

**CHILD LIFE IN
MANY LANDS; A
THIRD READER**

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Child life in many lands; a third reader by Etta Austin Blaisdell & Mary Frances Blaisdell

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ETTA AUSTIN BLAISDELL & MARY FRANCES BLAISDELL

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BY

ETTA AUSTIN BLAISDELL

AND

MARY FRANCES BLAISDELL

AUTHORS OF "CHILD LIFE," "CHILD LIFE IN TALE AND
FABLE," AND "CHILD LIFE IN LITERATURE"



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TO WHOM
ADDRESS

PREFACE

THIS book, the third in the Child Life series, has been prepared with the purpose of adding interest to the drill necessary in learning to read, of stimulating an interest in the child life of many lands and the habits and customs of the children of many nations, and of broadening the field of literature for the pupils.

As soon as children have mastered the mechanical details of reading, their chief effort should be given to the work of reading intelligently, for on this depends their school-work and their fund of general information in later years. It is hoped that these lessons will be especially valuable in cultivating this power.

The stories in this book are either founded on historic fact, or selected from the classic literature of the different countries; and the poems have been chosen for their literary merit, many of them being well worth learning by heart.

Attention is called to the notes and vocabulary at the end of the book, both of which should be of value to the pupils.

NOTE TO TEACHERS

“CHILD Life in Many Lands” contains lessons about the life and customs in foreign countries, which are supplemented by stories, myths, and tales.

Each selection has been prepared with a definite purpose,—to introduce the pupil to the children of other lands, to lead him to compare the myths and tales of different nations, and to emphasize the distinctive characteristics of a country; always with the underlying thought of teaching him to read intelligently.

In order that these ends may be accomplished the teacher should ask questions about the lesson that has been read, require definite answers and concise statements, ask for short written accounts of a part of the lesson, have the story told and written briefly, call attention to the salient points of each lesson, teach the pupils to select important facts; in short, teach them to read so that the contents of a geography or history will be to them more than idle words.

The notes should be read by the pupils both before and after the lessons, and the vocabulary should be used constantly for pronunciation and definition. Children cannot learn too soon to depend on themselves for these essentials.

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KEY TO PRONUNCIATION

ā *as in* māde
 ǎ “ răt
 â “ âsk
 ä “ fär
 â “ âll
 ă “ cäre
 ą “ ąbove

ē *as in* mē
 ě “ lět
 ě “ hēr
 e “ hundred

ī *as in* rīde
 ĭ “ pĭn
 ĭ “ fir
 ȳ “ fly
 ỹ “ prettỹ

ō *as in* ōld
 ǒ “ ǒn
 ó “ lóve
 ö “ möve
 ô “ fôr
 ȳ “ parlor

ū *as in* ūse
 ů “ cŭp
 ú “ fŭll

ȳ *as in* bȳot
 ȳ *as in* fȳot

ç *as in* miçe
 ɳ “ bank
 ġ “ cage
 ȳ “ eyes