

**STUDY AND STORY
NATURE READERS.
PETS AND COMPANIONS:
A SECOND READER**

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Study and Story Nature Readers. Pets and Companions: A Second Reader by J. H. Stickney

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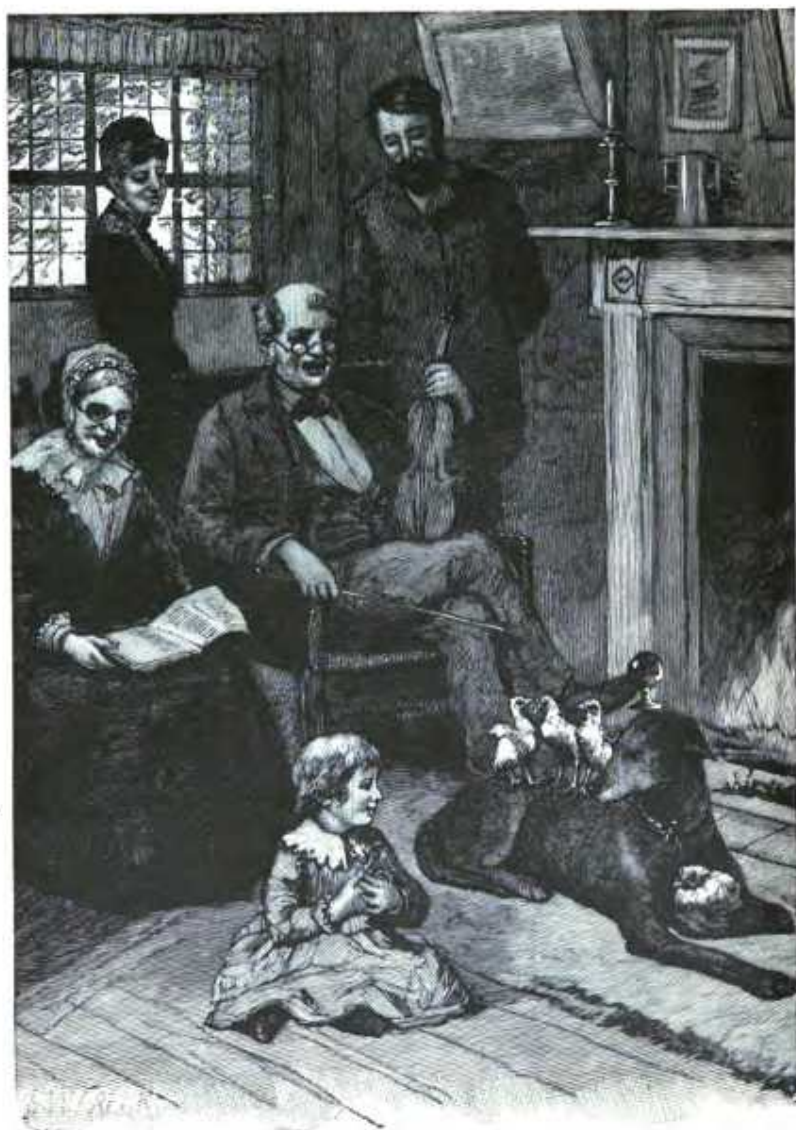
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GOD NATURE.

STUDY AND STORY NATURE READERS.

PETS AND COMPANIONS

A SECOND READER

BY

J. H. STICKNEY *Landing*

AUTHOR OF STICKNEY'S READING SERIES, "WORD BY WORD"
ETC., ETC.

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P R E F A C E.

THE cordial and wide acceptance of the author's General Readers has encouraged the hope of equal favor for a graded series on subjects pertaining to the Natural World.

General Readers and Nature Readers must, to a large extent, cover the ground of school reading. The former draws from any branch of literature, appeals to the many-sidedness of our children and youth, stimulates and elevates taste for reading, and gives scope for variety in oral expression.

Nature Readers, while losing something in literary finish and variety of style, gain in singleness of aim and concentration of interest. They appeal to love of knowledge and induce a habit of study. They come closer to the heart of things which are the sources of our physical and natural life. The old saying, so often quoted, "The proper study of mankind is man," has taken on a wider interpretation since the study of man is understood to have creature-life for its early chapters.

It is certainly true that a wealth of material for educational purposes lies around us in the natural world. Every age has counted an *Æsop*, in some form, among its favorite teachers. Science is every year bringing truth concerning God and man that is stranger, fresher, and more acceptable than fiction. The avidity with which our children receive it, and the quickened healthful growth they manifest by reason of it, are a sufficient demonstration of its value.

Nor is it alone because the study of nature contributes to the knowledge of man, that we are wise to pursue it. Nature is worthy for her own sake. Creation is good before and apart from man, though thus conceived it lacks its completion and crown.

Whatever may be the causes, there is coming up from the schools a call for books which help to interpret the natural world and keep our children in touch with it. Even those who most strenuously insist upon the study of actual Nature at first hand, feel the need of books to give verbal expression to what is otherwise in danger of being loose and fragmentary, a pastime rather than a pursuit. There should be entire harmony between these complementary departments of Nature study ; in cases where our too crowded programmes preclude the introduction of a large amount of research-work into school hours, reading which stimulates the observing powers becomes invaluable.

Many excellent books have been added to our school facilities in lines of Nature-work in the last few years, but it is believed that the supply does not yet meet the demand. The plan contemplated in the present series has not been worked to any extent. And it seems to be true that in the adaptation of material to grade the problem is but partially solved.

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