

**NEIGHBORS WITH WINGS
AND FINS,
AND SOME OTHERS:
FOR YOUNG PEOPLE**

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Neighbors with wings and fins, and some others: for young people by James Johonnot

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JAMES JOHONNOT

**NEIGHBORS WITH WINGS
AND FINS,
AND SOME OTHERS:
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NATURAL HISTORY SERIES—BOOK THIRD.

NEIGHBORS WITH
WINGS AND FINS,
AND
SOME OTHERS,
FOR YOUNG PEOPLE.



By JAMES JOHNOT.

NEW YORK :: CINCINNATI :: CHICAGO :
AMERICAN BOOK COMPANY.

The Boy and the Owl.



“Tu-whit! Tu-who!”
Caught as the deed was almost done,
Detected when the prize seemed won!
In vain all efforts to conceal
The egg you’ve risked so much to steal!
“Tu-who!” the owl croaks forth anew:
“Just put it back! Tu-whit! Tu-who!
Tu-whit! Tu-who!”

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THE PLAN OF THE WORK.

IN this third book, the pupil is prepared, by both age and experience, to enter upon more systematic study. Story and description, the staple of the preceding numbers of the series, have performed their work of awakening interest, and the next step in advance demands the consideration of relations of a more vital character than those already presented.

The lively interest that children always take in birds; the eagerness with which they watch the graceful motions of "gladness on wings"; the rapt attention that they give to the music which descends from tree tops or floats down "a brook of laughter through the air," have all led to an extended and detailed account of our feathered friends and neighbors.

But, in the treatment, the canons of scientific arrangement have again been made to yield to the more important laws of mental growth. The lessons begin with the familiar rather than with the simple. The bridge over which the mind passes from the obvious and common to the strange and unknown, is made up of similarities. From the chicken that scratches in the farm-yard, the mind is led to a consideration of the scratchers of field and forest the world over; from the warble of the little wren at the door,

the attention is directed to the carol and song which greet the sunrise in its daily march around the world.

Science, story, and song are mingled in proper proportions: science, the latest and best, to inform; story, vivid and authentic, to interest; and song, fresh and vigorous, to inspire.

By this combination of matter and method, knowledge broadens; the mental faculties expand; the vocabulary grows from day to day; and the reading exercises become efficient means for obtaining the knowledge which most effectually arouses mental activity.

The good, prospective and potential, in the method may be lost by misconception and mismanagement. The reading may be converted into a mechanical pronunciation of words, the thought never reaching the understanding; or the process of reading may be regarded as an end, the thought terminating with the book.

The full benefit of the system can be experienced only when each new fact and new relation stated will lead to investigation outside of the book, and when is established the threefold process which makes observation the basis of instruction; uses books for obtaining facts not accessible to direct perception; and culminates in well-ordered and well-expressed thought.

In the preparation of this book, I wish to express my obligation to Hon. John Monteith, of St. Louis, for valuable assistance in both research and composition. To him in a great measure is due the effective style in which the subjects are presented.



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