

**LEAVES FROM  
NATURE'S STORY-  
BOOK. VOL. III**

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Leaves from Nature's Story-Book. Vol. III by Mrs. M. A. B. Kelly

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**MRS. M. A. B. KELLY**

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LEAVES

FROM

NATURE'S STORY-BOOK.

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VOL. III.

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BY MRS. M. A. B. KELLY,  
*State Normal College, Albany, N. Y.*  
*Author of "A Volume of Poems," etc.*

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**Mrs. M. A. B. KELLY, ALBANY, N. Y.**

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## PREFACE.

To awaken the interest of the young reader in such a way as shall lead him to investigate for himself, has been the chief aim of the author in preparing this series of story-lessons.

There is a charm in the story-form of presenting a subject, that not only attracts the attention of a child but holds it closely, to the very end.

The bird, the bee, and the blossom, when invested with a personality familiar to his mind, stand forth at once objects of the deepest interest to him.

Then, too, in reading his story, he gathers not only the essential points connected with the subject, but he gains something of much value besides.

His imagination receives a healthful stimulus; the spirit of inquiry is quickened; and he unconsciously acquires a smooth and easy manner of expression.

As he reads on and on, he becomes eager to know more about the mysterious world of nature. Second-hand knowledge fails to satisfy him, and he longs to experiment for himself.

Impelled by this spirit of research which has been aroused by his story-lessons, he goes forth into field and forest.

He makes collections from the animal, vegetable and mineral kingdoms. He examines, compares and classifies them. So unspeakably attractive does the work become, that he masters the driest details connected with each subject without being aware of the amount of time and labor expended upon them.

## PREFACE.

The stories comprising this series are, for the most part, miscellaneously distributed, rather than arranged in a sequential order. It is believed that this arrangement will suggest to the children an agreeable change, in contrast with the necessarily logical arrangement of topical lessons found in their every day text-books.

For valuable suggestions, as well as for kindly encouragement, the author is deeply indebted to many leading educators in this line of thought, to whom her work has been submitted. Foremost among these are: Dr. A. S. Packard, Brown University, Providence, R. I.; Dr Charles E. Beecher, Professor of Paleontology, Yale University, New Haven, Conn.; Dr. J. A. Lintner, N. Y. State Entomologist, and Prof. Charles H. Peck, N. Y. State Botanist.

The author begs to add, in conclusion, that should these scattered Leaves from Nature's Story-book prove the means of leading her young readers to a closer and deeper study of the complete volume which is ever open before them, she will feel more than repaid for her effort.

The birth of every spring heralds the issue of a new prospectus of Nature's marvelous Annual. Richly bound in soft green velvet, gilded and lettered with golden sun-beams, its profusely illustrated pages are open to the perusal of all.

May we study it then with such care and earnestness as shall enable us to attain to that high degree of scholarship that finds "Sermons in stones, books in the running brooks, and good in everything."

M. A. B. K.



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## SUGGESTIONS TO TEACHERS.

The author has deemed it unnecessary to place at the close of each story-lesson a set of studied questions. It is hoped that the subject-matter itself will prove of sufficient interest to awaken in the minds of both teacher and pupil a desire to consider and discuss the essential points presented.

Questions will naturally arise concerning the definition of words, terms, etc., and there will, perhaps, be a tendency on the part of some to inquire minutely into details.

The teacher should therefore make a careful study of each lesson before presenting it to her class as a supplementary exercise.

Natural History necessarily includes subjects in which children are deeply interested, and concerning which they are ever ready to ask questions.

In fact each querist, with his *how* and *when*,  
Would puzzle Huxley, o'er and o'er again.

How necessary, then, that the teacher prepare herself as thoroughly as possible to meet these earnest inquiries; for with her rests largely the responsibility of either encouraging or checking the spirit of research,—a spirit that if, properly directed, will lead on to the fullest measure of success.

A cautious hint here, a timely suggestion there, and the way is opened that shall bring the child into a condition of hearty sympathy and a close communion with nature and nature's God.

These suggestions are briefly given with a belief that the true teacher will recognize their importance, and accept them in the same cordial spirit in which they are submitted.