

PHONIC MARKS USED IN THIS READER.

VOWELS.

ā, long, as in dāy
 ă, short, as in făn
 â as in beâr
 ã, Italian, as in cãrt
 ą as in ąsk
 ą, broad, as in bąll
 ą, like short ă, as in whąt

ē, long, as in bē
 ě, short, as in pěn
 ê, like â, as in thêir
 e, like long ā, as in obēy
 ě as in lěarn

ī, long, as in rīde
 ĭ, short, as in sĭt
 ĭ, like long ē, as in Zĭta
 ĭ, like ě, as in fĭrm

ō, long, as in rōpe
 ǫ, short, as in chǫp
 ȯ, like short ū, as in dȯne
 ȯ, like long ȯȯ, as in whȯ
 ȯ, like short ȯȯ, as in wȯuld
 ô, like broad ą, as in hȯrse
 ȯȯ, long, as in schȯȯl
 ȯȯ, short, as in lȯȯk

ū, long, as in blūe
 ŭ, short, as in bŭt
 ű, preceded by r, as in trŭe
 ŭ, like short ȯȯ, as in pŭt
 û as in tûrn

ÿ, long, as in bÿ
 ŷ, short, as in dollŷ

ğ, ğ, ĭ, ȯ, ű, have an obscure sound similar to that of short ū.
 ă, ě, ȯ, are similar in sound to long ā, ē, ȯ, but are not to be pronounced so long.

CONSONANTS.

ç, soft, like s sharp, as in çent
 e, hard, like k, as in eall
 ĝ, hard, as in ĝave
 ğ, soft, like j, as in strąnge

ş, soft, like z, as in haş
 th, flat, as in then
 ŋ as in unçle

Acuerdate



LESSON I.

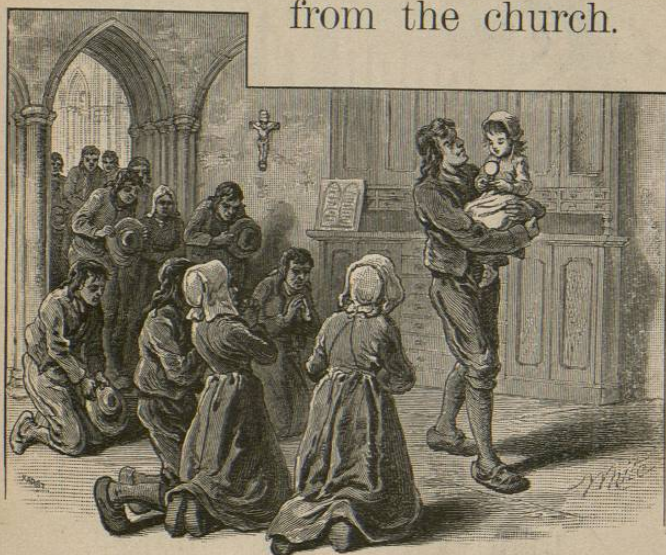
war touch vil'lage fol'lowed
 gone church dŭr'ing sãe'rist-ÿ
 altar Françe eãr'ried de-çid'ed
 lŭ'nã a-greed' re-move' ap-prōach'
 rĕğ'i-ment sãe'ra-ment
 in'no-çence shōe'māk'er

Saving the Blessed Sacrament.

1. During a war in France, a regiment that stopped for the night at a little village decided to sleep in the church, as it was the only place that would hold so many.

2. The priest had gone on a sick call, and, as he could not be home

till night, the people of the village were troubled to know how to remove the Blessed Sacrament from the church.



3. While they were talking about what they should do, the village shoemaker said, "If you wish, I will carry my little Mary to the altar, and she can take our Blessed Lord in her hands.

4. "Then, while she holds Him to her heart, I will carry her to the

sacristy. She, only, will touch the luna, and she is a little angel."

5. As all agreed to this, the good man carried his child to the church. There she took the luna in her little hands, and as she was carried to the sacristy, the villagers followed.

6. When they saw that our Lord was safe, they prayed from their hearts that God would send His blessings on the little child who, in her innocence, did not fear to approach so near to Jesus.

Language Lesson.

Let the pupils write the following, and put the right words in place of the dots.

*The people of the
were troubled to know how to
remove the Blessed*

LESSON II.

skȳ	ō'pen	war'mth	be-gūn'
āir	qui'et	slōw'ly	twit'ter
Ēast	mīsts	ēv'er-ȳ	be-cōmē'
pūre	streets	mīn'ute	erīm'son
fāde	sprēad	(mīn'it)	dāz'zling
frēsh	ereeps	bright'er	beāū'ti-ful

Morning.

1. It is a beautiful sight to see the sun rise.

2. Let us go out early some fine morning in summer. The air is pure and fresh, and all is quiet. Soon we hear a little twitter, for the birds are up.

3. The sky is clear, but the East seems on fire: it is a deep red, which spreads and grows brighter and brighter every minute.

4. Slowly, out of this crimson sky, the sun creeps up. At first, we see only a little, then more and

more, till, at last, it shines out, a great ball of fire, bright and dazzling. We feel its warmth; the mists of night fade away, and the flowers open.

5. The streets become noisy and are soon crowded with people hurrying to their work. A new day has begun.

Language Lesson.

Let the pupils copy these words on their slates, and divide them into syllables.

beautiful crimson brighter

LESSON III.

vēal	shoēs	erēam	Ālfred
eālf	cheesē	būt'ter	cōf'fee
beef	yēars	prēs'ent	in-deed'
	de-pēnds'	bīrth'dāy	

The Cow.

1. When Alfred was nine years old, his father gave him a fine

cow with its calf, as a birthday present.

2. Boys and girls who live in the city may think this a strange pres-



ent; but Alfred lived on a farm, and a cow was just what he wanted.

3. The farmer is poor indeed who has no cow, for so much depends on it.

4. The cow gives milk, and from milk we get the cream which we use in our tea and our coffee. But-

ter, too, is made from milk, and so is cheese.

5. The flesh of the cow is called beef, which is the best of meat, and from the skin of the cow is made leather, of which shoes are made.

6. The young of the cow is called a calf, and the flesh of the calf is called veal.

7. So, strange as some may think it, a cow is a very good present indeed.

Language Lesson.

Let the answers to these questions, whether oral or written, be in complete sentences.

- What did Alfred's father give him?
- When did his father give him a cow?
- For what did his father give him a cow?
- Who may think that a cow is a strange present?
- Where did Alfred live?
- Is the farmer poor who has no cow?
- What does the cow give us?
- What is made from milk?
- What is the flesh of the cow called?
- What is made from the skin of the cow?
- What is the young of the cow called?
- What is the flesh of the calf called?

LESSON IV.

pāin	ăe'tions	of-fēnd'
spēak	(ăk'shuns)	an-ôth'er

Love One Another.

1. Children, do you love each other?
Are you always kind and true?
Do you always do to others
As you'd have them do to you?

2. Are you gentle to each other?
Are you careful, day by day,
Never to offend by actions,
Or by anything you say?

3. Little children, love each other,
Never give another pain;
If your sister speak in anger,
Do not answer so again.

Language Lesson.

You'd stands for *you would*.

Let the pupils copy out the first four lines.

Let the pupils write out words that have the same sounds as true and day.

LESSON V.

pīt	mīght	wom'en	slipped
bāh	erowd	(wīm'en)	fōr'ward
seen	brīng	seōffs	re-fūse'
spīte	dāred	plūnge	sāv'age
Pärk	lŷ'ing	serēam	Mär'tin
	wēath'er	ăn'i-mals	

True Courage.

1. "Bah! you have not the pluck of a cat."

2. The speaker was a large, strong boy, who had just dared Martin to swim a race with him.

3. Martin was a good swimmer, but he was not strong, and, as the weather was cold, he feared that a plunge into the water might bring on sickness. So, in spite of the scoffs of the other boys, he refused to swim.

4. Martin turned and started for

home. On his way he passed the Park, and stopped at the bear pit, around which was a crowd of men, women, and children.

5. There were three or four bears in the pit, and one of them was very savage, for not long before it had killed a man.

6. While Martin was watching the animals at play, the people at the back of the crowd began to push forward; then there was a scream, and a little child, that had slipped from its mother's arms, was seen lying in the pit.

Language Lesson.

Let the pupils write answers in complete sentences to these questions.

Was Martin a good swimmer?

Was he a strong boy?

Was the weather warm?

What did Martin fear?

Where did he stop on his way home?

What happened while Martin was watching the bears?

LESSON VI.

rĭsk	hĕard	tŭrned	eow'ard
stānd	thrŭst	sprŭng	quĭck'lŷ
stōōd	a-sĭde'	thrōwn	mōv'ing
brāve	cheers	de-fĕnd'	eqŭr'age
in-stĕad'		tō'ward	
fāst'ened		com-pān'ions	

True Courage—(Continued).

1. The people did not know what to do, as they watched the savage bear moving toward the child. Then a second cry was heard, but, this time, followed by cheers, for with only a stick to defend himself, Martin had jumped into the pit.

2. The savage bear turned on the boy, who was quickly making his way to the child, and it looked as if two lives would be lost instead of one; but as the beast came near

Martin, the brave boy thrust the stick into its eyes, and then jumped aside.



3. The next minute, Martin had the child in his arms, and sprung into a tree which stood in the pit.

4. "A rope! a rope!" cried some

one in the crowd, and in a minute one was thrown to Martin. This he fastened around the child, and when it was pulled up, and was

again safe in its mother's arms, the brave boy was pulled out amid the cheers of the people.

5. So Martin, who had the courage to stand the scoffs of his companions, and be looked upon as a coward, had the courage to risk his life to save that of another.

6. The next day, Martin was the hero of the school, and the very boys who had laughed at him were now proud to be his friends.

Language Lesson.

Let the pupils' answers, whether oral or written, be in complete sentences.

Who jumped into the bear pit?

Did the people know what to do as they watched the savage bear moving toward the child?

What had Martin to defend himself with?

Who were proud to be Martin's friends?

Let the pupils look at the picture carefully, then write out the following, putting the right words in place of the dots.

As the came near Martin, the boy the stick into its eyes.

LESSON VII.

rŷe	mēalŷ	grāin	hŷn'ger
lēaf	thānk	grāpeŷ	plānt'ed
ōats	wheāt	bēr'rieŷ	with-out'
pōrk	(hweet)	āp'pleŷ	dīf'fer-ent
vīneŷ	bēr'ry	pēach'eŷ	āft'er-ward
	po-tā'tōeŷ	vēg'e-ta-bleŷ	

Food.

1. We could not live without food. If we were without it many days, we would die of hunger.

2. So we must eat to live, but we ought never eat too much.

3. God gives us bread, meat, fish, vegetables, and fruit for our food.

4. The flesh of the cow is called beef; mutton is the flesh of the sheep; veal is the flesh of the calf; and pork is the flesh of the pig.

5. Apples, peaches, and many other fruits, grow on trees; grapes

grow on vines; and berries on bushes. Potatoes and other vegetables are planted every year, and so, too, are the different kinds of grain: wheat, corn, rye, and oats.



6. Tea is the leaf of a bush that grows in China and other countries of the East. Coffee is the berry of a tree.



7. Let us never forget before meals to ask God to bless our food, and afterward thank Him for all that He gives us.

Language Lesson.

Let the pupils tell in their own words, what they remember of this lesson.

LESSON VIII.

eāke sör'ry wom'an dôes (dūz)
 plāte hūn'grŷ plēas'urē mam-mä'
 piēce mō'ment (plēzh'ur) sew'ing (sō')
 ôr'der out'side chār'i-tŷ ċēr'tain-lŷ

Charity.

1. Mrs. Cook was sewing, when Agnes came running into the house.

2. "O, mamma," she cried, "there is a poor woman outside who wants something to eat. She looks very hungry, and I feel so sorry for her. May I give her something?"

3. "Certainly, my dear," answered her mother. "What shall it be? How would that piece of cake do, that I saved for your lunch?"

4. For a moment, Agnes did not look pleased, but the next minute she said, "That will be nice, mam-

ma, but I think the poor woman would like some bread and butter and cold meat, too."



5. "You are right, my dear, and I shall give her those, as well," and Mrs. Cook filled a plate with food, which Agnes took out to the woman.

6. When Agnes came back, her mother said to her, "My dear child, I am very much pleased with you, and I hope you will always be as

ready to give up what you like in order to help others."

7. Agnes was very happy all that day, for a good action gives as much pleasure to the one who does it as to the one who is helped by it.

Language Lesson.

Mrs. stands for *Mistress*, but is pronounced *Mis'sis*.

Let the pupils write the following on their slates, and put the right words in place of the dots.

"Certainly, my dear," her mother.
"What shall it be? How would that of
. . . . do, that I for your lunch?"

LESSON IX.

stall	seedſ	driv'ing	free'ing
shed	æet'ive	feed'ing	lā'bored
pa-pä'	seät'ter	wash'ing	īron-ing
weedſ	päst'ure	cheer'ful	(ī'urn-ing)

Helping Papa and Mamma.

1. Planting the corn and potatoes,
Helping to scatter the seeds,
Feeding the hens and the chickens,
Freeing the garden from weeds,

Driving the cows to the pasture,
Feeding the horse in the stall,—
We little children are busy,
For there is work for us all,
Helping papa.

2. Sweeping, and washing the dishes,
Carrying wood from the shed,
Ironing, sewing, and knitting,
Helping to make up the bed,
Taking good care of the baby,
Watching for fear she should fall—
We little children are busy,
O, there is work for us all,
Helping mamma.

3. Work makes us cheerful and happy,
Makes us both active and strong;
Play we enjoy all the better
When we have labored so long;
Gladly we help our kind parents,
Quickly we run at their call—
Children should love to be busy
When there is work for us all,
Helping papa and mamma.

Language Lesson.

Let the pupils copy on their slates the sentence,

There is work for all,

and then write down all the words they know that end in "all."

LESSON X.

fōld	hăng	ō'ver	chīll'y
dărk	bănk	sīnks	elouds
wīng	Wēst	lōw'er	ground
tūcked	pro-tēet'	eóm'ing	

Night.

1. The sun is setting in the West. Down it sinks, lower and lower, in a bank of crimson clouds, till it is seen no more.

2. The day is done and night is coming on. Everything grows dark. The air becomes chilly, and mists rise out of the ground.

3. The birds are asleep in the

trees, each one with its head tucked under its wing. The flowers fold up their leaves and hang their heads.

4. The streets are quiet and empty, and the people who crowded them, only a little while before, are at home and at rest.

5. It is time for us to say "good-night," and to go to bed. But, before we go, let us kneel down and thank God for watching over us through the day, and ask Him to protect us during the night.

Language Lesson.

Let the pupils write the following on their slates, and put the right words in place of the dots.

Everything grows The air becomes ,
and rise out of the

The birds are asleep in the trees, each one with its
head under its The flowers
up their and their heads.

Let us down and thank God for watching
. . . . us the day, and ask Him to
. us during the night.



LESSON XI.

wee free sūnny bīrd'ies
to-mōr'rōw

Birdies Three.

1. O birdies three,
So wet and wee,
Your house is cold this rainy day;
'Tis but a tree,
And you'll agree
That it's a sorry place to stay.

2. My birdies three,
To-morrow, free,
You'll fly to sunny hills away;
So happy be
Though wet your tree,
For all our life cannot be play.

Language Lesson.

'Tis stands for *it is*; *it's* stands for *it is*; *you'll*
stands for *you will*.

LESSON XII.

whêrē rōbē Pō'lar mag-nī'f'i-cent.
mōst hīnd tal'ler rōll'ing
lēgs word sleigh cōv'ered
lāke Yōrk blōcks mū-sē'um
eāgē world Çēn'tral hūn'dred\$

The Polar Bear.

1. Last summer George and his sister Ellen went to New York with their father, and one day he took them to Central Park.

2. The children were very much pleased with everything they saw. The lakes, the walks, the trees, the flowers, the museum, all pleased them, but, most of all, the animals.

3. These were from all parts of the world. Ellen stood watching the birds, of which there were many hundreds, but George was most pleased with the Polar bear.