tious	au-da-cious
an-xious	cau-tious	fe-ro-cious

*The syllable before tious or cious is often joined to it.*

precious	ma-licious	de-licious
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## THE RE-SUR-REC-TION.

The Lord Je-sus was cru-ci-fied by wick-ed men; but he was not bu-ried by wick-ed men. A good man, nam-ed Jo-seph, wish-ed to get pos-session of his Lord's body. So he went to Pon-tius Pi-late with this pe-tition, "Let me have the body of Je-sus."

Pon-tius Pi-late gave him per-mission to take down the dead body from the cross.

Jo-seph wrap-ped that precious body in fine lin-en with sweet spi-ces. He brought it in-to his own gar-den, and laid it in his own new tomb. That tomb was hewn out of the side of a rock. No dead body had ever been laid in that dark man-sion.

Some wo-men, who felt much af-fec-tion for their Lord, went home to pre-pare sweet oint-ment for his dead body.

But there were some wick-ed men who went to Pon-tius Pi-late, and ask-ed him to set sol-diers to watch near the tomb, lest the dis-ci-ples should steal the body of Jesus.

So Pi-late gave them per-mission to set sol-diers to watch near the tomb.

These en-vi-ous, ma-licious men soon got some sol-diers to keep watch.

But the sol-diers watch-ed only one night. Ear-ly in the morn-ing, be-fore it was light, an an-gel des-cend-ed from Heav-en, and roll-ed a-way the stone from the door of the tomb. And there was a great earth-quake. The sol-diers trem-bled and shook from fear. They fell back, and lay still like dead men; but at last they got up, and ran trem-bling to the cit-y.

And now some women came with jars of sweet oint-ment. They were sur-pri-sed to see the great stone roll-ed a-way. They went

in-to the tomb, and saw an an-gel sit-ting there, clo-thed in white. At first they were fright-en-ed; but the an-gel said,—

“Fear not: you are look-ing for Je-sus, who was cru-ci-fied. He is not here, for He is ris-en. Go quick-ly and tell His dis-ci-ples that He is ris-en from the dead.”

As the wo-men were run-ning to tell the dis-ci-ples of the re-sur-rec-tion, Je-sus met them. They held him by the feet, and wor-ship-ped him.

Jesus said to them, “Be not a-fraid; go tell my broth-ers to go to Gal-i-lee;—there they shall see me.”

The women went and told the dis-ci-ples what Je-sus had said.

So the dis-ci-ples went to a moun-tain in Gal-i-lee, and saw their be-lov-ed Mas-ter, ris-en from the dead, nev-er to die a-gain.

NOTE.—*Let the Child now be taught the power of accent, and let him be shown how to lay a great stress on the accented Syllables.*

*Words accented on the FIRST SYLLABLE.*

ab-sent	fil-bert	dar-ling	har-vest
beau-ty	sum-mer	drum-mer	hatch-et
bis-cuit	win-ter	emp-ty	mor-sel
cus-tard	stud-y	naugh-ty	whole-some
ap-ple	bod-y	pil-low	tire-some
chap-ter	mur-der	shel-ter	loi-ter
Bi-ble	pris-on	clev-er	mu-sic

*The following words are accented on the LAST SYLLABLE*

ab-surd	be-cause	mis-take	un-kind
a-bode	be-come	pre-pare	un-true
a-live	com-mit	re-main	un-ripe
ad-vice	con-ceal	re-joice	un-safe
en-joy	de-part	re-fuse	ap-pear
em-ploy	de-ceive	re-quest	pro-voke
an-noy	de-light	un-bar	pro-vide
ba-boon	dis-turb	un-dress	im-mense

## GEORGE'S WHEEL-BAR-ROW.

(MI-NUTE is sounded as if spelt min-nit.)

George was the son of a poor wid-ow. He had no fath-er, and he was the eld-est boy. It was his du-ty to help his moth-er as much as he was a-ble. His un-cle liv-ed in a cot-tage at a lit-tle dis-tance, and this un-cle was very gen-e-rous to the wid-ow and her chil-dren.

When George was sev-en, his un-cle brought him a bIRTH-day pres-ent. It was a lit-tle wheel-bar-row, paint-ed red and green. George was de-light-ed, and he prom-is-ed his moth-er to wheel ev-e-ry-thing for her that she want-ed. He oft-en ask-ed her, "Have you noth-ing for me to wheel?" And when his moth-er said "No," he was very sor-ry.

One day his moth-er took him with her to mar-ket, and let him wheel a heap of ap-ples to sell there



She told him he had wheel-ed the ap-ples so well that she should soon take him with her to the mill, as she want-ed to buy some flour.

The next day aft-er go-ing to mar-ket George met a boy he knew call-ed Jo-seph. This boy had a big, black dog. When he saw the wheel-bar-row, he pro-po-sed to tie the dog to the bar-row. George said he was a-fraid lest the dog should bite. Jo-seph laugh-ed at him for be-ing a-fraid of a dog.

So the boys got some rope, and tried to fas-ten the dog to the bar-row. At this mo-ment George heard his moth-er call-ing him.

“Don’t go,” said Jo-seph.

“I must go in a min-ute,” said George.

Soon his lit-tle sis-ter Ma-ry came run-ning, say-ing, “Moth-er wants you this min-ute. Un-cle will dine with us to-mor-row, be-cause it is his birth-day, and moth-er wants to go to the mill to fetch flour to make cakes for him and lit-tle cou-sins. So go this min-ute with your bar-row, like a dear, good boy.”

“In a min-ute,” said George.

Min-ute aft-er min-ute slip-ped by, and moth-er was ti-red of wait-ing: so she took a large bas-ket on her arm, and set out by her-self. But she soon turn-ed back, for she heard a loud scream—the dog had bit-ten George, and thrown him in the mud!

Moth-er ran to help him up, and took him in-to the house, and put a poul-tice on the bite. George cried and said, “I will nev-er dis-o-bey you a-gain, dear moth-er. I will always come the min-ute you call me. Do for-give me!”

*Words accented on the FIRST SYLLABLE.*

Tes-ta-ment	mis-e-ry	care-ful-ly
pun-ish-ment	mem-o-ry	faith-ful-ly
poss-i-ble	van-i-ty	min-is-ter
sen-si-ble	en-e-my	pris-on-er
beau-ti-ful	cu-ri-ous	fool-ish-ness
du-ti-ful	fu-ri-ous	i-dle-ness
ap-pe-tite	mul-ti-tude	spec-ta-cles
croc-o-dile	grat-i-tude	dif-fi-cult

*Words accented on the SECOND SYLLABLE.*

un-ru-ly	de-par-ture	e-lev-en
un-ho-ly	de-liv-er	e-nor-mous
un-god-ly	de-ter-minē	en-tan-gle
o-bli-ging	dis-hon-est	em-ploy-ment
al-low-ance	e-ter-nal	a-bun-dance

*Words accented on the THIRD SYLLABLE.*

af-ter-noon	re-com-mend	dis-ap-point
en-ter-tain	re-col-lect	dis-ap-prove
in-ter-fere	un-der-stand	con-tra-dict

*Cha-rac-ters of Beasts.*

The dog is faith-ful.

The cat is clean.

The fox is cun-ning

The hare is tim-id.

The cow is qui-et.

The ass is pa-tient.

The horse is ea-ger.

The sheep is harm-less.

The goat is nim-ble.

The pig is glut-ton-ous.

The squir-rel is play-ful.

The mon-key is mis-chiev-ous

The camel is ob-sti-nate.

The bear is sul-ky.

The lion is fe-ro-cious.

The ti-ger is ma-licious.

The wolf is vo-ra-cious.

The el-e-phant is sa-ga-cious.

*Cha-rac-ters of Birds.*

The dove is gen-tle.

The par-rot is talk-a-tivē.

The goose is sil-ly.

The can-a-ry is spright-ly.

The cuck-oo is treāch-er-ous.

The lark is mer-ry.

The owl is grave.

The spar-row is pert.

The rob-in is so-ci-a-ble.

The chick-en is self-ish.

The mag-pie is dis-hon-est

The ea-gle is da-ring.

*Cha-rac-ters of In-sects.*

The bee is dil-i-gent.

The wasp is spite-ful.

The ant is care-ful.

The spi-der is skil-ful.

though  
*sounded tho.*

thought  
*sounded thaut.*

through  
*sounded thru.*

The lion is not so big as the el-e-phant ; but he is more ter-ri-ble, for he de-vours an-i-mals, while the e-le-phant lives up-on ve-ge-ta-bles. Yet, though he is very fe-ro-cious, he is some-times very af-fec-tion-ate.

There once was a lion kept in a den. His keep-er was ta-ken ill, and could not at-tend up-on him as u-sual. An-oth-er per-son came to feed the lion in-stead. But the lion would not eat ; he only bel-low-ed at the stran-ger. It seem-ed as if he thought his keep-er was dead. But the keep-er soon got well, and came and look-ed at the lion through the bars of the den. The lion start-ed up full of joy, and lick-ed the keep-er's face through the bars. Then the keep-er went in-to the den and ca-ress-ed the af-fec-tion-ate beast.

*Words of FOUR SYLLABLES accented on the First.*

a-mi-a-ble	com-fort-a-ble	dil-i-gent-ly
val-u-a-ble	ve-ge-ta-ble	gen-e-ral-ly
mis-e-ra-ble	cat-er-pil-lar	reg-u-lar-ly

*Accented on the Second Syllable.*

a-gree-a-ble	a-rith-me-tic	im-per-ti-nent
ex-cu-sa-ble	as-tron-o-my	in-dus-tri-ous
un-du-ti-ful	par-tic-u-lar	o-be-di-ent
un-mer-ci-ful	im-pos-si-ble	com-pan-i-on

*Accented on the Third Syllable.*

al-to-geth-er    ev-er-last-ing    dis-ap-point-ment

*Accented on the Fourth Syllable.*

nev-er-the-less    su-per-in-tend    mis-rep-re-sent

*Words of FIVE SYLLABLES accented on the Second.*

im-me-di-ate-ly	per-am-bu-la-tor
par-tic-u-lar-ly	af-fec-tion-ate-ly

*Accented on the Third.*

dis-o-be-di-ent	op-por-tu-ni-ty
zo-o-lo-gi-cal	pos-si-bil-i-ty

An Ar-tist draws and paints pic-tures  
A Bra-zi-er makes things of brass.  
A Car-pen-ter makes things of wood.  
A Dec-o-ra-tor a-dorns hou-ses  
An En-gra-ver makes prints from pic-tures.  
A Far-ri-er shoes hor-ses.  
A Gro-cer sells tea, cof-fee, and su-gar.  
A Hab-er-dash-er sells rib-bons and lace.  
An I-ron-mon-ger sells things of i-ron.  
A Jew-el-ler deals in pre-ci-ous stones.  
A La-bour-er works for his mas-ter.  
A Ma-son makes things of stone.  
A Nail-er makes i-ron in-to nails.  
An O-ver-seer su-per-in-tends la-bour-ers.  
A Po-lice-man guards us from thieves.  
A Sta-tion-er sells pa-per and pens.  
A Tai-lor cuts out cloth in-to clothes.  
An Up-hol-ster-er hangs up cur-tains.  
A Wheel-wright makes wheels for car-ria-ges.

Ar-chi-bald is af-fec-tion-ate.  
Be-a-trix is ben-e-vo-lent.  
Chris-to-pher is cha-ri-ta-ble.  
Do-ro-the-a is du-ti-ful.  
E-lis-a-beth is ex-cel-lent.  
Fred-e-ric is for-giv-ing.  
Ge-rald-ine is gen-e-rous.  
Hen-ri-et-ta is hum-ble.  
Is-a-bel is in-dus-tri-ous.  
Kath-a-rine is kind-heart-ed.  
Le-o-pold is lib-e-ral.  
Mil-li-cent is mer-ci-ful.  
Ol-iv-er is o-be-di-ent.  
Pris-cil-la is pa-ti-ent.  
Re-gi-nald is re-spect-ful.  
Se-bas-tian is sin-cere.  
The-re-sa is ten-der-heart-ed.  
U-ra-ni-a is use-ful.  
Val-en-tine is vir-tu-ous



### THE LOST CHILDREN.

Aus-tra-li-a is a very large coun-try. It is not full of peo-ple like Eng-land. A per-son may walk many miles with-out see-ing a man or wo-man, a house or gar-den. There are few roads in parts of Aus-tra-li-a. Peo-ple of-ten wan-der a-bout with-out a path, and they of-ten lose their way, and can-not get home a-gain.

A poor man, named Mr. Duff, liv-ed in a cot-tage.with his wife and three chil-dren.

He was a car-pen-ter, and he of-ten built cot-ta-ges for Eng-lish peo-ple just come o-ver to the new land. His three lit-tle chil-dren were call-ed I-sa-ac, Jane, and Frank.

I-sa-ac and Frank were boys, and Jane was a girl. I-sa-ac was nine, Jane was sev-en, and Frank was only three.

One day their moth-er, Mrs. Duff, de-sir-ed the lit-tle boys to go out and pick broom. The two boys had been used to pick broom, and they had al-ways come home safe-ly.

This time I-sa-ac beg-ged his moth-er to al-low Jane to come with him as well as Frank.

“O! moth-er,” cried he, “do let her come. I want to show her pret-ty flow-ers that I have found in the wood. Do let her come with us, and we will bring you bet-ter broom than we ever brought home be-fore.”

“Well,” said the moth-er, “you may go, as you wish it so par-tic-u-lar-ly.”

After break-fast the hap-py lit-tle ones set out with a string to tie up the broom. They were full of mirth, and lit-tle thought of the pos-si-bil-i-ty of being lost on the heath.

They went im-me-di-ate-ly to a lit-tle hill on the heath; then they scam-bled over a fence into a field where beau-ti-ful wild flow-ers grew a-mong the broom. Here they play-ed a-bout till they thought it was time to re-turn. But they had for-got-ten on which side they had en-ter-ed, and they went over the fence on the wrong side.

And now they wan-der-ed far-ther and far-ther from home, till they grew hun-gry and tired.

They cried out as loud as pos-si-ble,

“Coo-ey, Coo-ey!” but no one was near enough to hear them.

Mean-while their pa-rents grew un-ea-sy.

“Why have not the chil-dren re-turn-ed?” said the fath-er to the moth-er.

“I fear they have lost their way,” re-plied the moth-er.

“Let us go and look for them,” said they.

They went and search-ed ev-e-ry-where. They ask-ed their neigh-bours to help them. “Coo-ey, coo-ey,” sound-ed all o-ver the heath, but no an-swer came. The pa-rents grew mis-e-ra-ble from anx-i-e-ty. They search-ed till the sun-set, and then they search-ed till the moon went down, and left them in mid-night dark-ness. Then they went home, but not to sleep, for they could not shut their eyes.

Next morn-ing it was Sat-ur-day, and they search-ed a-gain. They look-ed on the ground

for marks of lit-tle feet—they could see no foot-steps. Men on horse-back came from distant places. They gal-lop-ed over the coun-try calling, “Coo-ey, coo-ey.”

On Sat-ur-day there was a dread-ful storm. Tor-rents of rain pour-ed down. The mis-e-ra-ble pa-rents shud-der-ed to think of the mis-e-ry of their lit-tle ones.

Sun-day pass-ed a-way and Mon-day came.

Now the neigh-bours be-gan to think the chil-dren must have per-ish-ed in the wet and the cold.

But on Mon-day ev-en-ing two men found some lit-tle foot-steps on the heath. These lit-tle steps were ten miles from the chil-dren’s home. They were pre-cious marks! The men who found them slept on the ground near the marks, lest they should for-get where they were.

On Tues-day one of the men went to tell his com-pan-ions of the new-found steps. Many peo-ple has-ten-ed to the place, and search-ed dil-i-gent-ly for more steps. But soon the dark-ness of night stop-ped the search.

An-oth-er storm of rain a-rose that night.

Next day men search-ed a-gain. Great was the dis-ap-point-ment of the men to find no more foot-steps. The rain had wash-ed them all a-way.

Wed-nes-day and Thurs-day were spent in look-ing for the lost chil-dren. Many now said, "They must be dead." Nev-er-the-less the fa-ther hop-ed they were still alive. He thought he would ask some black men to help him to find them; for he knew that black men were clev-er in find-ing foot-steps. He went a long way on horse-back to fetch the black men.

On Fri-day night the fa-ther came back to the heath with three black men, call-ed Dick-ey, Jer-ry, and Fred. These blacks soon found many marks of the chil-dren's wan-der-ings; they found marks of their feet and of their bodies where they had sat or lain down.

“Here,” said Dick-ey, “lit-tle one was tired. Here he sat down. Big one kneel down,—car-ry him a-long.”

Then Jer-ry said, “Here chil-dren trav-el all night—dark—not see bush; SHE fall down on bush.”

“Here,” said Fred, “lit-tle one tired a-gain; big one kneel down,—no a-ble to rise,—fall flat on his face.”

It was the marks on the ground which show-ed the blacks what the chil-dren had done; but white men could not see all those marks.

At last the blacks came to a place just like

the heath near the chil-dren's home. The lit-tle ones had thought they were near home, and they had gath-er-ed broom and tied it up, but soon they had been dis-ap-point-ed, for no home was near, and they had thrown a-way their broom! Poor chil-dren!

And now Sat-ur-day came again. Eight days the chil-dren had been lost, but the fa-ther con-tin-u-ed to place his trust in God. A white man found some fresh steps on Sat-ur-day af-ter-noon. These steps led to a lit-tle nook or thick-et where the chil-dren had slept the night be-fore, but now the place was emp-ty. No foot-steps could be seen, only the marks of the chil-dren's bod-ies on the ground.

The fa-ther knew not which way to go, so he let his horse go which way it pleas-ed, and he trust-ed in God to lead it a-right. The horse set off in a can-ter, and brought the

fa-ther to a place where fresh foot-steps were seen.

The fa-ther rode on till he came to a lit-tle hill, and from the top look-ed all around. He saw a lit-tle clump of trees, like those un-der which the chil-dren had slept. He rode im-me-di-ate-ly to-wards the leaf-y nook. As he rode he saw some-thing like clothes flut-ter-ing in the wind. He gal-lop-ed, full of hope, to-wards the spot, and he was not dis-ap-point-ed.

Be-neath the boughs, on a heap of broom, the CHIL-DREN WERE SLEEP-ING!!

The young-est lay be-tween the other two, as if to be kept warm. The fa-ther could not wake them, but many ri-ders came gal-lop-ing up, and other men came run-ning, and a-woke the chil-dren by their noise.

I-sa-ac tried to sit up. Oh, how thin and pale was his face! How wild his eyes look-ed!

But they were fix-ed on his fa-ther. He tried to speak, but his tongue was so dry that he could only faint-ly ut-ter "Father," and then he fell back.

Lit-tle Frank was much bet-ter, for his broth-er had of-ten car-ried him, and his sis-ter had wrap-ped him in her own frock. Frank cried out, "Fa-ther, why did not you come for us soon-er,—we were coo-ey-ing for you?"

Jane was the worst of all, for she too had of-ten car-ried Frank, and had strip-ped her-self of her frock to cov-er him. Her eyes were shut, and her lips could only ut-ter, "Cold, cold!" while she lay with her hands curl-ed up and shiv-er-ing.

The men had brought no food for the chil-dren, for they had thought only dead bod-ies would be found. But one of the men had a piece of bread and but-ter, and a bit of gin-ger

root in his pock-et. The chil-dren were fed with ti-ny mor-sels, as they lay in the arms of the kind men, who car-ried them a-long.

It was eight miles to the near-est hut.

It was dark be-fore the chil-dren were brought to the door.

A kind wo-man came out and beg-ged the men to bring in the lit-tle ones. She laid them all side by side in a soft and warm bed.

Soon lit-tle Jane's voice was heard in bed re-peat-ing her ev-en-ing pray-er,—

“Gentle Jesus, meek and mild,  
Look upon a little child.”

That lit-tle girl had nev-er for-got-ten to say her pray-ers ev-e-ry night and morn-ing while lost up-on the heath. Her broth-ers had heard her, and God had heard her, and had sent a de-liv-er-er when the lit-tle wan-der-ers were read-y to die.



### THE AS-CEN-SION.

Af-ter Christ rose from the dead, He was seen by his friends for for-ty days. At the end of for-ty days He went back to hea-ven.

His go-ing back to hea-ven is call-ed His As-cen-sion.

Who saw Him as-cend to hea-ven? His dis-ci-ples. He had been walk-ing with them, He had been talk-ing to them. He was lift-

ing up his hands and blessing them—when—  
all at once—He was taken up, and a cloud  
bore Him a-way out of sight.

It was on a mountain that the disciples  
were standing when Jesus went up to heaven:  
that mountain's name was Olivet.

The disciples saw Jesus going up, and  
they kept looking and looking, till they could  
see Him no more.

They were still looking up to the sky,  
when they heard a gentle voice speaking to  
them.

Whose voice was it?

The disciples looked and saw two men  
standing by them. These men were dressed  
in garments white as snow. But they only  
seemed to be men—they were ANGELS.

The angels said to the disciples,—

“Why do you stand looking up in-to

hea-ven? This same Je-sus who is ta-ken up from you in-to hea-ven will come back in the same way as you have seen him go into hea-ven."

Will Je-sus in-deed re-tur-n to this world?

O yes, He will some day re-tur-n. We do not know which day. He will come back in clouds, and an-gels with Him, and He will stand <sup>up</sup>-on Mount Ol-i-vet. Yes, those feet that were nail-ed to the cross will stand upon that Mount.

*NOTE.—The Child will improve from reading daily a portion of the* **LISTS OF WORDS** *in this volume—while he practises reading in other books of amusing narratives.*

*When perfected in reading, it will be soon enough to learn to spell without a book. The lists in this volume may then be his spelling lessons. Afterwards—"BUTTER'S SPELLING-BOOK," or 'THE SPELLING-BOOK SUPERSEDED,' will perfect the pupil in spelling.*







