

COMPOSITION
BOOK
BY GRADES

EIGHTH YEAR

O'SHEA-EICHMANN

NEW YORK
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COMPOSITION BOOK

BY GRADES

EIGHTH YEAR

BY

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DISTRICT SUPERINTENDENT OF PUBLIC SCHOOLS

NEW YORK CITY

AND

ANDREW E. EICHMANN

PRINCIPAL OF PUBLIC SCHOOL NO. 97, BROOKLYN



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PREFACE

Composition, like other arts, is studied best through the intelligent use of models, the purpose of the model being primarily to set the example and to put into operation the process of imitation. The method embodied in these books makes use of this psychological principle.

The models found herein lay stress on the different forms of language exercises—letters, narratives, descriptions, and expositions. Letter-writing, which is the most common and the most useful form of written expression, is introduced to familiarize pupils with good form and to give practice in the proper use of capitals and punctuation. The other forms of composition have been selected for the purpose of developing the power of observation, and of encouraging pupils to describe events, objects, and processes in a clear, orderly, logical way. All the models are, on account of their attractiveness, calculated to arouse the interest of children.

This series of books aims to help the teacher by providing a systematic arrangement of subject-matter, thus saving her the labor of searching for suitable material and, at the same time, furnishing the pupils with methodical instruction.

While, at first sight, the plan of these books may appear somewhat rigid, it is, in fact, flexible and allows abundant opportunity for the originality of the teacher. The plan lends itself best, however, to three lessons of thirty minutes each, per week—the first, to be devoted to the study of the model and its reproduction in the pupils' own words; the second, generally to the preparation of an original composition, with incidental blackboard work, along the lines of the model; and the third, to a criticism of the pupils' composi-

tions and, if necessary, the writing of second copies, after corrections have been approved by the teacher.

In addition to a model, a supplementary oral drill is provided for nearly every week in the school term. Each drill is intended to increase the vocabulary of the pupils and to help prepare the way for the correct use of oral and written language.

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EIGHTH YEAR—FIRST HALF

*Model: Description**First Week*THE PICTURE OF DAWN ¹

I had occasion, a few weeks ago, to take the early train from Providence to Boston, and for that purpose rose at two o'clock in the morning. Everything was wrapped in darkness, and hushed in silence that was broken only by what seemed, at that hour, the unearthly clank and rush of the train. It was a mild, serene, midsummer's night; the sky was without a cloud; the winds were whist. The moon, then in the last quarter, had just risen and the stars shone with a spectral luster but little affected by her presence. Jupiter, two hours high, heralded the day, and the steady Pointers, far beneath the pole, looked meekly up from the depths of the north to their sovereign.

Such was the glorious spectacle when I entered the train. As we proceeded, the timid approach of twilight became more perceptible; the intense blue of the sky began to soften. The smaller stars, like little children, went first to rest, while the brighter constellations of the west and north remained unchanged. Steadily the wondrous transfiguration went on. Hands of angels, hidden from mortal eyes, shifted the scenery of the heavens; the glories of the night dissolved into the glories of the dawn.

EDWARD EVERETT. (Adapted.)

Note—The ancients, especially the Greeks, had a mysterious reverence for the starlit sky. To them the twinkling travellers were powers controlling the destinies of the earth and its people. Each group, or constellation, was named after a mythical character with whom it was supposed to have some mysterious connection. The *Pointers* are so called because a line drawn through them would point to the North Star; they are a part of the *Great Dipper* which is in turn a part of the constellation of the Great Bear. *Jupiter* is the greatest of the planets.

¹ From Swinton's *Fifth Reader*. By permission of American Book Company, Publishers.

Composition Study

First Week

- I. (a) Read silently for content. (b) Read orally for expression.
(c) Explain the following:
Clank; serene; whist; spectral luster; perceptible; intense blue; constellations; transfiguration.
(d) Construct topic sentences. (e) Answer orally:
- (1) What is meant by "Jupiter two hours high?"
 - (2) Who is "the sovereign of the Pointers?"
 - (3) Divide *transfiguration* into stem, prefix, and suffix.
 - (4) Read aloud some of the beautiful figurative expressions.
- II. (a) Class talk preparatory to similar description on, e. g., "A Moonlight Night," "A Wonderful Sunset," or "A Brilliant Rainbow." (b) Pupils make brief outlines and then write their compositions.
- III. Class discussion of compositions that have been transcribed on blackboard prior to period. (c) Pupils interchange compositions for mutual correction. (d) Inspection by teacher.

Note—In the study of form, the pupils should be led to give the reasons for *paragraphing*, *capitalization*, and *punctuation*.

In the study of the meaning of words, the *dictionary* should be used under the supervision of the teacher.

There should be frequent exercises in formulating topic sentences. It is important that pupils gain the power to express the essence of a paragraph in a single sentence.

The questions on the model are submitted by way of suggestion. Teachers will realize that pertinent questions necessitate a real grasp of the subject under discussion, and strengthen the interest of the pupils.

Correction of compositions by pupils should always be made under the guidance of the teacher.

The teacher should inspect the pupils' work to detect prevalent errors. Her criticism should be sparing and concentrated upon one type of error at a time rather than upon a scattered variety of errors.

Supplement: Punctuation Drills

Note—The work on pages 8 and 9 may be reviewed during the first week or later, at the discretion of the teacher.

You have learned that the *comma* is used

1. *To separate the element of direct address from the rest of the sentence.*
2. *To separate elements in series.*
3. *To set off the independent or inverted elements of a sentence.*
4. *To set off explanatory words, phrases, or clauses.*

Quote the rule that applies to each of the following sentences:

- a. Glass is hard, smooth, transparent, brittle, and colorless.
- b. Experience keeps a dear school, but fools will learn in no other.
- c. The priceless gem, the Kohinoor diamond, originally weighed eight hundred carats.
- d. "I ask your pardon, Mr. Mayor," said the visitor, taking off his hat as he bowed.

You have learned that the *semicolon* is used

1. *To separate two or more independent sections of a sentence.*
2. *Between similar parts of a sentence when those parts have already been subdivided by a comma.*
3. *Before the words as, namely, viz, that is, and the like, when they introduce an example.*

Quote the rule that applies to each of the following sentences:

- a. Some maintain that the potato was first found in Virginia; others say it is a native of South America.
- b. Some nouns have no plural; as, gold, silver, wisdom.
- c. It is as truly a violation of the right of property to take a little, as to take much; to purloin a book, as to purloin money; to steal fruit, as to steal a horse; to cheat the post-office as to cheat a friend.

Supplement—Continued

You have also learned that the *colon* is used

1. *Before a quotation or a speech formally introduced.*
2. *Before the formal enumeration of particulars introduced by thus, namely, as follows, and the like.*
3. *After a clause complete in itself but followed by a comment or an inference without the usual conjunction.*

Quote the rule that applies to each of the following sentences:

- a. Take care of the pennies: the dollars will take care of themselves.
- b. Always remember this ancient proverb: "Know thyself."
- c. The plan of the Mexican War was this: Taylor was to attack northern Mexico; Kearney was to capture New Mexico; the fleet was to invade California; Scott was to attack the very heart of the country.

Punctuate the following sentences and quote your authority from the rules that you have learned.

1. If it please you sir I should like to change the hour of my appointment
2. This man is happy he is benevolent he is useful
3. Will Henry call on me while he is journeying in the South
4. Let your motto ever be Honesty is the best policy
5. Friend be silent or say something that is better than silence
6. Which should he choose to live at peace with none or to die at peace with all
7. The lonely footpath still and dark led over hill and dale
8. Suddenly the doe started head erect eyes dilated a tremor in her limbs
9. Be it ever so humble there is no place like home

*Model: Description**Second Week*

SOCIAL LETTER

Lucy Larcom writes to Jean Ingelow abroad, possibly in London.

Beverly, Mass.,

December 15, 1867.

My dear Miss Ingelow,

It was very kind of you to write to me, and I can hardly tell you how much pleasure your letter gave me.

You asked me about the sea,—our sea. Near me is the deep, sunny harbor that sheltered the second company of the Pilgrim settlers more than two centuries ago. A little river which has leave to be such only at the return of the tide, half clasps the town in its crooked arm, and makes an opening of beauty twice a day, among the fields and under the hills. The harbor is so shut in by islands that it has the effect of a lake; and the tide comes up over the wide, weedy flats, with a gentle and gradual flow.

The east wind is bitter upon our coast. The wild rocks along the Cape are strewn with memories of shipwrecks. Perhaps you remember Longfellow's "Wreck of the Hesperus." The "Reef of Norman's Woe" is at Cape Ann, ten miles or so from here. About the same distance out, are the Isles of Shoals. At Appledore, one of the larger of these islands, I spent many happy days with the sister of our poet Whittier, now passed to the eternal shores.

I hope you will write to me again some time, though I am afraid I ought not to expect it. I know what it is to have the day too short for the occupations which *must* fill it, to say nothing of what *might*, very pleasantly, too.

But I shall always be sincerely and gratefully yours,

Lucy Larcom

Letter Study

Second Week

- I. (a) Read silently for content. (b) Read orally for expression. (c) Give the meaning, and, wherever possible, the synonymous equivalent of the following:

Leave to be such; weedy flats; strewn with memories of shipwrecks.

(d) Answer orally:

- (1) What is the story of the "Wreck of the Hesperus?"
- (2) Is there anything in this letter to suggest that Miss Larcom was a friend of the poet Whittier?
- (3) Why are *must* and *might* italicized?
- (4) Which is the most beautiful paragraph?
Quote from it a figurative expression.

- II. Imagine that your cousin in a distant city has written to you after an absence of a year. She speaks well of her new surroundings and companions, but confesses that she is homesick. She wishes a long letter from you with news of her old friends.

(a) Class talk preparatory to writing the letter. Material may be grouped as follows:

- (1) Acknowledgment of letter, and comment on contents.
 - (2) News about people, places, etc.
 - (3) Prospects for the near future.
- (b) Letters written.

- III. Between the second and third composition periods the letter should be transferred to blackboard by several pupils, to each of whom has been assigned a section or paragraph.

(a) Class criticism of blackboard work. (b) Interchange of pupils' work for mutual correction. (c) Envelopes addressed.

*Model: Fable**Third Week*

THE FOX, THE WOLF, AND THE HORSE

A fox, though young, by no means raw,
Had seen a horse—the first he ever saw.

“Ho! neighbor wolf,” said he to one quite green,

“A creature in our meadow I have seen,
Sleek, grand! I seem to see him yet,
The finest beast I ever met.”

“Is he a stouter one than we?”

The wolf demanded eagerly;

“Some picture of him let me see.”

“If I could paint,” said the fox, “I should delight
T’anticipate your pleasure at the sight;
But come; who knows? perhaps it is a prey
By fortune offered in our way.”

They went. The horse, turn’d loose to graze,
Not liking much their looks and ways,
Was just about to gallop off.

“Sir, said the fox, “your humble servants, we

Make bold to ask you what your name may be.”

The horse, an animal with brains enough,

Replied: “Sirs, you yourselves may read my name;
My shoer round my heel hath writ the same.”

The fox excused himself for want of knowledge:

“Me, sir, my parents did not educate,

So poor, a hole was their entire estate.

My friend, the wolf, however, taught at college,

Could read it were it even Greek.”

The wolf, to flattery weak,

Approached, to verify the boast;

For which four teeth he lost.

*Model—Continued**Third Week*

The high-raised hoof came down with such a blow
As laid him bleeding on the ground full low.

“My brother,” said the fox, “this shows how just
What once was taught me by a fox of wit,
Which on thy jaws this animal hath writ,
“All unknown things the wise mistrust.”

JEAN DE LA FONTAINE.

Composition Study

- I. (a) Read silently for content. (b) Read orally for expression.
(c) Tell the meaning of the following:

Raw; sleek; t'anticipate; prey; make bold; hath writ;
flattery weak; verify the boast; full low; fox of wit; all
unknown things the wise mistrust.

(d) Discuss form. (e) Reproduce story orally. (f) Answer orally:

- (1) What is this type of literature called? What is its purpose?
- (2) How did the fox trick the wolf into examining the horse's hoof? Why did not the fox examine it?
- (3) What is the syntax of “me” (second line, fourth stanza)?

- II. (a) The first stanza might be expressed by a simple sentence, such as “The fox sees a horse;” the second stanza, by “The fox arouses the curiosity of the wolf.” Suggest a simple topic sentence for each of the other stanzas. Now you have the outline of the fable.

(b) The first stanza might be represented by the single word “discovery;” the second stanza, by “curiosity.” What words would apply to the other stanzas?

(c) Paraphrase the fable.

- III. (a) Oral reading of pupils' compositions. (b) Pupils interchange compositions for mutual correction.

Model: Business Letters

Fourth Week

127 West Peachtree St.,
Atlanta, Georgia,
Sept. 1, 1915

Charles E. Merrill Company,
New York City.

Gentlemen:

Will you kindly send me one copy of your school edition of "Treasure Island;" also one copy of "Stormbound" in the same edition.

Not having your price list I am obliged to ask that the books be sent by express, "collect."

Your prompt attention will be a great favor.

Yours truly,
Oscar Hammond

Charles E. Merrill Company
School and College Textbooks
432 Fourth Avenue, New York City

Sept. 3, 1915

Mr. Oscar Hammond,
127 West Peachtree Street,
Atlanta, Georgia.

Dear Sir:

In compliance with your request of the 1st inst., we have expressed to you this morning one copy of our school edition of "Treasure Island."

We do not publish "Stormbound" and we have been unable to learn anything about such a book. Is it not possible that you have made an error in the title?

Kindly find enclosed catalogue of prices.

Thanking you for your favor, we are

Very truly yours,
Charles E. Merrill Company

*Official Correspondence**Fourth Week*

- Group A. Write to a newspaper of your town for a copy of the almanac for the current year. The price as advertised is 45 cents, postpaid. Enclose stamps in payment.
- Group B. Write to Dombey & Son, Publishers, 321 Peary Place, Chicago, for a copy of their annotated edition of Hawthorne's "The Old Manse" and a copy of Louisa M. Alcott's "Little Women." Enclose money order for \$2.80 in payment.
- Group C. Dombey & Sons write that they have sent you "Little Women," but that "The Old Manse" is out of stock. They have arranged with Houghton, Mifflin Co., New York City, for proper shipment to you. Write this letter.
- Group D. Houghton, Mifflin Co., 85 Fifth Avenue, New York City, have sent you the book and with it a letter and a leaflet catalogue of their popular books, for your convenience in ordering hereafter directly from them. Write this letter of Houghton, Mifflin Co.
-

Letter Study

- I. (a) Pupils are divided into groups A, B, C, D, and each group writes the letter assigned to it. (b) Pupils transfer their work to blackboard as they finish. (c) Class criticism of blackboard work. (d) Pupils rewrite correctly.
- II. (a) Each group writes a letter assigned in the first period to one of the other groups. (b) Treatment as before.
- III. (a) Teacher reassigns the work. (b) Pupils address envelopes. (c) Blackboard illustrations of superscriptions shown.

Note—Grouping of pupils for letter writing is desirable when the assignments are restrictive. The work is interesting and effective. The assignment for each group must be different for the three days.

*Model: Description**Fifth Week*

THE GREAT STONE FACE

The Great Stone Face was the work of Nature in a mood of majestic playfulness. It was formed on the perpendicular side of a mountain by some immense rocks which had been thrown together in such a position as precisely to resemble the features of a human countenance. It seemed as if an enormous giant, or a Titan, had sculptured his own likeness on the precipice.

There was the broad arch of the forehead, a hundred feet in height; the nose with its long bridge; and the vast lips, which if they could have spoken, would have rolled their thunder accents from one end of the valley to the other.

True it is that if the spectator approached too near, he lost the outline of the gigantic visage, and could discern only a heap of ponderous rocks, piled in chaotic ruin upon one another. Retracing his steps, however, the wondrous features would again be seen; and the farther he withdrew from them, the more like a human face did they appear until, as it grew dim in the distance with the clouds of the mountains clustering about it, the Great Stone Face seemed positively alive.

HAWTHORNE. (Adapted.)

Composition Study

- I. (a) Read silently for content. (b) Read orally for expression. (c) Give the meaning, and, wherever possible, the synonymous equivalent of the following:

The work of Nature; mood of majestic playfulness; precisely; Titan; precipice; bridge; vast lips; thunder accents; gigantic visage; ponderous rocks; chaotic ruin; positively alive.

- (d) Construct topic sentences. (e) Give a simple oral reproduction of the description.

(f) Answer orally:

- (1) Where is the wonderful "Stone face?"
- (2) Why does Hawthorne say "wondrous" features instead of "wonderful" features?
- (3) Give the meaning of the last sentence of the first paragraph in a simple sentence.
- (4) Which of the three paragraphs really shows the phenomenon to resemble the human face?

II. (a) Pupils prepare to write similar description; e. g., some striking conformation of the clouds; the majesty of mountain heights; the terror of the ocean waves; or the awfulness of some abyss. (Pupils supplied with stereoscopes and views should find no difficulty in selecting an appropriate subject.) A good subject would be "The White Horse of Berkshire." (See Woodward's *Geology of England and Wales*, 2d ed., p. 421). (b) Pupils write compositions.

III. (a) Class criticism of blackboard work. (b) Interchange of papers among pupils for mutual corrections.

Supplement

Fill in blanks with names of sounds predicated of the animals mentioned. Thus: The crow caws.

The frog ———	The goose ———	The serpent ———
The fox ———	The bee ———	The chicken ———
The cat ———	The bear ———	The parrot ———
The rat ———	The horse ———	The donkey ———
The owl ———	The sheep ———	The monkey ———
The dog ———	The duck ———	The swallow ———
The hen ———	The eagle ———	The cricket ———
The hog ———	The wolf ———	The turkey ———
The cow ———	The dove ———	The rooster ———

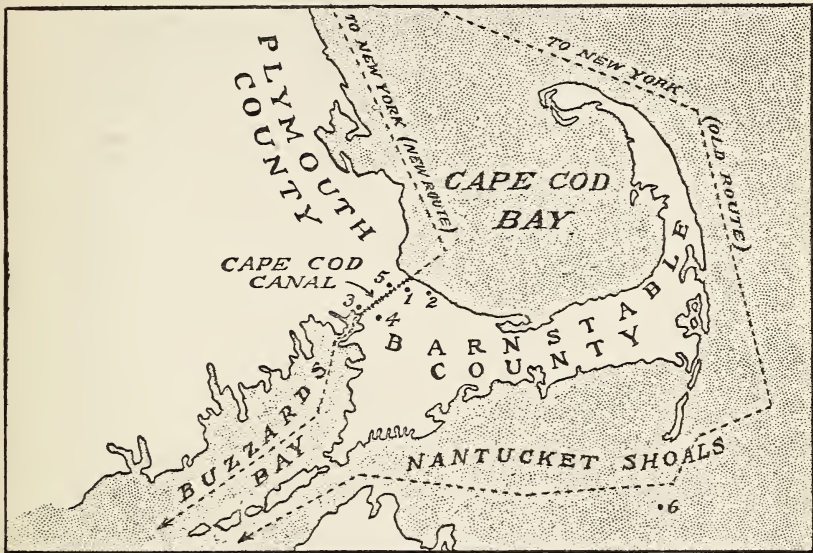
*Model: Exposition**Sixth Week*

THE CAPE COD CANAL

Few people outside Cape Cod have any idea of the significance of the new Cape Cod canal. To many, the canal is simply a new short cut from New York City to Boston. The "short cut" was, however, a second consideration. For years the toll of life from shipwreck off Cape Cod has been enormous. In the last half century nearly three thousand vessels have been wrecked off the Nantucket shoals alone.

The records of Plymouth show that as far back as 1676 the building of the canal was contemplated. The proposition, however, did not take concrete form until 1899, when the Commonwealth of Massachusetts granted the necessary charter. Immediately plans were prepared by Barclay Parsons, and financial responsibility was assumed by August Belmont. The construction began in 1909 and continued uninterrupted until the canal was completed in 1914. The "bared bended arm of Massachusetts" has at last lost its threatening terrors.

The canal connects Cape Cod Bay and Buzzards Bay at their nearest approaches. Its length, not counting the extensions into the bays, is eight miles; its width at the bottom, one hundred feet; its minimum depth, twenty-five feet. The sides of the canal are riprapped and its entrance is protected by a sturdy breakwater built of massive granite. Two elevated bridges cross the canal at different points, and a railroad bridge spans it near Buzzards Bay.



- | | |
|------------------|-----------------|
| 1. Sagamore. | 4. Bourne. |
| 2. Sandwich. | 5. Bournedale. |
| 3. Buzzards Bay. | 6. Pollock Rip. |

Cape Cod Canal; additional data:

Width of bottom of approaches	200 to 300 feet
Length of breakwater (400,000 cu. ft. granite)	3,000 feet
Cost of construction	\$11,990,000
Craft rounding Cape per annum	25,000

Route from Boston to New York City:

via Canal (sea route)	279 miles
via Canal (sound route)	260 miles
via Pollock Rip (sound route)	326 miles
via Nantucket Light . . (sound route)	402 miles

Composition Study

In the first and third periods, treatment as heretofore.

In the second period, pupils write an original composition on "The Cape Cod Canal," or on some similar piece of construction.

*Model: Description**Seventh Week*

THE LAND OF THE MIDNIGHT SUN

From the last days of May to the end of July, in the northern part of Scandinavia, the sun shines day and night; and thus Sweden and Norway may be called the "Land of the Midnight Sun." During this period of continuous daylight the stars are never seen, and the moon appears pale and sheds no light upon the earth. Summer is short, just giving time enough for the wild-flowers to grow, to bloom, and to fade away. There is barely time for the husbandman to collect his harvest, which may at any time be nipped by a summer frost.

A few weeks after the midnight sun has passed, the hours of sunshine shorten rapidly, and by the middle of August the air becomes chilly and the nights colder, although during the day the sun may be warm. Then the grass turns yellow; the leaves change their color, wither, and fall; the swallows and other migrating birds fly toward the south; twilight comes once more; the stars, one by one, make their appearance, shining brightly in the pale blue sky; and the moon shows itself again and lights and cheers the long dark days of the Scandinavian winter. The time comes at last when the sun disappears entirely from sight; the heavens appear in a blaze of light and glory; and the stars and the moon pale before the aurora borealis.

DU CHAILLU: "The Land of the Midnight Sun." (Adapted.)

Composition Study

- I. (a) Read silently for content. (b) Read orally for expression. (c) Explain, and, wherever possible, give a synonymous equivalent of the following:

Husbandman; harvest; nipped; wither; migrating; twilight; Scandinavian; aurora borealis.

*Composition Study—Continued**Seventh Week*

- (d) Account for punctuation. (e) Construct topic sentences.
 (f) Answer orally:

- (1) Why are the stars invisible when the midnight sun shines?
- (2) How must vegetation be affected by the long darkness?
- (3) Why do so many Scandinavians live on the coast?
- (4) In the second paragraph there is a long sentence containing smaller sentences separated by semicolons. Quote the rule that covers this case.

II. (a) The pupils reproduce the model or discuss a new subject; e. g., "Summer in the Tropics," "Winter in Canada," "Spring in Switzerland," etc. (b) Material may be outlined under the following heads:

- (1) Temperature.
- (2) Animal life.
- (3) Vegetable life.
- (4) Phenomena.

(c) Pupils write compositions. Several transcribed on the blackboard before the next period.

III. Treatment as heretofore.

Supplement

Build new words by adding suffixes to the words given below. Define the new words formed.

move	excuse	whole	busy
amuse	prefer	outrage	true
entire	metal	measure	apply
nerve	excel	value	fame
argue	deplore	study	fool
tardy	approve	convey	fop
happy	convert	satisfy	post
chief	change	depend	reason

*Model: Narrative**Eighth Week*

A HORSE TIED TO A STEEPLE

I set off from Rome on a journey to Russia in the middle of winter, from a just notion that frost and snow must of course improve the roads, which every traveler had described as uncommonly bad in the north. I went on horseback, as the most convenient manner of traveling. I was but lightly clothed, and I felt the inconvenience of this, the more I advanced northeast.

At last night and darkness overtook me. No town was to be seen. The country was covered with snow, and I was unacquainted with the road. Tired out, I alighted, and fastened my horse to something like the pointed stump of a tree, which appeared above the snow. Placing my pistol under my arm, I lay down on the snow, and slept so soundly that I did not open my eyes till full daylight. Imagine my astonishment at finding myself lying in a churchyard in the centre of a village. My horse was not to be seen; but soon after, I heard him neigh somewhere above me. On looking upward, I beheld him hanging by his bridle to the weathervane of the steeple.

Matters were now quite plain to me. The village had been covered with snow; a sudden rise in the temperature had taken place over night, and while asleep, I had sunk down to the churchyard at the same rate as the snow had melted away. What in the dark I had taken to be a stump of a tree appearing above the snow, proved to be the weathervane of the steeple!

Without further deliberation, I took my pistol, shot the bridle in two, brought down the horse, and proceeded on my journey.

BARON MUNCHAUSEN. (Adapted.)

*Composition Study**Eighth Week*

- I. (a) Read silently for content. (b) Read orally for expression.
 (c) Give the meaning or synonymous equivalent of the following:

Just notion; uncommonly bad; alighted; churchyard; neigh; weathervane; deliberation.

(d) Reproduce orally, construct topic sentences, and make outline. (e) Answer orally:

- (1) What is the most improbable incident in the narrative?
- (2) Trace the path Munchausen took.
- (3) Use another expression for "Imagine my astonishment."
- (4) Why does an author write such fiction when he knows that his reader will notice the absurdities at once?

II. Pupils reproduce the sketch as a narrative in the third person, omitting unessential details.

- III. (a) Class criticism of first draft. (b) Pupils exchange papers for mutual correction.

Supplement

Many of our adverbs are derived from other parts of speech. Where the blank appears insert the proper adverb. Thus: cross, *crosswise*; civil, *civilly*.

apt —————	speed —————	fierce —————
west —————	other —————	awkward —————
wind —————	back —————	fearless —————
home —————	true —————	definite —————
sole —————	side —————	conformable —————
with —————	upon —————	pretty —————

*Model: Description**Ninth Week*

SOCIAL LETTER

T. B. (full name not available) writes to his old schoolmate Herbert a letter reminiscent of the days of his youth at Woodcote, thirty years ago.

Upton,
August 4, 1904

My dear Herbert,

I have just been over to Woodcote. I have had a few days here alone since the close of the term and was feeling so stupid this morning that I put a few sandwiches in my pocket and went off on a bicycle for the day. Woodcote is only fifteen miles from here, so that I had two or three hours there. You know I was born there, and lived there till I was ten years old. It is thirty years since we left, and I have not been there, near as it is, for twenty years. But the first sight of the familiar places gave me a curious thrill,—I can't describe it. It seemed somehow as if the old life must be going on there, behind the pine woods, if I could find it.

I spent my time wandering about, retracing the walks we used to take, looking at the church, the old houses, and the mill-pool. The sight of the dear old home, with its long white front among the shrubberies, was almost too much for me; the years seemed all obliterated in a flash, and I felt as if it were all unchanged. My recollections are all of flowers, and trees in leaf, and hours spent in the garden. In the very hot weather, my father and mother used to dine out in the garden, and it seems to me now as if they must have done so all the year round. I can remember going to bed, with my window open, and hearing their little talk, and then the soft clink of the things being removed as I sank into sleep.

Dear Woodcote, dear remembered days, beloved faces and

Model—Continued

Ninth Week

voices of the past, old trees and fields, I cannot tell what you mean and what you are!

Herbert, I must close. Remember your loyal friend,
T. B.

Composition Study

- I. (a) Read silently for content. (b) Read orally for expression. (c) Give the meaning or synonymous equivalent of the following:

Retracing; mill-pool; shrubberies; obliterated; faces and voices of the past.

(d) Reproduce the letter orally, in the third person. (e) In descriptions, or in simple enumeration of facts, good writers and speakers usually arrange their sentences so that each succeeding sentence is more impressive than the one preceding. Thus:

To bind a law-abiding citizen is an outrage; to scourge him is a crime; to shoot him is nothing short of murder; but to hang him is an iniquity that must cry to heaven for vengeance.

In this construction the feelings of the reader instinctively rise, or climb; we call such structure *climax*, from the Greek word *klimax* which means *ladder*. Find the beautiful descriptive climax in T. B.'s letter.

- II. Your friend, Charles, has moved to the far West with his parents. You have received from him a letter in which he speaks of his longing to see his old-time surroundings. He begs you to write to him.

(a) Plan rapidly your material for the letter, selecting news of people and places that you think will interest him. (b) Write the letter.

- III. (a) Letters read for criticism. (b) Pupils exchange letters for mutual correction. (c) Pupils address envelopes.

*Model: Narrative**Tenth Week*

AN ENCOUNTER WITH LIONS

We found the lions on a hill a quarter of a mile in circumference and covered with trees. The men formed a circle around it, and gradually closed up. Seated on the plain with a native, named Mebalwe, I saw one of the lions resting on a rock within the circle of men. Mebalwe fired at him, and the ball struck the rock. The animal bit at the spot struck, as a dog does at a stick or stone thrown at him; then leaping away, he broke through the opening circle, and escaped unhurt.

In going around the end of the hill, I saw one of the beasts sitting on another rock behind a little bush thirty yards off. I took a good aim at his body, and fired both barrels into it. The men called out, "He is shot! He is shot!"

Like a flash the lion was upon me. He caught my shoulder as he sprang, and we came to the ground together. Growling horribly, close to my ear, he shook me as a terrier does a rat. This threw me into a sort of dreaminess, in which there was no sense of pain or feeling of terror, though I was quite conscious of all that was happening.

Turning to relieve myself of the weight, I saw the lion's eyes directed at Mebalwe, who attempted to shoot him at a distance of ten or fifteen yards. Mebalwe's gun missed fire in both barrels, and at this the lion left me and, attacking Mebalwe, bit his thigh. Another of my men tried to spear the beast. The infuriated lion left Mebalwe and caught this man by the shoulder; but at that moment the bullets he had received took effect, and he fell dead. His agony was a matter of a few moments and must have been the paroxysms of dying rage.

DAVID LIVINGSTONE. (Adapted.)

*Composition Study**Tenth Week*

I. (a) Read silently for content. (b) Read orally for expression. (c) Construct topic sentences and outline. (d) Reproduce the story orally. (e) Answer orally:

- (1) Which of the four paragraphs thrills you the most? Which thrills you the least? Where is the climax?
- (2) Substitute a more common word for paroxysms.
- (3) Quote the rule that governs the use of the comma in the sentence "Mebalwe fired at him, and the ball struck the rock." If the comma were omitted what would be the effect?

II. (a) Following the outline, reproduce the story in the third person. (b) Compositions transcribed on blackboard.

III. Treatment as heretofore.

Supplement

Learn to spell the following words. Compare the spelling of the words in the second and third columns with the spelling of corresponding words in the first column.

PLACE	NATIVE	ADJECTIVE
Scotland	Scotchman	Scotch
Greece	Greek	Grecian
Arabia	Arab	Arabian
Flanders	Fleming	Flemish
Switzerland	Swiss	Swiss
Peru	Peruvian	Peruvian
Genoa	Genoese	Genoese
Venice	Venetian	Venetian
Turkey	Turk	Turkish

Place the following names in a column and build as above.

United States, Canada, England, Ireland, Germany, France, Italy, Denmark, Sweden, Norway, China, Japan, Belgium, Spain, Portugal, Russia, Lapland.

Model: Business Letters

Eleventh Week

752 Charles St.,
Baltimore, Md.,
July 6, 1916

Mr. Seth Slater, Gardener,
Frederick Road.

Dear Sir:

Mr. David Rucker, one of your customers, informs me that you dispose of your vegetables in bushel baskets at \$3.00 each.

Please find enclosed check for three dollars (\$3.00), and express to me at once two baskets of the same assortment you have made for Mr. Rucker.

Awaiting your kind attention, I am,

Very truly yours,
EDWARD HUBERT

Plum Grove,
Frederick Road,
July 7, 1916

Mr. Edward Hubert,
752 Charles Street.

Dear Sir:

This morning's mail brought me your letter and check dated July 6. In reply, I wish to inform you that the two baskets of fresh vegetables left here this morning in time for your dinner to-night.

Permit me to add that by the first of August, I shall have ready for shipment Japanese plums, Bartlett pears, and Delaware free-stone peaches, at prices that will appeal to all housekeepers.

I thank you for your patronage and trust that you will favor me with further orders.

Very truly yours,
SETH SLATER

*Official correspondence**Eleventh Week*

- Group A. Peter Jones owns a large apple orchard at Sunnybrook, just outside your town. Write to him, asking if he can supply you with a few bushels of cooking apples. Enquire as to what varieties he carries, and their prices.
- Group B. Peter Jones answers that his orders have been large this fall and that he now has only Virginia greenings, a fairly good grade of cooking apple, which you may have at \$2.50 a bbl., C. O. D. He would be pleased to receive your order and enlist you as one of his permanent customers. Write his letter.
- Group C. John L. Callahan, 45 Vesey St., N. Y. C., has an account with the Ransom Mercantile Co., 78 Centre St., Denver, Col. He sends an emergency order for ten cases of Duryea Satin Gloss starch and fifteen cases of Royal Blue blackberries. Write Callahan's letter. In ordering goods the number or quantity should be written in figures.
- Group D. The Ransom Mercantile Co. writes to Callahan that the goods have been shipped by Adams Express and should reach him within four days. In case delivery is not made by that time they wish to be notified by telegraph at their expense. Write the company's letter.
-

Composition Study

- I. (a) Class is divided into groups A, B, C, D, and pupils proceed to do the work assigned. (b) Pupils transfer work to blackboard for criticism. (c) Pupils correct their papers.
- II. Teacher reassigns work and pupils proceed as during first period. (b) Pupils exchange papers for mutual correction.
- III. (a) Third reassignment of work. (b) Correction by pupils.

THE REPUBLICAN PARTY

When the independence of the colonies was established, the problem of a united government had to be solved immediately. A union of the states was unanimously agreed upon; but the question of the extent to which the union should bind the states was not so easily settled. From the outset, the country divided itself into two large parties: the Federalists, who urged a strong central government, and the Anti-Federalists, who insisted upon strong state sovereignty. The views of the Federalists finally prevailed and George Washington, who had Federalist leanings, was elected the first president of the United States.

The Federalist party included also in its fold John Adams, Hamilton, Madison, and Jay. It worked for a United States bank, internal revenue, and the assumption of the state debt by the Federal government. The party became inactive after 1816 and remained so until 1834, when it was re-organized as the Whig party.

This new party, whose chief exponents were Webster and Clay, was strongly opposed to slavery, the annexation of Texas, the Mexican War, the Seminole War, and state rights. It advocated the compromise of 1850 and a new protective tariff.

The Whig party continued active for twenty years, when it was superseded by the present Republican party. What, under its new name, this party has advocated or opposed may be read in the official lives of the presidents it has furnished the country. Its successful battle against slavery and secession has given it everlasting fame. For many years it has supported the Monroe Doctrine, pension legislation, a protective tariff, the free ballot, the increase of the navy, and the defense of our coast.

*Composition Study**Twelfth Week*

- I. (a) Read silently for content. (b) Read orally for expression. (c) Give the meaning or synonymous equivalent of the following:

Unanimously, state sovereignty, assumption, re-organised, exponents, superseded, advocated, official lives.

(d) Construct topic sentences and make a simple outline of the model. (e) Reproduce it orally.

- II. (a) Pupils discuss the history of the Democratic Party.

(1) Anti-Federalists (1787) favored a strong state government.

(2) Jeffersonian party (1787-93) favored the French Revolutionists and state rights.

(3) Democratic-Republican party (1793-1828) favored the purchase of Louisiana and Florida, the Missouri Compromise, the Monroe Doctrine, internal improvements, Free Trade, Protective Tariff. Exponents: Jefferson, Madison, and Monroe.

(4) Democratic party (from 1828 to present time) has favored state banks, tariff for revenue only, the annexation of Texas, Mexican War, the Compromise of 1850, Civil Service Reform, and the free coinage of silver at 16 to 1. It was strongly opposed to any agitation of the slavery question, and to Chinese immigration. Exponents: Jackson, Calhoun, Clay, Van Buren, Buchanan, Cleveland, Wilson.

(b) Using the above notes, pupils write composition on "The History of the Democratic Party."

- III Treatment as heretofore.

Note—There have been at least fifty more or less important political parties in our country. Among them might be mentioned the National Republican (1828), the Nullification (1831), the Free Soil (1848), the American, or Know-Nothing (1853), the Prohibition (1876), the National Greenback (1878), the American Protective Association (1887), the Populists (1891), the National Progressive, or Bull Moose (1912).

*Model: Description**Thirteenth Week*THE CONFLICT AT LEXINGTON ¹

When it became known that the British were bent on the seizure of Adams and Hancock and the destruction of Concord, the excitement became intense. At two in the morning of April 19, 1775, Lexington Common was alive with minute-men; the roll was called, and about one hundred thirty answered to their names. The captain, John Parker, ordered every one to load with powder and ball, but to take care not to be the first to fire. A watch was posted and the rest of the company sent to their homes.

The last stars were fading, when the foremost part of the British, led by Pitcairn, was discovered advancing. Alarm-guns were fired, and the drums beat. Less than seventy obeyed the summons, and lined up, a few rods north of the meeting house. The British van, hearing the drum and the alarm-guns, halted to load; and at half an hour before sunrise, the advance party hurried forward. Pitcairn rode in front, and when within five or six rods of the minute-men, cried out: "Disperse, ye villains! Why don't you lay down your arms and disperse?" The main part of the company stood motionless, too few to resist, too brave to fly. Pitcairn discharged a pistol, and with a loud voice cried, "Fire!" The order was followed by a close and deadly discharge of musketry.

Parker finally ordered his men to disperse. Not till then did a few of them, on their own impulse, return the British fire. These random shots of fugitives or dying men, did no harm. Seven of the Lexington braves were killed, nine wounded,—a quarter part of all who stood in arms on the green. The British troops drew up on the village green, fired a volley, huzzaed thrice by way of triumph, and marched on for Concord.

¹From Bancroft's *History of the United States*, by permission of D. Appleton and Company, Publishers.

*Composition Study**Thirteenth Week*

- I. (a) Read silently for content. (b) Read orally for expression. (c) Give the meaning and, wherever possible, the synonymous equivalent of the following:

Seizure; summons; villains; on their own impulse; random; volley.

- (d) Construct topic sentences and outline. (f) Answer orally:

- (1) Why were the British "bent on the seizure of Adams and Hancock?"
- (2) What do New Englanders mean by a *common*? What name is given to the same in your city?
- (3) Parker's order was "to take care not to be the first to fire." Why did he give that order?

- II. (a) Class talk preparatory to a composition on "The Battle of Bunker Hill."

- (1) Gage decides to take and fortify Bunker Hill. Purpose.
- (2) Committee of Safety surmises Gage's plan and sends Prescott to frustrate it.
- (3) Continentals build a redoubt. British ascend the hill. Americans withhold fire for good aim. British are repulsed twice and lose heavily. Americans retreat with slight loss.
- (4) Result: British take the hill; Gage superseded by Howe. Americans are convinced that they can conquer the British.

- (b) Pupils write composition.

- III. Treatment as heretofore.

Supplement

Substitute synonyms for the following adjectives:

cordial greetings, *exterior* premises, *flagrant* faults, *paternal* care, *filial* devotion, *loyal* friend, *fortunate* incident, *pensive* turn of mind, *insipid* fruit, *docile* children, *boisterous* dogs, *peaceful* surroundings, *violent* storm, *progressive* town, *magnificent* display.

Model: Exposition

Fourteenth Week

LIGHTS OF THE DEEP SEA

Scientific men have proved by actual discovery that fishes, mollusks, and a variety of other animals peculiar to the deep sea are capable of living more than three miles below the surface of the ocean.

No ray of sunlight can ever penetrate such intense depths. Though many of the deep-sea creatures possess eyes, we might think that they would never have an opportunity to use them, for at the bottom of the sea the darkness is almost complete, and to see in absolute darkness is impossible.

But a strange condition prevails in the lower world. The animals of the deep are not entirely destitute of light. The sun's rays cannot reach them, it is true; but the animals there are frequently self-luminous. At times their whole bodies glow with phosphorescent light which seems to issue from the slime that covers the skin. At other times the light glistens from double rows of curious eye-like organs which run along the sides from the head almost to the tail.

Thus these animals are independent of sunlight; they are their own lightgivers, so to speak. They dwell in the depths of darkness, yet they are always able to see.

THEODORE WOOD. (Adapted.)

Composition Study

- I. (a) Read silently for content. (b) Read orally for expression. (c) Give the meaning and, wherever possible, the synonymous equivalent of the following:

Scientific; mollusks; intense; absolute darkness; destitute of light; phosphorescent light; slime; glistens.

(d) Construct a topic sentence and outline; (e) Reproduce the model orally.

- II. and III. Treatment as heretofore.

Where the dash occurs in each of the following sentences, insert the proper form of the relative pronoun.

1. He bowed to every lady —— we met.
2. Why do you speak ill of her —— is your friend?
3. The house —— faces us is an historic landmark.
4. The spot from —— the light came was a tiny hall.
5. Conquerors are a class of men with —— the world could well dispense.
6. Morgan, of —— so little is heard now, extracted the terrors from dentistry.
7. We seldom imitate those —— we do not love.
8. —— do you take this lady to be?
9. She is precisely the one of —— I spoke.
10. I soon began to figure up —— I had lost.
11. I was ever moved by my country —— voice I can never hear but with reverence and love.
12. We like to be with those —— we love and —— we know love us, let them be —— they may.
13. The fox —— wit has become proverbial, figures in many a fable.
14. The fox's wit —— we all admire has been much overestimated.
15. The laborer —— I expected would help me had not yet arrived.
17. Goodness is the only investment —— never fails.
18. —— do you suppose the class has chosen for president?
19. Ducks enjoy a pond in —— they can swim.
20. The attorney prosecuted the prisoner —— was indicted.
21. The prisoner —— you saw lately and of —— we heard so much has been convicted.

Model: Answers to Advertisements

Fifteenth Week

1530 Germantown Road,
Philadelphia, Pa.,
June 2, 1916

Messrs. Julius D. Deschamps & Son,
Lithographers, 1106 Chestnut Street.

Gentlemen:

I shall graduate from the Robert Morris School on the 29th of this month.

Last summer I took the summer course in "Ornamental Art" at the Spring Garden Street Academy of Design, and since then I have continued that course on Saturday mornings, in the hope of serving apprenticeship in lithography.

If the vacancy in your apprentice class is still open, will you not give me a chance? Enclosed you will find a stamped envelope for reply.

Respectfully yours,
FRANK OSBORNE

1112 Bond Street,
Washington, D. C.,
June 20, 1916

Alphonsus J. Quick, D. D. S.,
281 Vermont Avenue.

Dear Sir:

In reply to your advertisement, I beg leave to offer myself as a candidate for the position of nurse in your office.

I believe that I am qualified to perform the duties required, as I have served for three summers as assistant nurse in the dental office of Dr. Bentley, who permits me to refer you to him.

Enclosed you will find copies of recommendations from my teachers and former employer.

Respectfully yours,
AGNES JONES

Advertisements To Be Answered

- A. Opening for girls desirous to learn crochet, spangling, and braiding. Pay while learning. Interview by appointment. Address Royal Embroidery, 180 Barrington Avenue.
 - B. Opportunity for girls to learn manicuring in a first class establishment. Particulars sent upon application to Miss Jean Cunningham, Room 312, Betz Building.
 - C. Vacancy for girls anxious to learn feather curling and millinery. Salary while learning, \$4. Address Mme. Viv. Regnier, 34 Delaware Place.
 - D. Boston School of Photo-Engraving and Photogravure; summer session for beginners. Send for prospectus. Edward Brunel, Director, 84 Warren St.
 - E. Boys wanted in big establishment to learn plumbing. They must have school references. Wages, \$6. Address P. O. Box 1127.
 - F. Strong boy wanted for summer engagement as porter in drug store. Apply by mail and send school references. College Drug Store, 36 Fordham Road.
 - G. Boy wanted in law offices; must be good penman; will have opportunity to study; wages, \$4. References required. Address J. Arthur McClure, Attorney, 615 Arch St.
-

Letter Study

- I. Each pupil answers one of the above advertisements and transcribes his letter on blackboard for criticism.
- II. Pupils select another advertisement, and proceed as in the first period.
- III. Pupils proceed as in the second period.

*Model: Narrative**Sixteenth Week*

THE DERVISH AND THE CARAVAN INN

A dervish, who was traveling through Tartary, arrived at the town of Balkh and went by mistake into the king's palace, thinking it to be a public inn. Having looked about him for some time, he entered into a long gallery and spread his carpet, to repose himself after the manner of the Eastern nations.

He had not been there long before he was discovered by the guards, who asked what his business was. The dervish told them that he intended to take up his night's lodging in that caravansary. The guards let him know angrily that the house he was in was not a caravansary, but the king's palace.

The king himself happened to pass through the gallery during this debate, and, smiling at the mistake of the dervish, asked him how he could be so dull as not to distinguish a palace from a caravansary.

"Sir," said the dervish, "give me leave to ask your majesty a question or two. Who were the persons that lodged in this house when it was first built?"

"My ancestors," replied the king.

"And who," asked the dervish, "was the last person that lodged here?"

"My father," answered the king.

"And who is it," continued the dervish, "that lodges here at present?"

The king answered that he lodged there.

"And who," said the dervish, "will be here after you?"

The king answered that it would be the young prince, his son.

"Ah! sir," concluded the dervish, "a house that receives such a perpetual succession of guests is not a palace, but a caravansary."

JOSEPH ADDISON. (Adapted.)

*Composition Study**Sixteenth Week*

I. (a) Read silently for content. (b) Read orally for expression. Give the meaning or synonymous equivalent of the following:

Dervish; caravansary; debate; your majesty; ancestors; perpetual succession.

(d) Construct topic sentences and make outline. (e) Reproduce the story orally. (f) Answer orally:

- (1) Is this story based on fact or is it a fiction of Addison's? Give reasons for your answer.
- (2) Caravansaries are still common in Asiatic countries. We have none. How do you account for this fact?
- (3) How do we know that the dervish was a man of education?

II. (a) Pupils make rapid outline of the model from memory.

(b) Pupils reproduce the model.

III. Treatment as heretofore.

Supplement

State the gender of the following nouns. Also, give the feminine forms of the masculine names, and vice versa.

sultan	patroness	czar	doe
nephew	man-servant	duke	lad
master	chamberlain	earl	son
wizard	viscountess	lady	ram
baron	husband	wife	stag
madam	empress	Miss	duck
goose	he-goat	aunt	filly
queen	heroine	belle	damsel

Note—Instead of assigning a new subject for composition, it is advisable occasionally to require the class to reproduce the model—entirely unassisted. Variety in method often adds a new impulse to effort. Children are always eager to see how closely their work approaches the original. The contrast often facilitates correction and is a source of keen enjoyment.

*Model: Description**Seventeenth Week*

AN ICEBERG

At twelve o'clock we went below, and had just got through dinner when the cook put his head down the scuttle and told us to come on deck and see the finest sight that we had ever seen. There, on the larboard bow, several miles off, lay floating in the ocean an immense, irregular mass, its top and points white with snow, and its centre of a deep indigo color. This was an iceberg, and of the largest size, according to one of our men who had been in the Northern ocean.

No description can give any idea of the strangeness, the splendor, and the sublimity of the sight. Its great size—for it must have been two or three miles in circumference and several hundred feet in height; the dashing of the waves upon it, lining its base with a white crust; the thundering sound of the cracking mass; the breaking and tumbling of huge pieces—all combined to give to it the appearance of something truly sublime.

The berg seemed to be drifting slowly to the north. It was in sight all the afternoon; and when we got to leeward of it the wind died away. We lay to, quite near it, for the greater part of the night, and we could plainly mark the long regular heaving of the stupendous mass, as its edges moved slowly against the stars, now revealing them, and now shutting them off. Several times in our watch loud cracks were heard, which sounded as though they must have run through the whole length of the iceberg. This was always followed by the thundering crash of large pieces plunging heavily into the sea. Toward morning a strong breeze sprang up, and we sailed away, leaving the berg astern. At daylight it was out of sight.

R. H. DANA: "Two Years Before the Mast."

(Adapted.)

Composition Study

Seventeenth Week

- I. (a) Read silently for content. (b) Read orally for expression. (c) Give the meaning or synonymous equivalent of the following:

Scuttle; larboard; bow; indigo; leeward; stupendous mass; revealing.

- (d) Construct topic sentences and outline. (e) Reproduce orally. (f) Answer orally:

- (1) We speak of the *beauty* of the Hudson, the *grandeur* of Niagara Falls, and the *sublimity* of the tempestuous ocean. What difference do you see in the meaning of these words?
- (2) What expression peculiar to life on the sea do you find in the model?
- (3) Which of the three paragraphs gives the real description? If there is a *climax*, where is it?
- (4) Call off the descriptive adjectives in the selection.

- II. Class talk on some other phenomenon; as, "Water Spouts," "A Visit from a Whale," "Sharks."

(b) Rapid outlining of topic. (c) Compositions written.

- III. Treatment as heretofore.
-

Supplement

Correct the faulty syntax in the following sentences:

1. When you have done your best you cannot do no more.
2. We will not by no means contribute to that cause.
3. You certainly have a better chance than us.
4. It is undoubtedly true that circumstances alters cases.
5. That suit was made by Phillips, he whose "ad" you noted in the "Standard."
6. Clare would have went with you had you invited her.
7. The lake in the park was froze a foot thick.
8. Set down, please; you are out of order.

*Model: Description**Eighteenth Week*

THE BRAHMAN AND THE ROGUES

The picture on the opposite page illustrates, in part, an old story current among the Hindoos. The story tells of three famishing rogues who sighted in the distance a Brahman priest carrying a goat intended for sacrifice. The goat was a grave temptation, and the rogues decided they must have it, if it could be had without violence. A trick was hurriedly agreed upon. The rogues posted themselves singly at distant points on the road, and each in turn, according to a pre-arranged scheme, attempted to talk the Brahman into believing that he was carrying a dog, the dog being considered an unclean animal which no Hindoo priest would touch. The trick worked. When the third rogue had finished, the foolish man was so thoroughly hoaxed that he threw down the goat and walked away.

In the picture the Brahman, with the goat strapped to his back, meets the first rogue. The rogue is evidently insulting him. Even the goat, from the amazement in her look, seems to realize what is going on. The general appearance of the rogue, especially his mouth, eyes, and forehead, shows unmistakable cunning. The cudgel beside him may have seen terrible service; the pouch nearby might tell many a tale if it could speak.

In the near background stands an aged tree, possibly a locust, half screened by creepers, perhaps the sacred ivy of the Hindoos. The field of produce in the far background and the foliage in the foreground seem to indicate that the incident took place in summer.



I. and III. Treatment as heretofore.

II. An original description of another picture or of some stereoscopic view.

*Model: Exposition**Nineteenth Week*

SOCIAL LETTER

Gen. Robert E. Lee writing to his sister Mrs. Anne Marshall deplors the attitude of the war factions, but avows his determination not to raise his sword save in defense of his native state.

Arlington, Virginia,
April 20, 1861

My dear Sister,

I am grieved at my inability to see you. I have been waiting for a "more convenient season." Now we are in a state of war which will yield nothing. The whole South is in a state of revolution into which Virginia, after a long struggle, has been drawn; and though I recognize no necessity for this state of things, and pleaded to the end for redress of grievances, real or supposed, yet in my own person I had to meet the question whether I should take part against my native state.

With all my devotion to the Union and the feeling of loyalty and duty of an American citizen, I have not been able to make up my mind to raise my hand against my relatives, my children, my home. I have therefore resigned my commission in the army, save in defense of my native state, with the sincere hope that my poor service may not be needed. I trust I may never be called on to draw my sword. I know you will blame me; but you must think as kindly of me as you can, and believe that I have endeavored to do what I thought right.

To show you the feeling and struggle it has cost me, I send you a copy of my letter of resignation. I have no time to write more. May God guard and protect you and yours, and shower upon you everlasting blessings. This is the prayer of

Your devoted brother,

R. E. LEE

*Letter Study**Nineteenth Week*

- I. (a) Read silently for content. (b) Read orally for expression.
 (c) Give the meaning of the following:

Pleaded; redress of grievances; devotion to the Union;
 resigned my commission.

(d) Class talk on form. (e) Oral report on the contents of the letter. (This should be a fairly complete answer to the question: "What is Gen. Lee saying to his sister?" The answer should be in the third person.)

- II. (a) Pupils make a brief outline of Lee's letter, under the following headings:

(1) Lee's impression of the war, the South, Virginia.

(2) Lee's loyalty to the Union, to his state, to his family.

(3) Lee gives further proof of his feelings and sacrifices.

(b) Pupils write a composition of three paragraphs on "Lee's Feeling Towards the Rebellion," making use of general information acquired in their study of the Civil War. Suggested outline:

(1) Lee's belief in the supremacy of the State.

(2) Lee's loyalty and bravery.

(3) Lee's magnanimity in surrendering his lost cause.

- III. Treatment as heretofore.

Supplement

Exercise in the proper use of prepositional phrases. Build sentences, using in each one of the following phrases:

divide between (two)

part with (a thing)

divide among (several)

part from (a friend)

provide with (food, etc.)

agree to (a proposition)

provide against (poverty, accident, etc.)

acquitted of (a crime)

agree with (companions, etc.)

disapprove of (bad conduct)

reconciled to (a foe, etc.)

resemblance to (a person)

prejudice against (foreigners)

*Model: Narrative**Twentieth Week*

MERRYLEGS TEACHES THE BOYS A LESSON

“What?” said I, “you threw little Miss Jessie or little Miss Flora?”

“Of course not,” said Merrylegs, “I would not do such a thing for the best oats in the world; why, I am as careful of our young ladies as the master could be; and as for the little ones, it is I who teach them to ride. When they seem frightened or a little unsteady on my back, I go as quietly as old pussy; and when they are right, I go on again faster. It is not they, it is the boys,” said he, shaking his mane, “they must be broken in, and just be taught what’s what.

“The other children had ridden me about for two hours, and then the boys thought it was their turn; and so it was, and I was quite agreeable. They rode me by turns, and I galloped them up and down the fields for a good hour. They had each cut a great hazel stick for a riding whip, and laid it on a little too hard; but I took it in good part, till at last I thought we had had enough, so I stopped twice by way of hint. Boys, you see, think a pony is like a steam engine; they never think that a pony has feelings. So, as the one who was whipping me could not understand, I just rose up on my hind legs and let him slide off—that was all; he mounted me again, and I did the same thing again. Then the other boy got up, and as soon as he began to use his stick I laid him on the grass; and so on with the others, till they were able to understand.

“The vicar’s boys are not bad: they don’t wish to be cruel. I like them very well; but you see I had to give them a lesson. When they brought me to James and told him, I think he was very angry to see such big sticks. He said they were only fit for drovers or gypsies, and not for young gentlemen.”

ANNA SEWELL; “Black Beauty.”

(Adapted.)

*Composition Study**Twentieth Week*

- I. (a) Read silently for content. (b) Read orally for expression. (c) Construct the topic sentences and outline. (d) Reproduce the story orally in the third person. (e) Class talk on some other incident connected with the story of "Black Beauty."
 - II. (a) Class discussion on similar topic, real or imaginary; e. g., "The Elephant and the Tailor," or "Dick in Earnest" (imaginary story of a dog which has a good disposition but which resents imposition). (b) Pupils make simple outline. (c) Pupils write compositions.
 - III. Treatment as heretofore.
-

Supplement

Recast the following sentences so that one of the clauses of each will appear as a prepositional phrase; e. g., (1) Paul could not do otherwise: his duty was plain. (2) His duty being plain, Paul could not do otherwise.

1. The weather appeared unfavorable, and we decided to stay at home.
2. They abandoned the cannon because the roads were impassable.
3. There was a rush to the camp because gold was found.
4. They tarried at the inn as the storm continued all night.
5. The equator is only an imaginary line; it cannot really be found on the earth.
6. It is natural for honey to taste sweet, since it is full of sugar.
7. The ports were blockaded, and commerce came to a sudden standstill.
8. Frogs are amphibious, consequently they may live on land or in water.
9. We have no real conception of the distance of the stars from the earth; they are entirely too far away.

EIGHTH YEAR—SECOND HALF

*Model: Narrative.**First Week*

ORLANDO SAVES OLIVER

One morning, as Orlando was passing through the woods on a visit to Ganimed, he saw a man asleep on the ground with a large green snake twisted about his neck. The snake, seeing Orlando approach, glided away among the bushes. As Orlando came nearer he discovered a crouching lioness. She was evidently waiting for the man to awake, for it is said that lions will prey on nothing that is dead or asleep.

It seemed as if Orlando were sent by Providence to free the man from the danger of the snake and the lioness. Looking into the man's face, Orlando perceived that the sleeper was his own brother Oliver, who had so cruelly treated him. He was tempted to leave his brother a prey to the hungry lioness; but his innate goodness and brotherly affection soon overcame his first anger. He drew his sword, attacked the lioness, and slew her, thus preserving his brother's life both from the venomous snake and the ferocious beast. However, before Orlando could conquer the lioness, she had torn one of his arms with her sharp claws.

While Orlando was engaged with the lioness, Oliver awoke. At once he perceived that his brother Orlando, whom he had so cruelly treated, was saving him from the fury of a wild beast, at the risk of his own life. Shame and remorse seized him, and he sincerely repented of his unworthy conduct. With many tears he besought his brother's pardon for the injuries he had done him. Orlando rejoiced to see Oliver so penitent, and readily forgave him. They embraced each other, and from that hour Oliver loved Orlando with a true brotherly affection.

CHARLES and MARY LAMB: "Tales from
Shakespeare." (Adapted.)

Composition Study

First Week

- I. (a) Read silently for content. (b) Read orally for expression. (c) Give the meaning of the following:
- Crouching; Providence; perceived; prey; innate; venomous; ferocious; remorse; penitent.
- (d) Construct topic sentences and outline. (e) Reproduce orally. (f) Answer orally:
- (1) The story on the opposite page is taken from "As You Like It." Name other Shakespearean plays.
 - (2) What might have happened had the position of the brothers been reversed?
 - (3) Substitute an expression for "shame and remorse seized him."
 - (4) What is the meaning of the prefixes in *perceive*, *embraced*, *exposed*, *discovers*?
- II. (a) The teacher reads or tells the story of David and Saul (I Samuel, chap. 26). Outline:
- (1) In the wilderness of Ziph, Saul with three thousand picked men pursues David.
 - (2) David learns of Saul's position and leaves his own camp to overtake Saul. He reaches Saul's camp by night and finds every man asleep.
 - (3) David takes Saul's spear, awakens Abner, Saul's body-guard, and chides him. Saul, aroused by David's voice, realizes the peril he has been in and repents of his meanness towards David.
- (b) Pupils relate the incident in three paragraphs.
- III. (a) Three pupils each transcribe one paragraph on the blackboard. (b) Pupils criticize blackboard work. (c) Pupils interchange compositions for mutual correction. (d) Teacher makes note of common errors.

Supplement: Punctuation Drill

Note—The work on pages 52 and 53 may be reviewed during the first week, or later, at the discretion of the teacher.

Review the rules for the use of the *comma*, the *semicolon*, and the *colon*. Punctuate the following sentences:

1. There is no such thing as cold When we say that a thing is cold we really mean that it has but little heat in it for everything even ice has some heat in it

2. Heat never exists independently We may have hot air hot water and hot iron yet we cannot conceive of heat as existing apart from these substances nor can we extract it or bottle it up so to speak

3. Most of the heat of the world comes with the light from the sun for the sun is a great storehouse of heat and from it the earth derives its warmth without which there could be no life on it

4. Heat however does not necessarily furnish light for all animals have heat which is constantly generated in their bodies by the union of the carbon and the hydrogen of the blood and the oxygen which is breathed in with the air This union is a kind of burning which is always going on within animals and yet never makes light It simply keeps them warm

5. Our clothing does not give us heat it does not *make* us warm but it *keeps* us warm by preventing the heat of our bodies from passing off into the air

6. Heat diffuses itself in three ways namely by touch by conduction and by radiation When a kettle is put on the hot stove it acquires heat this illustrates the first way When a poker is stuck into the fire the iron of the poker at once begins to conduct the heat to the other end this illustrates the second way When a person stands before a hot stove the heat of the stove radiates or passes over to him this illustrates the third way

Punctuation Drill—Continued

7. All things whether solid liquid or gaseous are expanded by the addition of heat In laying railroad tracks the rails are always kept apart at the ends if they were to fit snugly they would push each other out of position on a very warm day and thus derail the trains

8. If some water in a saucepan be heated sufficiently it will expand and flow over the rim of the vessel The mercury or the alcohol in a thermometer is expanded by heat and thus rises in the tube

9. During the summer the sun heats the earth which in turn heats the air above it This warm air rises cooler air rushes in to take its place and thus a breeze is made

10. When a solid turns into a liquid or when a liquid turns into a gas considerable heat is expended For instance if two solids salt and ice be mixed together they will turn into a liquid which will be very much colder than the two things of which it is made The reason is that they absorb a great deal of heat in passing from the solid to the liquid state

11. Such a mixture is called a freezing mixture and is commonly used in freezing ice cream The cream to be frozen is put into a tin pail resting in another pail from which it is separated by a mixture of ice and salt The outer pail is usually of wood a non-conductor of heat and as the ice and salt need heat to melt they draw it from the cream which is thus frozen

12. In the same way when a liquid turns into a gas it must have additional heat and it will naturally get it wherever it is to be had If a little ether be poured on the hand it soon flies off as a gas and leaves the hand cold This is because in its effort to turn into gas it has drawn a great deal of heat out of the hand The so-called artificial ice is made by a method based on this principle of rapid discharge of heat

*Model: Exposition**Second Week*

HOW RAIN IS CAUSED

There is nothing so important to the existence of animals and plants as rain. To understand the cause of this interesting and sublime phenomenon, three facts must be remembered.

First, were the atmosphere everywhere and at all times at the same temperature, we should never have rain, or hail, or snow; for the water absorbed by the atmosphere in evaporation from the sea and the earth's surface would descend in an invisible vapor, or it would cease to be absorbed by the air when it was duly saturated. Hence there would be no clouds.

Second, the absorbing power of the atmosphere, and consequently its power to retain humidity, is greater in warm than in cold air.

Third, the air near the surface of the earth is warmer than it is in the region of the clouds. The higher we ascend from the earth, the colder do we find the atmosphere, hence the perpetual snow on very high mountains in the hottest latitudes.

Now, if after prolonged evaporation, the air has become saturated with vapor, and its temperature is suddenly reduced by cold currents, its power to retain moisture is diminished, and rain results. The cold currents may descend from a higher altitude or they may come from a higher latitude. In either case the result is the same. Air condenses as it cools, and, like a sponge filled with water, becomes compressed and begins to pour out the water which it is unable to hold any longer.

How simple is the philosophy of rain! Who but God could have devised such a simple process for watering the earth.

ANDREW URE.

*Composition Study**Second Week*

- I. (a) Read silently for content. (b) Read orally for expression.
(c) Give the meaning of the following:

Sublime phenomenon; evaporation; invisible; absorbed; humidity; condenses; devised.

- (d) Construct topic sentences and outline. (e) Reproduce orally. (f) Answer orally:

- (1) What does the atmosphere absorb?
- (2) A little water left in a glass will disappear in a day or so. Why?
- (3) After a shower on a hot day steam seems to come from the streets. Explain this phenomenon.
- (4) Why do we say mountain air is "rare?"
- (5) What is the difference between "latitude" and "altitude?"

II. Pupils prepare for similar composition on "The Causes of Dew," "The Causes of Frost," or "The Causes, Effects, and Benefits of Trade Winds."

III. Treatment as heretofore.

Supplement

Select from the parenthesis in each of the following sentences the italicized word that should go with the subject.

1. Neither the physician nor the lawyer (*has, have*) the right to dishonor (*his, their*) profession.
2. The physician as well as the lawyer (*is, are*) liable to criticism for unprofessional conduct.
3. Charles and Ralph will honor us by (*their, his*) company.
4. Neither you nor your friend (*has, have*) any right to slight (*his, their*) company.
5. You, as well as your friend, (*has, have*) not only privileges but also duties.

Model: Social Letter

Third Week

Washington Irving writes to his brother Peter, telling of his short stay at Abbotsford with Walter Scott.

Abbotsford, Sept. 1, 1817

My dear Brother,

On Saturday morning early, I took chaise for Melrose; and on the way I stopped at the gate of Abbotsford and sent in my letter of introduction, with a request to know whether it would be agreeable to Mr. Scott to receive a visit from me in the course of the day.

The glorious old minstrel himself came limping to the gate, and took me by the hand in a way that made me feel as if we were old friends. In a moment I was seated at his hospitable board among his charming little family, and I have been here ever since. I had intended certainly to be back in Edinburgh to-day, but Mr. Scott wishes me to stay until Wednesday, that we may take excursions to Dryburgh Abbey and Yarrow.

I cannot tell how truly I have enjoyed the hours I have passed here. They fly by too quickly, yet each is loaded with story, incident, and song. I have rambled about the hills with Scott and visited the haunts of Thomas the Rhymer, and other spots rendered classic by border tale and witching song. My stay has been to me like a vivid dream.

As to Scott, I cannot express my delight at his character and manners. He is a sterling, big, old worthy, full of the joyousness of youth. His charming simplicity of manner puts you at ease with him in a moment. It has been a constant source of pleasure to me to remark his deportment towards his family, his neighbors, his domestics, his very dogs and cats: everything that comes within his influence seems to catch a beam of that sunshine that plays round his

*Model—Continued**Third Week*

heart; but I shall say more of him hereafter, for he is a theme on which I shall love to dwell.

Your affectionate brother,
WASHINGTON IRVING

Composition Study

- I. (a) Read silently for content. (b) Read orally for expression. (c) Give the meaning of the following:

Took chaise; minstrel; rambled; haunts; classic; border tale; witching song; vivid; domestics; theme.

(d) Construct topic sentences and outline. (e) Repeat orally the substance of Irving's letter. (f) Answer orally:

- (1) Explain: "I was seated at his hospitable board."
- (2) What is the meaning of "each hour is loaded with story, incident, and song?"

II. Assume that you are visiting relatives in the Bermudas, and are about to write your first letter home. Suggested outline:

- (1) Customs of the people. (2) Places of interest. (3) How your time is spent.

Plan of study for second and third periods as heretofore.

Supplement

Give reasons for the changes made in the sentences below.

- | | |
|--|---|
| 1. We sang the two first and the two last stanzas. | We sang the first two and the last two stanzas. |
| 2. This is a very different case than that. | This is a very different case from that. |
| 3. They are both alike. | They are alike. |
| 4. The blacksmith should be stronger than any man. | The blacksmith should be stronger than any other man. |
| 5. Will I bring the package in the house, sir? | Shall I carry the package into the house, sir? |

Model: Description

Fourth Week

THE LINCOLN HIGHWAY

Two years ago a few enterprising men of the West banded together "to promote the establishment of a continuous highway from the Atlantic to the Pacific, open and free to lawful traffic of all description." What was to many, at the time, an idle dream has since become a reality, for the Lincoln Highway, which is the name of the great public road, is at the point of completion.

The Lincoln Highway is the longest highway in the world. It connects New York City and San Francisco—a distance of thirty-five hundred miles. East of Chicago the road is practically new; west of it, it is almost identical with the Overland Trail standardized by the United States for ox teams, stages, and mail trucks.

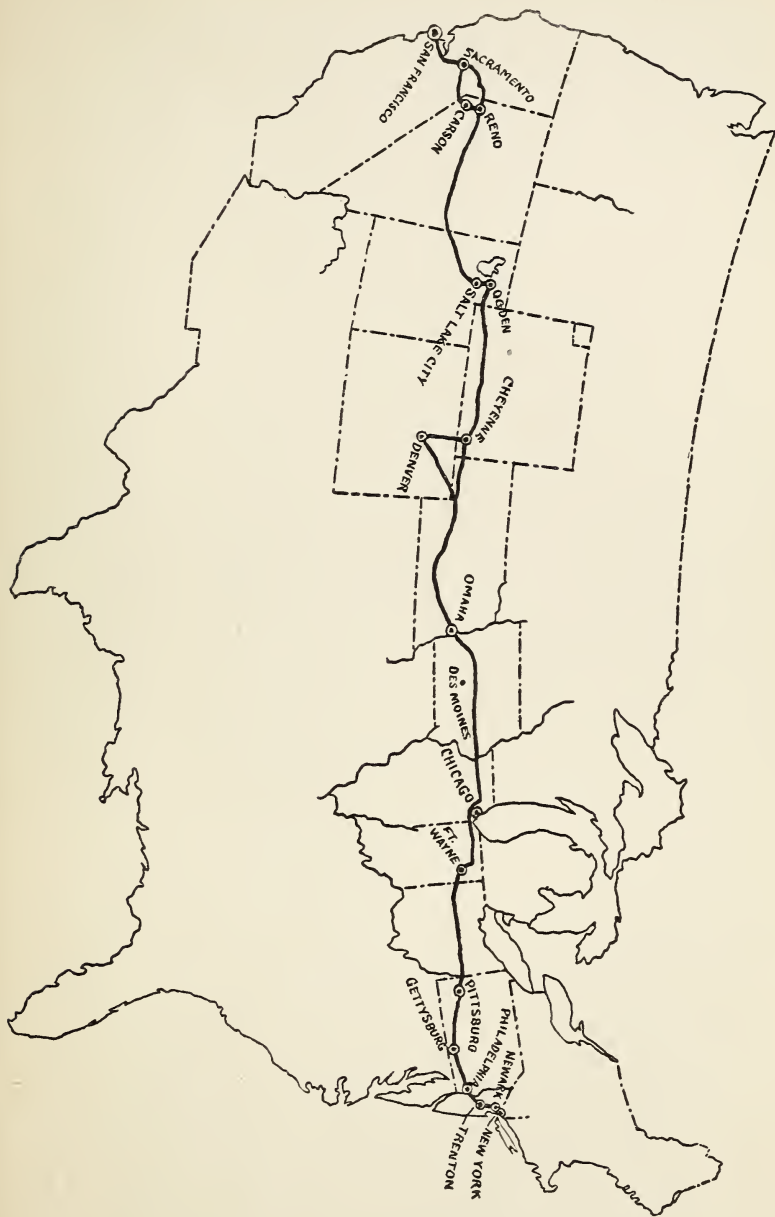
The approximate cost of the road including bridges, arches, and monuments is twenty-five million dollars. Sixty per cent of this outlay is to be met by the counties or states traversed; the remainder is dependent upon private subscriptions. The automobile manufacturers, for instance, are pledged to one per cent of one year's sales. The cement industries have already contributed two million pounds of cement.

Composition Study

The model is left to the pupils for completion. The next paragraph should speak of the advantages of the Highway. The topic is sufficiently important to warrant separate treatment.

The map on the opposite page shows the position of the road; the pupils should study it thoroughly, so as to retain an intelligent impression of it.

Composition method as heretofore.



Models: Invitations and Replies

Fifth Week

Formal Invitation

Chester T. Keenan
requests the pleasure of
Master Frank Archer's company
at the Hallowe'en party
of the Graduating Class
to be held in the
School Auditorium
on Friday, October twenty-seventh
at three-thirty o'clock

Informal Invitation

The Hamilton School,
East Jackson Park,
Oct. 14, 1916

My dear Frank,

I take pleasure in inviting you to the Hallowe'en party to be given by our graduating class in the school auditorium, on Friday, October 27th, at half past three o'clock.

Sincerely yours,
Chester T. Keenan

Formal Acceptance

Frank Archer accepts with pleasure the very kind invitation of Master Chester T. Keenan to attend the Hallowe'en party of his graduating class on Friday, October twenty-seventh.

Models: Replies

Fifth Week

Frank Archer regrets that, on account of the elocution contest in which he must take part, he is unable to accept Master Chester T. Keenan's very kind invitation to attend the Halloween party of his graduating class on Friday, October twenty-seventh.

Informal Acceptance

Cyrus W. Field School,
Highland Road,
Oct. 16, 1916

Dear Chester,

I shall be very glad to accept your kind invitation to the Halloween party of your graduating class on October 27th.

Sincerely yours,
Frank Archer

Informal Regret

Cyrus W. Field School,
Highland Road,
Oct. 16, 1916

Dear Chester,

I am very sorry that I cannot accept your kind invitation to the Halloween party of your graduating class on October 27th, as I have been entered for the elocution contest which is to be held here at the same hour.

Gratefully yours,
Frank Archer

*Correspondence**Fifth Week*

- Group A. Assuming that you are the secretary of a violin club, extend a formal invitation to your friend, Vincent Kerner, of 704 Columbia Avenue, to attend the first recital of the club.
- Group B. Write the informal invitation to the same.
- Group C. Write the formal acceptance of Vincent Kerner.
- Group D. Write the informal acceptance of Vincent Kerner.
- Group E. Write the formal regret of Vincent Kerner.
- Group F. Write the informal regret of Vincent Kerner.
-

Letter Study

- I. (a) Pupils study the form of the models. (b) Class is divided into groups A, B, C, D, E, F, and each group writes the letter assigned to it. (c) Pupils transfer their work to blackboard as soon as they finish. (d) Pupils criticize blackboard work. (e) Pupils rewrite correctly.
- II. (a) Work reassigned. (b) Pupils proceed as during the first period.
- III. (a) Further reassignment of work. (b) Pupils proceed as heretofore.

For additional material, to be treated in a similar way, the following suggestions are made:

1. Invitations to birthday parties, Thanksgiving parties, theater parties, etc.
2. Letters of congratulation on exceptional occasions; e. g., graduation from school.
3. Letters of condolence to the bereaved.
4. Letters conveying wishes for safety on a long trip, etc.

Note—In strictly formal notes, the third person should always be used; no abbreviations are permitted except in Mr., Mrs., and Dr.; numbers should be written literally. The choice of the formal or the informal style depends largely upon the importance of the function and the intimacy between the inviter and the invited.

Phrases may often be expanded into clauses. Thus, "Much of the cotton of the South is shipped abroad," may be expanded to read "Much of the cotton that is grown in the South is shipped abroad."

In like manner expand the following underscored phrasal constructions.

1. People are foolish to read much by artificial light.
2. The little fellow begged his father to permit him to go.
3. I recognized the stranger at sight.
4. Nature has intended us to be cheerful at all times.
5. The Creator has given us the sun to make our earthly home habitable.
6. Many things buried deep in the earth have a mysterious existence.
7. The coal from the Pennsylvania mines has a high export value.
8. At the sight of the ungrateful Brutus, Cæsar resigned himself to his fate.
9. Believing his cause just, Lee fought with the bravery of a hero.
10. The great trunk lines connect with the roads beyond the Rockies.
11. The peasants of the hamlet were nearly frightened to death by a tornado from the sandy plains.
12. Throwing off his shoes and coat, the frantic parent made a dive into the waves for his drowning boy.
13. An article duly patented is protected by special rights.
14. A boy afflicted with physical weakness of any kind cannot be admitted to West Point.
15. Harrison of Tippecanoe fame lived but one month after his inauguration.
16. The sand of many parts of France is especially adapted for glass manufacturing.

*Model: Description**Sixth Week*

CIVIL SERVICE REFORM

Civil service implies, in general, all duties rendered to the government, whether national, state, or municipal. Service in the household of the government, especially in countries whose administration is of a high standard, has always been regarded with honor. But when abuses creep in, the government must set itself to the work of reform.

At an early point in its history the United States was divided into political camps, and politicians speedily took to electioneering, lobbying, and similar practices. A material return for patronage was considered an affair of common honor; indeed, as early as 1832, Senator Marcy frankly informed the Senate that New York State saw nothing wrong in the old rule, "To the victors belong the spoils." The service was further demoralized by a scheme of taxation imposed on all office holders for the party expenses, the payment thereof being a condition for continuance in office.

The successors of President Jackson decried the abuses vigorously. Finally, President Grant's message to Congress in 1870 led to the appointment of a temporary Civil Service Commission. President Hayes instituted a competitive examination for service in the post office and the custom house in New York City, with results so satisfactory that Congress passed the Civil Service Act of 1883. The classified list which followed was made to apply to twenty-five custom houses, twenty-three post offices, and all the government departments of Washington. The good example of the federal administration was rapidly followed by the individual states.

The national service at present consists of three commissioners, one chief examiner, a secretary, and a number of subordinate officers. It controls almost five hundred thousand positions, over half of which are subject to competitive examination.

*Composition Study**Sixth Week*

- I. (a) Read silently for content. (b) Read orally for expression. (c) Give the meaning or synonymous equivalent of the following:

Standard; abuses; reform; electioneering; lobbying; material return; patronage; demoralized; scheme; decried; competitive.

(d) Construct topic sentences and outline. (e) Reproduce orally. (f) Answer orally:

- (1) What is the meaning of "To the victors belong the spoils?"
- (2) Is it wrong to contribute towards campaign expenses?
- (3) Name some civil service positions over which your city has no control.
- (4) Name some civil service positions over which the United States government has no control.
- (5) Divide the last sentence of the second paragraph into two sentences.

II. The two indispensable qualifications for the federal service are citizenship and good record. The chief divisions of the service, apart from the departments in Washington, are the Railway Mail, Indian School, Government Printing, Custom, Postal, and Internal Revenue services, and positions in the outlying possessions.

(a) Class select one of the departments above or any department of the state or municipal service and discuss it under three headings:

- (1) Eligibility for the position.
 - (2) Chief duties of the office.
 - (3) Behavior of the incumbent.
- (b) Pupils write compositions.

III. Treatment as heretofore.

*Model: Monologue**Seventh Week*

A RILL FROM THE TOWN PUMP

The title of "town treasurer" is rightfully mine, as guardian of the best treasure that the town has. The overseers of the poor ought to make me their chairman, since I provide bountifully for the pauper without expense to him that pays taxes. I am at the head of the fire department and one of the physicians to the board of health. As a keeper of the peace, all water drinkers will confess me equal to the constable. I perform some of the duties of the town clerk, by promulgating public notices when they are posted on my front.

To speak within bounds, I am the chief person of the municipality and exhibit, moreover, an admirable pattern to my brother officers, by the cool, steady, upright, downright, and impartial discharge of my business, and by the constancy with which I stand to my post. Summer or winter, nobody seeks me in vain; for, all day long I am seen at the busiest corner, just above the market, stretching out my arms to rich and poor alike; and at night I hold a lantern over my head, both to show where I am, and to keep people out of the gutters.

At this sultry noontide, I am cupbearer to the parched populace, for whose benefit an iron goblet is chained to my waist. Like a dram-seller on the mall at muster day, I cry aloud to all in my plainest accents and at the very tiptop of my voice: "Here it is, gentlemen! Here is the good liquor! Walk up, walk up, gentlemen, walk up, walk up! Here is the superior stuff! Here is the unadulterated ale of father Adam—here it is by the hogshead or the single glass, and not a cent to pay! Walk up, gentlemen, walk up, and help yourselves!"

NATHANIEL HAWTHORNE.

*Composition Study**Seventh Week*

- I. (a) Read silently for content. (b) Read orally for expression.
 (c) Give the meaning of the following:

Bountifully; promulgating; admirable; impartial; sultry
 noontide; parched populace; mall; unadulterated.

(d) Retell the story in the third person. (e) Answer orally:

(1) What does the town pump mean by "as a keeper of the peace, all water drinkers will confess me equal to the constable?"

(2) What is "Adam's ale?" What is a "dram-seller?"

(3) What connection do you see between the town pump and the board of health?

(4) What meaning has "rill" in the title?

- II. (a) In preparation for a similar composition, pupils discuss the purpose of bell-buoys. (b) Pupils write composition on "A Clang from the Bell-buoy," using the following outline:

1. The bell-buoy speaks of the value of his services.

2. He interrupts his speech to caution an approaching smack.

3. He speaks of his unflinching devotion to duty, despite his age and long service.

- III. Treatment as heretofore.

Supplement

Learn the spelling of the words below. Add to each word the suffix at the head of the column in which the word is placed, making any necessary changes in the word itself.

<i>ous</i>	<i>ity</i>	<i>ive</i>	<i>ing</i>	<i>ence</i>	<i>ent</i>
envy	rare	sense	die	occur	recur
beauty	able	compare	dye	differ	adhere
study	solid	intense	tie	prefer	oppose
grace	serene	describe	rig	depend	preside
virtue	mature	exhaust	pry	abstain	compose
victory	tranquil	destroy	singe	prudent	prevail
courage	unanimous	comprehend	whistle	precede	intermit

*Official Correspondence**Eighth Week*

Group A. You have a large garden plot twenty feet by one hundred feet, on which you purpose to raise vegetables and flowers. You know nothing about plant cultivation. Write to the Department of Agriculture, Washington, asking for the necessary "literature."

Tell where you live, the situation of your plot, and whether it is high or low, shady or exposed. Tell also the kind of vegetables and flowers you prefer. Ask to be favored with seeds, bulbs, and graftings that permit of early planting. Send a quart of the soil in your garden for analysis.

Group B. You have been keeping a small aquarium. Your fish do not thrive. State this fact by letter to the curator of the museum. Tell him exactly how you care for your aquarium, and ask him to inform you where or how your treatment is faulty. Your letter should be courteous and to the point.

Letter Study

- I. (a) Pupils draw up a simple plan of the letter, and several transfer to blackboard as they finish. (b) Pupils discuss blackboard outlines. (c) Pupils write letters.
- II. (a) Several letters transferred to blackboard. (b) Class criticism of same. (c) Pupils correct their own compositions under guidance of teacher.
- III. (a) Reassignment of work. Pupils proceed as in first period (b) Pupils address envelopes.

Supplement

Compare the two forms of the following sentences. Give reasons for changes made in the second column.

Wrong Form

Correct Form

- | | |
|---|--|
| 1. Every one should try and improve themselves. | Every one should try to improve himself. |
|---|--|

*Supplement—Continued**Eighth Week*

Wrong Form

Correct Form

2. A generous reward is offered for the capture of anyone defacing the grounds by order of the Park Commissioner.
 3. New York is more populous than any city in the United States.
 4. I counted twenty meteors one night last August on my front veranda.
 5. There have been so many comets that people have ceased to wonder by degrees.
 6. Here is a charming book which I am going to sit on the grass and read.
 7. If cold milk does not agree with the child, heat it.
 8. Our country and its dependents are closely united together.
 9. The little lad had a bruise on his arm which nobody could account for and took a long time to heal.
 10. The air at the equator becoming heated, rises, and cool air rushes in to take its place and these are called trade-winds.
 11. So utterly was Carthage destroyed that we are unable to point out the place where it stood at the present day.
- By order of the Park Commissioner, a generous reward is offered for the capture of anyone defacing the grounds.
- New York is more populous than any other city in the United States.
- Sitting on my front veranda one night last August I counted twenty meteors.
- There have been so many comets that, by degrees, people have ceased to wonder.
- Here is a charming book. I am going to sit on the grass and read it.
- Heat the milk, if cold milk does not agree with the child.
- Our country and its dependencies are closely united.
- The little lad had a bruise on his arm which nobody could account for, and which took a long time to heal.
- The air at the equator becoming heated, rises, and cool air rushes in to take its place. Thus trade winds are formed.
- So utterly was Carthage destroyed that we are unable, at the present day, to point out where it stood.

*Model: Narrative**Ninth Week*

AN ACT OF CHARITY

Splendida, in one of her morning airings, was solicited for charity by a poor woman with an infant in her arms. "It is not for myself, madam," said the wretched creature; "it is for my husband, who lies under that hedge tormented with a fever, and dying for want of relief." Splendida directed her eyes toward the spot, and saw a sickly object stretched upon the ground, clad in the tattered regimentals of a foot soldier. Her heart was touched, and she drew out her purse which was full of guineas. The blood rushed into the beggar's pallid face at the sight. Splendida turned over the gold; her hand delayed a moment, and the impulse was lost. Unhappily for the suppliant, Splendida was alone and without a witness: she put her hand once more into her pocket, and, taking out a solitary shilling, dropped it into the shrivelled hand stretched out to receive it.

Splendida returned home, dressed herself, and went to a certain great lady's club room. Here a subscription was taken up for the benefit of a celebrated actress. The lady condescended to receive subscriptions in person, and delivered a ticket to each contributor. Splendida drew forth the same purse, and wrapping twenty guineas in a paper, put them into the hand of the noble beggar. The room rang with applause of her charity. "I give it," said she, "to her virtues rather than to her talents: I bestow it upon the wife and mother, not upon the actress."

On her return home Splendida took out her account book and set down twenty guineas, one shilling to charity; the shilling, indeed, Heaven audited on the score of alms, the guineas were posted to the account of vanity.

RICHARD CUMBERLAND: "The Observer."

(Adapted.)

*Composition Study**Ninth Week*

- I. (a) Read silently for content. (b) Read orally for expression.
(c) Give the meaning of the following:

Regimentals; guineas; suppliant; solitary shilling; shrivelled; condescended; subscription; contributor; audited.

(d) Construct topic sentences and outline. (e) Reproduce the story orally. (f) Answer orally:

- (1) Put into your own words "her hand delayed a moment, and the impulse was lost."
- (2) Why did Splendida give so sparingly to the poor soldier?
- (3) State the last paragraph in your own words.

- II. (a) If the model is to be reproduced, the class should begin work at once. If the teacher prefers original work, "The Widow's Mite" or "A Genuine Almsgiving" is suggested for discussion and outline, followed by an original composition.

- III. Treatment as heretofore.
-

Supplement

A complex sentence may often be changed into a simple sentence by converting the dependent clause into a phrase. Thus: "That work requires a man who has had much experience," when simplified, becomes "That work requires a man with much experience."

1. The youth who has ambition will find opportunity.
2. The bird that is in your hand is worth two that are in the bush.
3. The tree that is in the open field outgrows one that is in the grove.
4. The tower which stands on the lawn is an historic landmark.
5. A cow that is sick cannot give wholesome milk.
6. The mist that you see suspended over a city is an indication of impure air.

*Model: Description**Tenth Week*

MANHATTAN ISLAND

Two hundred sixty-five years ago, the site of the city of New York was a rocky, wooded, canoe-shaped island, thirteen miles in length, bounded by two salt rivers and a bay, and peopled by dusky, skin-clad savages. A half dozen portable wigwam villages, some patches of tobacco and corn, and a few bark canoes drawn up on the shore gave little promise of our present four hundred fifty miles of streets, vast property interests, and enormous shipping industries.

To the right lay the majestic North River, a mile wide, unbroken by an island; to the left, the deep East River, a third of a mile wide, with a chain of slender islands abreast; ahead, a beautiful bay fifteen miles in circumference, at the foot of which the waters were cramped into a narrow strait with bold steeps on either side; and astern, a small channel dividing the island from the mainland and connecting the two salt rivers.

Manhattan's twenty-two thousand acres of rock, lake, and rolling tableland, rising in places to an altitude of one hundred thirty-eight feet, were covered with somber forests, grassy knolls, and dismal swamps. The entire surface of the island was bold and granitic, and, in profile, resembled the back of the sturgeon.

Where the Tombs prison now casts its grim shadow in Centre Street, there was a fresh-water lake supplied by springs from the high grounds about it. It was so deep that the largest ship might have floated upon its surface, and its water was as pure as the Croton which now flows through the reservoirs of the city.

From Lamb's *History of New York City*. Copyright, A. S. Barnes Co., Publishers.

Composition Study

Tenth Week

- I. (a) Read silently for content. (b) Read orally for expression.
(c) Give the meaning of the following:

Dusky; portable; industries; astern; rolling tableland;
somber forests; granitic; profile, reservoirs.

- (d) Construct topic sentences and outline. (e) Reproduce orally. (f) Answer orally:

- (1) What rule for the use of the *comma* is illustrated in the sentences of the first paragraph?
- (2) Why does the author speak of the shadow of the Tombs as *grim*. Is that shadow different from any other shadow?

Before the second composition period pupils should familiarize themselves with the topography and history of some city, preferably their own.

- II. (a) Class talk on the subject selected. (b) Material organized under three headings:

- (1) Topography and primitive conditions of the city.
 - (2) Its condition at present.
 - (3) Story of its growth.
- (c) Pupils write compositions.

- III. Treatment as heretofore.

Supplement

Where the dash occurs in the following columns, insert the appropriate derivative noun. Thus: delicate, *delicacy*; quiet, *quietude*.

obstinate ———	equal ———	coward ———	prudent ———
complain ———	apt ———	solid ———	strong ———
satisfy ———	wise ———	deep ———	steal ———
monarch ———	true ———	loyal ———	modest ———
deliver ———	gay ———	bribe ———	brave ———
approve ———	vain ———	infirm ———	amuse ———
anxious ———	heal ———	merry ———	amend ———
observe ———	coin ———	seize ———	anchor ———

*Model: Description**Eleventh Week*

VISITING A VOLCANO

Let us suppose that we are to visit a volcano just before what is called an "eruption." As we approach we see a conical mountain, the top of which is apparently cut off. From this truncated summit, a white cloud rises, though there are no clouds to be seen anywhere else. Ascending, we find that the slopes consist partly of loose stones and ashes and partly of sheets of rocks, like the slag of an iron furnace.

At last we reach the summit; and now what had seemed to be a level top, is seen to be a great basin with steep walls descending into the depths of the mountain. We creep to the rim of this basin, and look down. Far below the base of the rough red and yellow cliffs which form its sides, lies a pool of some liquid, glowing with white heat, though covered for the most part with black crust. From this fiery pool jets of hot liquid are jerked out every now and then; stones and dust are cast up into the air, and fall back again; and clouds of steam, ascending from the same source, form the uprising cloud which is seen from a great distance hanging over the mountain.

This caldron-shaped hollow on the summit of the mountain is the "crater." The intensely heated liquid in the sputtering, boiling pool at its bottom is melted rock or "lava," and the fragmentary materials thrown out—ashes, dust, stones, and cinders—are torn from the hardened sides and bottom of the crater by the violence of the explosion with which the gases and steam escape. The hot air and steam and the melted mass at the bottom of the crater show that there must be some source of intense heat underneath; and as the heat has been coming out for hundreds or even thousands of years, it must exist there in great abundance.

SIR ARCHIBALD GEIKIE.

*Composition Study**Eleventh Week*

- I. (a) Read silently for content. (b) Read orally for expression.
 (c) Give the meaning of the following:

Eruption; conical; truncated; slag; caldron-shaped; sputtering; fragmentary.

- (d) Construct topic sentence and outline. (e) Reproduce orally. (f) Answer orally:

1. Account for the white cloud that rises from the truncated summit, and for the color of the cliffs in the interior of the mountain.
2. Substitute a word for "jerked."
3. What is the stem of the word "fragmentary?"

- II. (a) Pupils discuss a subject of similar interest; e. g., "Visiting a Geyser," "A Descent into a Collier Shaft," or "Examining a Blast Furnace." (b) Pupils write composition on the subject discussed, using the following outline:

- (1) Its appearance at a distance.
- (2) Its appearance at close range.
- (3) The significance of the phenomenon or the purpose of the structure, etc.

III. Treatment as heretofore.

Supplement

May presupposes the permission to do; *can*, the power to do. Where the dash occurs, insert *may* or *can*.

1. You —— go to the museum, but I doubt whether you —— get in.
2. Not one of us —— afford to do a mean act.
3. Please, —— I have the use of your pencil?
4. Whom —— I invite to my birthday party?
5. No man —— add to his stature one cubit.
6. All of us —— speculate about the future; but not one of us —— foretell even one event with certainty.

Model: Open Correspondence

Twelfth Week

President Lincoln defines his attitude in the matter of the Civil War in answer to an editorial of Horace Greeley in the *New York Tribune*, Aug. 19, 1862.

Executive Mansion, Washington,
August 22, 1862

Hon. Horace Greeley,
Editor, "New York Tribune."

Dear Sir:

I have just read yours of the 19th, addressed to myself through the "New York Tribune." If there be in it any statements or assumptions of fact which I may know to be erroneous, I do not, now and here, controvert them. If there be in it any inferences which I may believe to be falsely drawn, I do not, now and here, argue against them. If there be perceptible in it an impatient and dictatorial tone, I waive it in deference to an old friend whose heart I have always supposed to be right.

As to the policy I "seem to be pursuing," as you say, I have not meant to leave any one in doubt.

I would save the Union. I would save it in the shortest way under the Constitution. The sooner the national authority can be restored, the nearer the Union will be "the Union it was." If there be those who would not save the Union unless they could at the same time save slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time destroy slavery, I do not agree with them. My paramount object in this struggle is to save the Union, and is not either to save or to destroy slavery. If I could save the Union without freeing any slave, I would do it; and if I could save it by freeing all the slaves, I would do it; and if I could save it by freeing some and leaving others alone, I would also do that. What I do about slavery and the colored race, I do because I believe it helps

*Model—Continued**Twelfth Week*

to save the Union; and what I forbear, I forbear because I do not believe it would help to save the Union. I shall try to correct errors when shown to be errors, and I shall adopt new views as fast as they shall appear to be true views.

I have here stated my purpose according to my views of official duty; and I intend no modification of my oft-expressed personal wish that all men everywhere could be free.

Yours,

A. LINCOLN

Letter Study

- I. (a) Read silently for content. (b) Read orally for expression. (c) Give the meaning of the following:

Assumptions of fact; erroneous; controvert; inferences; perceptible; dictatorial; paramount; forbear; modification.

- (d) Construct topic sentences and outline. (e) Answer orally:

- (1) Lincoln feels that he was unjustly treated in the "Tribune." What sentences reveal this fact?
- (2) Lincoln finds that there are at least five ways of settling the dissension between the North and the South. Which one was he finally constrained to adopt?
- (3) Lincoln was not obliged to answer Greeley's letter. Why did he answer it?

- II. Lincoln's letter shows the means he would adopt to save the Union. It also portrays his honesty of purpose, his intense devotion to duty. A more thorough study of these traits of his character should be made in preparation for a composition on "Lincoln's Devotion to Duty." Suggested outline:

- (1) In his boyhood.
- (2) As "Honest Abe," the student and lawyer.
- (3) As a public officer, world character, and martyr.

- III. Treatment as heretofore.

*Model: Exposition**Thirteenth Week*

STARCH

When a plant lays up food for future use, it generally stores it in the form of starch. Frequently this starch is contained in seeds and roots for the use of the young plant of the next generation. In each plant the starch grains have a characteristic shape and size, so that it is possible to identify the different starches by means of the microscope.

Starch is an important human food and is eaten mostly with the part of the plant in which it is stored. It can easily be extracted from many seeds and roots. Starches come from the seeds of corn and wheat, from rice and other cereals, from beans, tapioca, and arrowroot, and from the roots or tubers of potatoes. Corn and potatoes furnish most of the starch used in America and in Europe. The by-products of starch-making are useful as cattle food.

The process of extracting starch consists in grinding or grating the material which contains it, and then washing it with water. The starch is not exactly soluble in cold water, but the grains mix readily with it and are easily carried off in suspension, so that the water with the starch can be strained away from the pulp which is more or less fibrous. When this milky fluid is allowed to stand for a time, the starch settles to the bottom. The clear water is then drawn off and the starch dried. This process varies somewhat according to the material from which the starch is extracted; wheat for instance, is allowed to ferment slightly, while maize is soaked in water till the grain is softened. Special machinery is required to extract starch in very large quantities.

C. R. TOOTHAKER: "Commercial Raw
Materials." (Adapted.)

Composition Study

Thirteenth Week

- I. (a) Read silently for content. (b) Read orally for expression. (c) Give the meaning or synonymous equivalent of the following:
- Generation; characteristic shape; identify; microscope; cereals; by-products; soluble; carried off in suspension; ferment.
- (d) Construct topic sentences and outline. (e) Reproduce orally. (f) Answer orally:
- (1) What is the stem of *extracted*? What is the meaning of its prefix? Substitute other prefixes for it and show their import.
 - (2) What is the white or mealy part of a potato?
 - (3) Persons or things may have qualities so striking and so permanent as to seem inseparable from them. Peculiarities of this kind are called *characteristics*. Thus, a long neck is characteristic of the giraffe; sulphurous smell is characteristic of certain matches; cunning is characteristic of the fox. What is the characteristic shape and size of beech nuts? What characteristic trait of the dog endears him to man?
 - (4) What is the derivative of *fibrous*? Name other words that become adjectives by the addition of *ous*.
- II. (a) Pupils talk about "Sugar," in preparation for a composition. (b) The following outline suggests a plan for organizing material:
- (1) The importance of sugar.
 - (2) Sugar-yielding plants and their distribution.
 - (3) The finished product in its several forms.
 - (c) Pupils write compositions.
- III. (a) Class discussion of composition transcribed on blackboard prior to period. (b) Interchange of compositions among pupils for mutual correction.

*Correspondence: Postal Cards**Fourteenth Week*

Note—Communications consigned to postal cards must be, as in telegrams, precise. Even the formalities of letters should be dispensed with. Besides the communication, the card must contain the date and the full signature; in the best forms, the date should appear at the bottom. The writer's address is added only in case of necessity.

Group A. Write a postal card to A. M. Lambert Co., dealers in window shades, 222 Woodhaven St., requesting that a representative be sent to estimate on the cost of furnishing shades for your house. Specify the day most convenient for the call.

Group B. Write a postal card to R. P. Fleming, proprietor of the Valley Stream Nursery, for a copy of the flower catalogue he is offering for free distribution.

Group C. Your grocer, Mr. J. J. Downes, has sent you, by mistake, a box of groceries intended for another customer. Inform him of the fact by postal card and ask him to send a call for the box.

Group D. Last year you presented your cousin Paul Barratt, 439 Clermont Avenue, with a year's subscription to "St. Nicholas Magazine." Write to the publishers, Century Co., 353 Fourth Avenue, New York City, to renew the subscription.

Postal Card Study

- I. (a) The class is divided into groups A, B, C, D, and the pupils write the postal cards assigned to their group. (b) Pupils transfer their work to the blackboard as soon as they finish. (c) Class criticism of blackboard work. (d) Pupils re-write correctly.
- II. and III. Teacher proceeds as in the other Eighth Year group letter work.

*Supplement**Fourteenth Week*

Examine sentences in the first column below, and compare each sentence with the corresponding sentence in the second column. Give reasons for changes made.

Incorrect Form

Correct Form

- | | |
|---|--|
| 1. That trouble will pass away inside of a week. | That trouble will pass away within a week. |
| 2. What kind of a man is he that don't know his own mind? | What kind of man is he that doesn't know his own mind? |
| 3. People that don't ever relax get kind of dull. | People who never relax become rather dull. |
| 4. When the sky is red in the morning we are liable to have rain. | When the sky is red in the morning we are likely to have rain. |
| 5. A child of three years old hasn't got the power to reason. | A child of three years hasn't the power to reason. |
| 6. Outside of this one failing, George is a very good lad. | Aside from this one failing, George is a very good lad. |
| 7. Our foreigners are treated the same as our citizens. | Our foreigners are treated just as our citizens are treated. |
| 8. Such a good story had never been printed. | So good a story had never before been printed. |
| 9. I had scarcely hung up the receiver than the door bell rang. | I had scarcely hung up the receiver when the door bell rang. |
| 10. You should try and get a good start when you are young. | You should try to get a good start when you are young. |
| 11. I see in to-day's paper where Aguinaldo has been caught. | I see in to-day's paper that Aguinaldo has been caught. |
| 12. If you would have been our trainer we might have won. | If you had been our trainer we might have won. |
| 13. I expect you had a pleasant vacation. | I presume you had a pleasant vacation. |

*Model: Narrative**Fifteenth Week*

THE AMERICAN VICTORY AT SARATOGA, 1777

It would be impossible to describe the joy which the news of this victory excited among Americans. No one any longer felt any doubt about their achieving their independence. All hoped that a success of this importance would at length determine France and the other European powers to declare themselves in favor of America. The truth of this was soon displayed in the conduct of France. Only a short time before, when Paris had received the news of Burgoyne's capture of Ticonderoga, and his victorious march toward Albany, instructions were immediately dispatched to the ports of the kingdom, that no American privateers should be suffered to enter there except from absolute necessity. The American commissioners at Paris, in their disgust and despair, had almost broken off all negotiations with the French Government.

But when the news of Saratoga reached Paris, the whole scene was changed. In December a treaty was arranged, and formally signed in the February following, by which France acknowledged the Independent United States of America. This course was equivalent to a declaration of war with England. Spain soon followed France; and, before long, Holland took the same course. Aided largely by French fleets and troops, the Americans maintained the war vigorously against the armies which England, in spite of her European foes, continued to send across the Atlantic. But the struggle was too unequal to be maintained by Great Britain for many years; and when the treaties of 1783 restored peace to the world, the independence of the United States was reluctantly recognized by their ancient parent.

E. CREASY: "The Fifteen Decisive Battles."

(Adapted.)

*Composition Study**Fifteenth Week*

- I. (a) Read silently for content. (b) Read orally for expression. (c) Give the meaning or synonymous equivalent of the following:
- Achieving; determine; displayed; dispatched; privateers; negotiations; formally signed; vigorously; reluctantly.
- (d) Construct topic sentences and outline. (e) Reproduce the model orally. (f) Answer orally:
- (1) Of what value to the British was the capture of Ticonderoga?
 - (2) Why did France deny port to American privateers after the battle of Ticonderoga?
 - (3) Who was the "ancient parent" of the colonists?
 - (4) Name the words having the suffixes whose uses you have studied.
- II. (a) Class discussion of the far-reaching effect of some event in the Civil War; e. g., "The Consequences of the Blockade of Southern Ports." (b) Organization of historic matter, with outline; e. g.,
- (1) The South, dependent upon its cotton, rice, sugar, and tobacco exports, finds its industries paralyzed.
 - (2) Many factories in the North and in parts of England and France shut down.
 - (3) The invention of armor-plated men-of-war. (The *Merrimac* threatens to "run" all blockades.)
 - (4) Trouble with England. ("Trent Affair" and "Alabama Claims.")
- (c) Pupils write compositions.
- III. (a) Criticisms of some compositions previously transcribed on blackboard; (b) Interchange of compositions among pupils for mutual correction.

*Model: Descriptive**Sixteenth Week*

THE DESCENT OF THE OHIO IN 1810

It was in the month of October. The autumnal tints already decorated the shores of that queen of rivers, the Ohio. Every tree was hung with long and flowing festoons of different species of vines, many loaded with clustered fruits of varied brilliancy.

The days were yet warm. The sun had assumed the rich and glowing hue which at that season produces the singular phenomenon called the "Indian Summer." We glided down the river, meeting no other ripple of the water than that formed by the propulsion of our boat. We moved along slowly, gazing all day on the grandeur and beauty of the wild scenery around us. For nearly the whole length of the river, one side was graced by lofty hills and rolling surface, the other, by plains of the richest alluvial land stretching to the horizon.

As night came, our minds wandered far beyond the present moments. The tinkling of bells told that the cattle were returning to their distant homes. The hooting of the great-owl and the muffled noise of its wings as it sailed smoothly over the stream were matters of interest to us; as was the sound of the boatman's horn, as it came winding more and more softly from afar.

When daylight returned, many songsters burst forth with echoing notes, more and more mellow to the listening ear. Here and there the lonely cabin of a squatter gave note of commencing civilization. Many sluggish flat-boats passed in review: some laden with produce from the different headwaters that pour their tributary streams into the Ohio; others, crowded with emigrants from distant parts, in search of a new home.

J. J. AUDUBON. (Adapted.)

*Composition Study**Sixteenth Week*

- I. (a) Read silently for content. (b) Read orally for expression.
(c) Give the meaning of the following:

Autumnal; festoons; species; clustered fruits; phenomenon; propulsion; alluvial; muffled; squatter; head-waters.

- (d) Construct topic sentences and outline. (e) Answer orally:

- (1) Which paragraph is the most pleasing to you? Why?
- (2) Tell from what words the following are derived:
autumnal; brilliancy; propulsion; grandeur; scenery.
- (3) What does Audubon mean by "the lonely cabin of a squatter gave note of commencing civilization?"
- (4) Why was an owl's hoot or a boatman's horn of interest to these travellers?

II. and III. After the usual preparation and discussion, pupils write description of an imaginary trip on the St. Lawrence or the Hudson river, over the Great Lakes, or across the ocean, using an outline constructed from the model. Treatment as heretofore.

Supplement

In each of the following sentences, select the proper form of the verb from the parenthesis.

1. I regret that the news (*is, are*) not to your liking.
2. The congregation (*stand, stands*) or (*sits, sit*) according to the ritual.
3. Every year the Society for the Prevention of Cruelty to Animals (*make, makes*) a report of (*their, its*) work.
4. The American people (*think, thinks*) that no foreign nation (*has, have*) the right to interfere in any of the governments of the western hemisphere.
5. Our class (*eats, eat*) their lunch at the usual hour.
6. Neither the clerk nor the principal (*leave, leaves*) the building while the school (*is, are*) in session.

A MORAL

A Corn-stalk glanced down at some grasses,
And said in an arrogant tone,
"I wish that my fawning relations
Would move off and leave me alone.

"Just see how they mix with the clovers,
And nod at their red and white crests;
And even the poor silly daisies
They're ready to welcome as guests!

"No wonder each morn when they waken,
Their eyelids are heavy with tears,
Through envy of my rustling raiment,
And the gold drops that shine in my ears.

"'Tis true, we've a common venation;
But that need not addle their brains;
They're born to a lowly position,
There's no blood of mine in their veins."

With that she threw back her silk tassels,
And left them to wave in the breeze,
Nor took further note of the grasses
That timidly crouched at her knees.

In autumn a reaper discovered
The corn-husk all withered and dried,
So he stripped off her bright golden ear-drops
And ruthlessly cast her aside.

And when the next spring's glowing sunshine
Caused Nature her white robe to doff,
And the earth showed a few snowy patches,
Like a cake with the frosting picked off;

*Model—Continued**Seventeenth Week*

I said of the pale, slender fingers
That the roots of the grasses sent forth,
“Ah, surely, the proud are made stubble,
And the meek shall inherit the earth!

Selected.

Composition Study

- I. (a) Read silently for content. (b) Read orally for expression. (c) Give the meaning of the following:
Arrogant tone; fawning relations; rustling raiment; common venation; golden ear-drops; ruthlessly; stubble.
(d) The first stanza might be reduced to the topic sentence: “The haughty cornstalk disdains the grasses and wishes them to move away.” The second stanza might be expressed by “The cornstalk ridicules the grasses for the company they keep.” Pupils construct the topic sentence of each of the other stanzas. (e) The topic sentence of the first stanza might be expressed by the word “disdain,” the second stanza, by “ridicule.” In the same way indicate the central idea of each of the remaining stanzas.
- II. (a) Reproduce orally the substance of the model. (b) Reproduce the same in writing.
- III. (a) Class criticism of the composition work transcribed on blackboard previous to the third period. (b) Exchange of pupils' compositions for mutual correction.
-

Supplement

Answer orally:

1. What are the colors of the clover?
2. What is the derivation of the word *daisy*?
3. What is meant by the rustling of the “raiment” of the corn-stalk?
4. What did the corn-stalk mean when she said that she and the grass-blade had a “common venation?”

Group A. Wanted: Delivery boy in a conservatory. He will be taught flower cultivation. Good references necessary. Address Cathedral Hill Conservatory.

Group B. Wanted: Two apprentices to learn type-setting and job printing. Apply to M. B. Corcoran Sons, 89 Park Row.

Group C. Wanted: Boys between 14 and 16 to learn glass painting for church and chapel windows. Applicant required to take Thompson's night course in Ornamental Art. Address H. Herder, Decorative Glass Works, Druid Hill Park South.

Group D. Wanted: Girls as straw operators in plain and Milan hemp. Opportunity for beginners. Send application to Knoll Bros., 909 Dauphin St.

Group E. Wanted: Three girls to work on power machines. They will be paid while learning. Address J. S. Homer Company, 1200 Bank St.

Group F. Wanted: Girl apprentice to learn standard dyeing. Apprenticeship, one year. Address Nantucket Dye Works, Beverly Road.

Letter Study

- I. (a) The class is divided into groups A, B, C, D, E, F, and each pupil writes an answer to the advertisement assigned to his group. (b) Pupils transfer work to blackboard as they finish. (c) Class criticize blackboard work. (d) Pupils re-write.
- II. (a) Pupils grouped anew, so that the assignment for each pupil will be different from his assignment for the first period. (b) Class proceed as during first period.
- III. Class grouped for the third time. Procedure as in the other periods.

Correct the following sentences and give reasons for corrections.

1. There are some odd stories about Daniel Boone circulated in Kentucky.
2. We found the lad lying with half his body out of the window and his short legs flying in the air blowing soap bubbles.
3. A reed organ for sale by a lady about to leave the country in an oak case, carved and decorated.
4. After the beginning of the exercise it is requested that no one will enter the church but by the porch on the north side.
5. My brother caught a crab and took it home in a pail which we had for our tea.
6. Charles was the one friend whom I had reason to depend on.
7. Mr. Smith is the teacher who our boys take music lessons from.
8. Have you never seen the house which we live in now?
9. I scarcely ever remember to have had a better time.
10. My mother intends to ask you to spend a week with us to-morrow.
11. His sickness parted him from his books which he loved for a time.
12. Mr. Jones believed his son dead owing to the absence of news.
13. No person should be chided for being careful of their reputation.
14. A man is not such a machine as a clock or a watch, which will move only as they are moved.
15. A good reader will always make himself to be distinctly heard.
16. To foolishly squander one's time is positively sinful.

*Model: Narrative**Nineteenth Week*

A BLIND MAN'S VISIT

About three o'clock of a bitter, foggy, frosty afternoon, I was standing at the door when I saw someone drawing slowly near, along the road. He was plainly blind, for he tapped before him with a stick, and he was hunched, and wore a huge, old, tattered sea cloak, that made him appear positively deformed. He stopped a little way from the inn, and, raising his voice in an odd singsong, addressed the air in front of him:—

“Will any kind friend inform a poor blind man, who has lost the precious sight of his eyes in the gracious defense of his country, where, or in what part of this country he may be?”

“You are at the ‘Admiral Benbow,’ Black Hill Cove, my good man,” said I.

“I hear a voice,” said he—“a young voice. Will you give me your hand, my kind young friend, and lead me in?” I held out my hand, and the horrible creature gripped it in a moment like a vice. I struggled to withdraw; but the blind man pulled me up close with a single action of his arm.

“Now, boy,” he said, “take me in to the captain.”

“Sir,” said I, “upon my word, I dare not.”

“Oh,” he sneered. “Take me in straight, or I’ll break your arm. Come now, march.”

I never before heard a voice so cruel, and cold, and ugly as that blind man’s. It utterly cowed me and I began to obey him at once, walking straight in at the door and toward the parlor, where our sick old buccaneer was sitting. The blind man clung close to me, holding me in one iron fist and leaning almost more of his weight than I could carry.

“Lead me straight up to him,” grunted the wretch, “and when I’m in view, cry out, ‘Here’s a friend for you, Bill.’ If

*Model—Continued**Nineteenth Week*

you don't, I'll do this;" and with that he gave me a twitch that I thought would have made me faint. I was so terrified that I forgot my fear of the captain. I opened the parlor door and cried out as I was ordered.

Composition Study

Note—The teacher should give a synopsis of Stevenson's "Treasure Island" and thus provide the proper setting. This preliminary work should not consume more than ten minutes of the composition period.

- I. (a) Read silently for content. (b) Read orally for expression. (c) Account for paragraphing and punctuation. (d) Reproduce the narrative orally. (e) Answer orally:

- (1) What evidences does the author give of the blindness of the visitor?
- (2) What meaning does the visitor intend to convey by "precious" and "gracious" (second paragraph)?
- (3) What indicates the exceptional strength of the blind man?
- (4) It has been said that "the prose of Stevenson sparkles." Point out some beautiful passages in the model.

- II. (a) Outline the contents of the model under four headings. (b) Transcribe headings on blackboard. (c) Reproduce the narrative, carefully observing the rules for punctuation.

III. Treatment as heretofore.

Supplement

To each stem given below, attach a prefix or a suffix, or both. Thus, equ; *equality, equivalent, unequal, adequate*. Give the meaning of the words you have formed.

cap	grad	log	mont	port
cor	junct (or jug)	ment	numer	scrib
dict	leg (or lect)	meter	part	sent
fac	liter	mitt	ped	sume

*Model: Narrative**Twentieth Week*

THE BLIND MAN'S VISIT—Continued

The poor captain raised his eyes, and at one look the rum went out of him, and left him staring sober. The expression of his face was not so much of terror as of mortal sickness. He made a movement to rise, but I do not believe he had enough force left in his body.

"Now, Bill, sit where you are," said the beggar. "If I can't see, I can hear a finger stirring. Business is business. Hold out your left hand. Boy, take his left hand by the wrist, and bring it near to my right."

We both obeyed him to the letter, and I saw him pass something from the hollow of the hand that held the stick into the palm of the captain's, which closed upon it instantly.

"And now that's done," said the blind man; and at the words he suddenly left hold of me, and with incredible accuracy and nimbleness, skipped out of the parlor and into the road, where, as I still stood motionless, I could hear his stick go tap—tap—tapping into the distance.

It was some time before either I or the captain seemed to gather our senses; but at length, and about at the same moment, I released his wrist which I was still holding, and he drew in his hand and looked sharply into the palm.

"Ten o'clock!" he cried. "Six hours. We'll do them yet"; and he sprang to his feet. Even as he did so he reeled, put his hand to his throat, stood swaying for a moment, and then, with a peculiar sound, fell from his whole height face foremost to the floor.

I ran to him at once, calling to my mother. But haste was all in vain. The captain had been struck by thundering apoplexy.

R. L. STEVENSON: "Treasure Island."

(Adapted.)

*Composition Study**Twentieth Week*

- I. (a) Read silently for content. (b) Read orally for expression.
 (c) Give the meaning or synonymous equivalent of the following:
 Staring sober; mortal sickness; incredible accuracy;
 nimbleness; reeled; thundering apoplexy.
 (d) Account for the paragraphing and punctuation.
 (e) Reproduce the narrative orally. (f) Answer orally:
- (1) Express otherwise: "We both obeyed him to the letter."
 - (2) What do you think that "something" was that the blind man passed into the captain's hand?
 - (3) It is said that when a person has lost the use of one of his senses the other senses become more acute; what statement in the model suggests this?
 - (4) Why did the captain put his hand to his throat?
 - (5) What is your opinion of the captain?
- II. (a) Pupils outline the model rapidly under four headings.
 (b) Pupils make written reproduction of narrative.
- III. Treatment as heretofore.

Supplement

Where the dash appears in the following sentences insert the appropriate pronoun.

1. Let each esteem others better than ——.
2. Every one stoutly contended for —— rights.
3. If you ever find "The Man Without a Country" send —— to me.
4. It is expected that the workmen provide —— own tools.
5. Unfortunately, many a man will barter —— reputation for a mere trifle.
6. Men's manners are a fair index to —— morals.
7. The state has the right to force every man to the discharge of —— duties.
8. Which of the two boys finished —— work first?







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