

**SCHOOL READING
BY GRADES, FIFTH
YEAR**

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School Reading by Grades, Fifth Year by James Baldwin

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DEPARTMENT OF EDUCATION
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PREFACE.

THE pupil who has read the earlier numbers of this series is now prepared to study with some degree of care the peculiarities of style which distinguish the different selections in the present volume. Hence, while due attention must be given to the study of words merely as words, — that is to spelling, defining, and pronouncing, — considerable time should be occupied in observing and discussing the literary contents, the author's manner of narrating a story, of describing an action or an appearance, of portraying emotion, of producing an impression upon the mind of the reader or the hearer. The pupils should be encouraged to seek for and point out the particular passages or expressions in each selection which are distinguished for their beauty, their truth, or their peculiar adaptability to the purpose in view. The habit should be cultivated of looking for and enjoying the admirable qualities of any literary production, and particularly of such productions as are by common consent recognized as classical.

The lessons in this volume have been selected and arranged with a view towards several ends: to interest the young reader; to cultivate a taste for the best style of literature as regards both thought and expression; to point the way to an acquaintance with good books; to appeal to the pupil's sense of duty, and strengthen his desire to do right; to arouse patriotic feelings and a just pride in the achievements of our countrymen; and incidentally to add somewhat to the learner's knowledge of history and science and art.

The illustrations will prove to be valuable adjuncts to the text. Spelling, defining, and punctuation should continue to receive special attention. Difficult words and idiomatic expressions should be carefully studied with the aid of the dictionary and of the Word List at the end of this volume. Persistent and systematic practice in the pronunciation of these words and of other difficult combinations of sounds will aid in training the pupils' voices to habits of careful articulation and correct enunciation.

While literary biography can be of but little, if any, value in cultivating literary taste, it is desirable that pupils should acquire some knowledge of the writers whose productions are placed before them for study. To assist in the acquisition of this knowledge, and also to serve for ready reference, a few Biographical Notes are inserted towards the end of the volume. The brief suggestions given on page 6 should be read and commented upon at the beginning, and frequently referred to and practically applied in the lessons which follow.

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TO THE LEARNER.

A FAMOUS writer has said that the habit of reading is one's pass to the greatest, the purest, the most perfect pleasures that have been prepared for human beings. "But," he continued, "you cannot acquire this habit in your old age; you cannot acquire it in middle age; you must do it now, when you are young. You must learn to read, and to like reading now, or you cannot do so when you are old." Now, no one can derive very great pleasure or very great profit from reading unless he is able to read well. The boy or girl who stumbles over every hard word, or who is at a loss to know the meaning of this or that expression, is not likely to find much enjoyment in books. To read well to one's self, one must be able to read aloud in such a manner as to interest and delight those who listen to him: and this is the chief reason why we have so many reading books at school, and why your teachers are so careful that you should acquire the ability to enunciate every sound distinctly, pronounce every word properly, and read every sentence readily and with a clear understanding of its meaning.

Is the reading exercise a task to you? Try to make it a pleasure. Ask yourself: What is there in this lesson that teaches me something which I did not know before? What is there in this lesson that is beautiful, or grand, or inspiring? Has the writer said anything in a manner that is particularly pleasing—in a manner that perhaps no one else would have thought to say it? What particular thought or saying, in this lesson, is so good and true that it is worth learning by heart and remembering always. Does the selection as a whole teach anything that will tend to make me wiser, or better, or stronger than before? Or is it merely a source of temporary amusement to be soon forgotten and as though it had never been? Or does it, like fine music or a noble picture, not only give present pleasure, but enlarge my capacity for enjoyment and enable me to discover and appreciate beautiful things in literature and art and nature which I would otherwise never have known?

When you have asked yourself all these questions about any selection, and have studied it carefully to find answers to them, you will be prepared to read it aloud to your teacher and your classmates; and you will be surprised to notice how much better you have read it than would have been the case had you attempted it merely as a task or as an exercise in the pronouncing of words. It is by thus always seeking to discover things instructive and beautiful and enjoyable in books, that one acquires that right habit of reading which has been spoken of as the pass to the greatest, the purest, the most perfect of pleasures.

SCHOOL READING.

FIFTH YEAR.



SOMETHING ABOUT BOOKS.

A beautiful book, and one profitable to those who read it carefully, is "Sesame and Lilies" by John Ruskin. It is beautiful because of the pleasant language and
5 choice words in which it is written; for, of all our later writers, no one is the master of a style more pure and more delightful in its sim-
10 plicity than Mr. Ruskin's. It is profitable because of the lessons which it teaches; for it was written "to show somewhat the use and pre-
15 ciousness of good books, and to awaken in the minds of young people some thought of the purposes of the life into which they are entering, and the nature of the world they have to conquer." The follow-



John Ruskin.