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COMPOSITION
BOOK
BY GRADES
FIFTH YEAR

O'SHEA-EICHMANN

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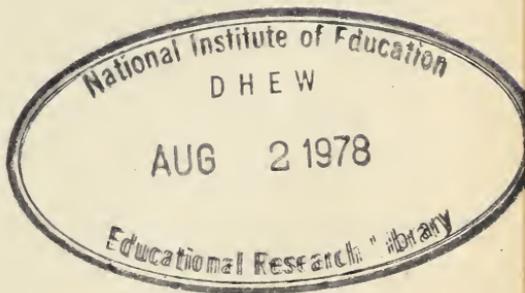
WILLIAM J. O'SHEA

DISTRICT SUPERINTENDENT OF PUBLIC SCHOOLS
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PREFACE

Composition is an art, and, like other arts, it 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, at the same time, the most useful form of written expression, is introduced for the purpose of familiarizing pupils with good form, and giving 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. The topics selected for these different 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 her pupils with methodical instruction.

While, at first sight, the plan followed in these books may appear somewhat rigid, it is, in fact, exceedingly flexible and allows abundant opportunity for the originality of the ambitious teacher. The plan does, however, lend itself best 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 presented model; and the third, to a criticism of the pupils' original compositions 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 afford practice in using the correct word or phrase at the proper time—in short, to help prepare the way for the correct use of oral and written language.

FIFTH YEAR—FIRST HALF

Model: Description

First Week

THE PATROL WAGON

The police patrol wagon is used by peace officers in arresting those accused of breaking the law.

This wagon is usually drawn by two horses. Some of the patrol wagons go by motor power.

The person in charge is a policeman, whose duty it is to get to the place of trouble quickly, and to bring his prisoner safely to the station house or to court.

Illustration

THE AMBULANCE

The ambulance is used to bring the hospital surgeon to the sick person in need of medical help. If necessary, it will also convey the patient to the hospital where he will receive treatment.

This conveyance is usually drawn by a horse, although some ambulances go by motor power. In either case, the ambulance must get to its destination in the quickest possible time.

Composition Study

- I. *a.* Oral reading.
- b.* Class-talk on form.
- c.* Oral reproduction.

*Composition Study (Continued)**First Week*

- II. *a.* Class note how "The Ambulance" as a composition subject is adaptable to the model.
b. Pupils write on new subject, "The Fire Engine." Free use of blackboard.
- III. *a.* Some compositions read.
b. Corrections made by pupils.
c. Poorly constructed compositions rewritten after revision.

Note.—Between the second and third periods, the teacher should familiarize herself with the errors made by the pupils, and should, with respect to a part of her class at least, indicate in the margin of each composition corrected, the errors found. The children should then, under her guidance, correct their own mistakes—one kind at a time. This method is sometimes varied by allowing pupils to exchange compositions, to discover one another's mistakes, and to correct them, under the guidance of the teacher. Common errors should receive special attention in the corrections and also in the oral language work of the class.

Pupils should be formed into two or three groups, according to the size and the grading of the class, and the group most in need of assistance should each week, in addition to the general class instruction, receive special help from the teacher.

If the pupil's first draft is satisfactory, a second draft should not be insisted upon.

Pupils should not be permitted to recopy errors made in original compositions.

Model: Description

Second Week

MY WATCH

My watch is a small-sized timepiece. The inscription shows that it is a Waltham watch. The case is made of gold, fourteen carats fine. The dial indicates not only the hours and minutes, but also the seconds.

My watch keeps very good time. It varies hardly one minute a week.

Composition Study

- I.
 - a. Oral reading.
 - b. Class-talk on form.
 - c. Blackboard work to encourage original expression.
- II.
 - a. Class-talk on new subject, "Our School Clock" or "Our Thermometer."
 - b. Pupils write simple composition.
- III.
 - a. Some compositions read.
 - b. Corrections by pupils.
 - c. Poorly constructed compositions rewritten after revision.

*Supplement: Oral Drill**Second Week*

Make changes in the following sentences, using the verbs in the plural form:

1. The eagle soars.
2. The frog leaps.
3. The serpent crawls.
4. The horse gallops.
5. The butterfly flutters.
6. The ostrich struts.
7. The grasshopper hops.
8. The stag bounds.
9. The monkey gambols.
10. The lion pounces.
11. The lamb skips.
12. The duck plunges.
13. The salmon leaps.
14. The worm crawls.
15. The firefly glints.
16. The diamond sparkles.
17. The ember glows.
18. The candle flickers.
19. The lamp flares.
20. The star twinkles.
21. The opal gleams.
22. The dewdrop glistens.
23. The torch blazes.
24. The door creaks.

Model: Exposition

Third Week

HOW TO POP CORN

To pop corn, you must have some dried corn and a popper. Then you must put into the popper just enough corn to cover the bottom.

Now shake the popper over the hot coals of a fire. In a little while, you will hear the kernels go pop! pop! Look, and you will see the cage filled with puffy white balls. You now have pop corn.

Composition Study

- I. *a.* Oral reading.
b. Class-talk on form.
c. Blackboard work to encourage original expression.
- II. *a.* Class-talk on new subject, such as "How to Make Taffy."
b. Pupils write simple composition.
- III. *a.* Some compositions read.¹
b. Corrections by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.

¹ It would be well to have several original compositions on the blackboard. To this end, pupils might take turns in transferring their work for the purpose of general class correction.

*Supplement: Memory Gem**Third Week*

Tell which words are used as names, and give the meaning of each:

What do we plant when we plant the tree?
We plant the ship, which will cross the sea;
We plant the masts to carry the sails;
We plant the plank to withstand the gales;
The keel, the keelson, and beam and knee;
We plant the ship when we plant the tree.

What do we plant when we plant the tree?
We plant the houses for you and me;
We plant the rafters, the shingles, the floors,
We plant the studding, the lath, the doors,
The beams and siding, all parts that be;
We plant the house when we plant the tree.

What do we plant when we plant the tree?
A thousand things that we daily see.
We plant the spire that out-towers the crag,
We plant the staff for our country's flag,
We plant the shade, from the hot sun free;
We plant all these when we plant the tree.

HENRY ABBEY

Model: Description

Fourth Week

MARCH DAYS

The coming of March days means the closing of winter and the opening of spring. The sun ascends higher and higher, and the nights become shorter.

The gray sod soon turns green, and the sap rises in the stems of all the early plants.

During this month, the children are putting aside their winter games. Marbles, tops, kites, and hoops appear everywhere.

Composition Study

- I.
 - a. Oral reading.
 - b. Class-talk on form. Outlining.
 - c. Blackboard work to encourage original expression.
- II.
 - a. Class-talk preparatory to writing on new subject: "December Days" or "June Days."
 - b. Pupils write simple composition.
- III.
 - a. Some compositions read.
 - b. Corrections by pupils with aid of teacher.
 - c. Poorly constructed compositions rewritten after revision.

*Supplement: Oral Drill**Fourth Week*

Insert appropriate prepositions for the dashes:

“My ancestry goes back six thousand years, and nobody has ever found fault —— my habits,” said the ant to the elephant.

“I don’t agree —— you at all,” replied the elephant. “I easily recall the time when there were no such mites as you are. Besides, people —— my reputation and strength don’t bother —— trifles. Why should I notice you, or your impertinence?”

“Pardon me, sir,” answered the ant, “I have never before been accused —— impertinence. I should not have spoken —— you at all, but —— your rudeness —— urging me along the road in the manner you did. Politeness is expected —— big people as well as —— little ones.”

“My dear little ant,” rejoined the elephant, “that was not rudeness —— my part, but just plain awkwardness; you should not take offense so hastily.”

“I do not wish —— argue —— you any further,” concluded the ant, “nor shall I tolerate your jostling hereafter. You may consider yourself great because —— your size, but you have not the reputation —— the industrious ant. That you are big, may also mean that you are taking up too much valuable space, unless you are able to render a just account —— it —— the world and —— your creator.”

*Model: Letter**Fifth Week*

320 South Sixth Street,
Minneapolis, Minn.,
March 10, 1913

Dear Uncle Louis,

Father expects to have some of his friends at home Saturday night to hear our new pianola. He wishes you also to come that evening, and was about to send you a note when I asked that he let me write it for him.

Father does not believe that I can write a letter. So please bring this letter with you when you come Saturday. I hope you will not disappoint us.

Please give my love to Aunt Clara.

Your loving nephew,
George

Mr. Louis Currey
12 Vancouver St.
Minneapolis
Minn.

*Composition Study**Fifth Week*

- I. *a.* Oral reading.
b. Class-talk on form.
 - II. *a.* Teacher and pupils prepare outline for letter of invitation to a birthday party.
b. Pupils write.
 - III. *a.* Some letters read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed letters rewritten after revision.
-

Supplement

Draw rectangles to represent envelopes, and write the following addresses:

Mr. George Sands, 480 Filbert St., Toronto, Canada.

Mrs. Edith Brown, 12 Lincoln Place, Chicago, Ill.

Dr. Gordon Bennet, 45 Market St., Rio Janeiro, Brazil, S. A.

Col. Edward Bell, 26 K St., Washington, D. C.

The Rev. Mr. Herbert Bates, 49 Broad St., London, England.

Miss Helen Stuart, 56 Scott Lane, Glasgow, Scotland.

Master George Aldrick, care of Mr. Rufus Spenser, West Meadows, Newark, N. J.

Model: Biographical Sketch

Sixth Week

AMERIGO VESPUCCI

Amerigo Vespucci was an Italian, but he spent many years in the service of a merchant in Seville. It was there that he met Columbus.

Vespucci made four voyages to America. On one of these voyages he probably passed along the southern coast of the United States.

Shortly before his death, Vespucci wrote accounts of his voyages. These were widely read in Europe, and aroused a great deal of interest in the new country.

As no name had, up to this time, been given to the newly discovered land, it was called America in honor of Vespucci.

Composition Study

- I. *a.* Oral reading.
- b.* Class-talk on form.
- c.* Class reproduce model.
- II. Teacher and pupils make outline for composition on "Magellan."

Notes:

1. 1470-1521.
2. He was the first to cross the Pacific Ocean.
3. He entered Spanish service to find a route to the Moluccas.

*Composition Study (Continued)**Sixth Week*

4. Magellan was three months on the Pacific; discovered the Philippines.
5. His fate.
6. The "Victoria," one of his ships, finally reached Spain. First circumnavigation.

Or similar subject: "Henry Hudson."

Notes:

1. Englishman in service of Dutch East India Company.
2. He discovered Hudson River and sailed to present site of Albany.
3. In later voyage, he discovered Hudson Strait and Bay.
4. His fate.
5. Irving's allusion in "Rip Van Winkle." (The teacher should tell of this.)

b. Pupils write composition.

III. *a.* Some compositions read.

b. Corrections by pupils with aid of teacher.

c. Poorly constructed compositions rewritten after revision.

Model: Report

Seventh Week

THE SEAL

The seal lives in the far north. He is a friendly animal, and often becomes tame and learns tricks. His head looks somewhat like that of a dog.

Like many other animals, the seal is of most benefit to us when he is dead. His fat is turned into oils, which are used for dressing leather and greasing machinery. It is also used for heating purposes. His skin is a fur much prized all over the world.

The United States owns valuable seal fisheries on the shores of Alaska.

Composition Study

- I. *a.* Oral reading.
- b.* Class-talk on form. Outlining.
- c.* Oral reproduction of model.
- II. *a.* Pupils make outline preparatory to writing composition on "The Deer."

Notes:

1. Friendly to man.
2. Of use, alive.
3. Horns for knife handles, fancy articles, etc.
4. Skin for rugs, leather (doeskin, buckskin).
5. Venison.

Composition Study (Continued) Seventh Week

Or similar subject: "The Camel."

Notes:

1. Willing, patient, obedient.
2. Beast of burden, "Ship of the Desert."
3. Hair for shawls, underwear, fine brushes.
4. Meat can be eaten.

b. Pupils write composition.

III. a. Some compositions read.

b. Corrections by pupils with aid of teacher.

c. Poorly constructed compositions rewritten after revision.

Supplement: Oral Drill

Give, in your own words, the meaning of the following sayings:

1. "A small leak will sink a great ship."
2. "A stitch in time saves nine."
3. "Take care of the pennies, and the dollars will take care of themselves."
4. "A bird in the hand is worth two in the bush."
5. "A rolling stone gathers no moss."
6. "It is never too late to mend."
7. "Life is what we make it."
8. "Heaven helps those who help themselves."

*Model: Civics**Eighth Week*

COMPULSORY EDUCATION

The laws of the state of New York require all children between the ages of seven and sixteen "to attend upon instruction."

The Board of Health has the right to excuse from this obligation a child fourteen years old who wishes to go to work. But work papers are not granted, even in this case, unless the child has finished the studies of the 5A grade. He must also have attended school one hundred thirty days during the year preceding the date of his application.

Composition Study

- I. *a.* Oral reading.
b. Class-talk on form. Outlining.
c. Pupils reproduce model orally.
- II. *a.* Pupils make outline in preparation for similar composition on "Child Labor."

Notes:

1. No child under fourteen permitted in any employment, even during the holidays.
2. Between fourteen and sixteen, employment certificates issued by the Board of Health.

Composition Study (Continued) *Eighth Week*

3. Eight-hour labor does not permit labor before 6 A. M. or after 10 P. M.
4. Employer who cannot show the certificate of a child in his employ, is liable to a fine of fifty dollars.

Or similar subject: "The Newsboys' Law."

Notes:

1. No boy under ten, nor girl under sixteen, permitted to sell papers at any time.
 2. A boy between ten and fourteen must have a permit, and wear a badge issued by the Board of Education.
 3. No papers to be sold after 10 P. M.
- b. Pupils write composition on subject selected.
- III. a. Some compositions read.
- b. Corrections by pupils with aid of teacher.
- c. Poorly constructed compositions rewritten after revision.

Supplement: Oral Drill

Give, in your own words, the meaning of the following sayings:

- "The worst wheel of a cart creaks most."
"Empty kettles make the most noise."
"Never open the door to a little vice lest a great one enter with it."

Model: Letter

Ninth Week

“The Palace”

San Francisco, Cal.,

April 9, 1914

Dear Cousin Margaret,

Our train arrived here at nine o'clock last night after four days of almost continuous speeding.

I could not begin to describe all the mountains, valleys, ravines, rivers, lakes, prairies, forests, cities, towns, hamlets, and huts that I have seen. When we return, I shall try to tell you about them.

My mother's watch gave her some concern. Every morning it was found an hour fast. Of course you know why.

I shall write you a long letter next week. We expect to stay at “The Palace” for a month.

Mother joins me in sending love to all.

Your affectionate cousin,

May

Miss Margaret Van Pelt,

420 Pine Street,

Atlanta, Ga.

*Composition Study**Ninth Week*

- I. *a.* Oral reading.
b. Class-talk on form.
c. Outlining.
 - II. *a.* Class-talk on reply to May's letter.
b. Pupils write.
 - III. *a.* Some letters read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed letters rewritten after revision.
d. Pupils address envelope.
-

Supplement: Oral Drill

Insert appropriate prepositions for the dashes in the following:

The potato beetle is the pest ——— the farmer and the enemy ——— the potato plant.

Originally it was a native ——— Colorado, where it fed ——— a wild weed closely related ——— our potato. When potatoes were introduced ——— Colorado, the beetles forsook their native food plant and attacked the potato vines. So rapidly have they multiplied and spread that to-day they are a nuisance ——— nearly every potato garden in the United States east ——— the Rocky Mountains.

The larva is orange-red, spotted ——— black. It lives ——— the leaves.

Model: History Sketch

Tenth Week

THE CLIFF DWELLERS

The cliff dwellers were a race of people who inhabited the southwestern part of the United States many centuries ago. It is possible that they lived at the time of the Mound Builders.¹

In the valley of the Colorado may still be seen the ruins of houses once built on high cliffs, and rows of similar ruins in rocky caves. Here and there are found caves cut within caves; these may have been fortresses. Fancy pottery, tools, bows, and arrows have been dug up in many of these ruins.

¹ *Note.*—The central part of the United States was at one time occupied by a class of people, who perhaps were, like the Indians, red men, but who must have been far more advanced than the Indians. They lived in mounds, which they built of clay or stone. Some of their mounds were burial places and temples. The temple mound in Illinois is 90 feet high and has a base 700 feet long and 500 feet wide. At present, most of these mounds are covered with trees, some of which are hundreds of years old. The Indians were far behind these builders in their knowledge and ways of living.

Composition Study

- I. a. Oral reading.
- b. Class-talk on form.

*Composition Study (Continued)**Tenth Week*

- c. Blackboard work to encourage original expression.
- II. a. Discussion on some similar subject; e. g. "The Aztecs," "The Mound Builders," "Indian Relics," etc., preparatory to composition. (Teacher should supply information to facilitate the pupil's work.)
- b. Pupils write simple composition.
- III. a. Some compositions read, and corrected as before.
- b. Poorly constructed compositions rewritten.
-

Supplement: Oral Drill

Where the dash occurs, insert the correct preposition:

The white-spotted hornet is a large wasp which constructs great spherical paper nests. These nests are attached ——— the branches ——— trees or ——— the eaves ——— houses.

The wasps are often seen flying ——— dwellings, and are commonly feared ——— their loud buzzing. They are not vicious, however, and will not sting, even if disturbed. Indeed, they are quite beneficial, as they capture houseflies, which they use as food ——— their larvæ. The larvæ live ——— the honey-combed paper cells ——— the nest. They are carefully fed and cared for ——— the adults. Large numbers ——— these adult hornets work together harmoniously ——— the management ——— a single nest.

*Model: Monologue**Eleventh Week*

THE LION'S WAIL

I have spent three weary years in this dismal cage. I cannot understand why I have been so meanly trapped. Men call me the king of beasts, but no one is more unhappy than I.

This jail life has not only made me sad, but has also injured my health. How I long for the freedom enjoyed by my old friends on the sunny banks of the Congo River!

There seems to be no kind word for me from the throngs that pass this prison. Even my keeper, who has known me for a long time and who ought to be my friend, gives me no hope of return to my old home in Africa.

Composition Study

- I.
 - a. Oral reading.
 - b. Class-talk on form. Outlining.
 - c. Blackboard work to encourage original expression.
- II.
 - a. Pupils make rapid outline for monologue; e. g. "The Camel's Lamentation" or "The Canary's Song" or "The Elephant's Experience."
 - b. Pupils write simple monologue on the subject selected.

Composition Study (Continued) Eleventh Week

- III. a. Some compositions read.
 b. Corrections by pupils with aid of teacher.
 c. Poorly constructed compositions rewritten after revision.
-

Supplement: Oral Drill

Where the dash occurs, insert a word, taken from Column II, that will denote the shape attributed to a thing named in Column I:

COLUMN I

The hook is _____.

The pen is _____.

The lath is _____.

The globe is _____.

The die is _____.

The egg is _____.

The sky is _____.

The bowl is _____.

The arch is _____.

The funnel is _____.

The tube is _____.

The gable is _____.

The disc is _____.

COLUMN II

circular

straight

cubical

oval

convex

cylindrical

angular

pointed

spherical

vaulted

concave

conical

crooked

Change each statement to the plural form.

*Model: Exposition**Twelfth Week*

PINS

The common pin was once a part of a long wire of uniform thickness. In the manufacture of pins, this wire must first be drawn through steel rollers to straighten out the curves and kinks. On its way through the roller it is cut into pin lengths, the upper ends of which extend beyond the jaws of the machine. A steel bar strikes these ends, and this makes the pin heads.

Next, the crude pins are dropped into slits. In this position, the other ends are filed into fine points. The pins are then heated in a large vessel containing a solution of copper and tin. This makes them bright and strong. They are finally attached to papers by means of other machines, and packed for sale.

Composition Study

- I. *a.* Oral reading.
b. Class-talk on form. Reproduction.
- II. *a.* Class prepare similar composition on "Needles."
b. Pupils write composition.
- III. *a.* Some compositions read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.

*Supplement: Oral Drill**Twelfth Week*

Where the dash occurs, insert *sit*, *sat*, or *set*:

Come, ——— down and rest a while.

Well, we ——— down together and read "Black Beauty."

The maid could not at first ——— the table for us.

When it was ———, we ——— down for dinner.

The *comma* is used

1. To separate the noun of direct address from the rest of the sentence.
2. To separate words in a series.
3. To separate the distinct thoughts of the same sentence.
4. To separate a word or section of a sentence inserted for explanation.

Note the commas in the following sentences:

1. Please stand, John, and give your seat to the lady.
2. Madam, be seated.
3. I don't know you, Mr. Cleary.
4. Conductor, what is the next stop?
5. Well, Jack, the world is small indeed.
6. Health, sickness, joy, sorrow, rest, and work make up the routine of life.
7. Health and sickness, joy and sorrow, rest and work, all make up the routine of life.

Model: Letter

Thirteenth Week

1225 Walker Street,
Selma, Alabama,
May 12, 1913

Dear Father,

We have received your letter, and are happy to hear that you are well.

Since I wrote you last week, Uncle John has lost his beautiful bay horse in a runaway. On Monday, he sent his wagon out with a new driver. At Jefferson Avenue, the horse balked and started off on a mad dash. A trolley-car was approaching, and in trying to avoid it, the poor animal fell.

Mother does not know I am writing to you. When are you coming home, Father?

I am your affectionate son,
Clarence

Composition Study

- I. *a.* Oral reading.
b. Class-talk on form. Outlining.
c. Pupils address envelopes.
- II. *a.* Teacher and pupils together invent story of a dog's pranks.
b. Pupils write short letter.

Composition Study (Continued) Thirteenth Week

- III. a. Some letters read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed letters rewritten after revision.
-

Supplement: Oral Drill

The *exclamation mark* is used after expressions of sudden joy, grief, surprise, disappointment, or other strong emotion.

In the following, note the commas and the exclamation marks:

1. Farewell, my brother, and may fair fortune go with you! Forget the past!
2. "Ho! watchman, ho!
Twelve is the clock!"
3. I don't know him, do you?
4. Run, boys, run! And don't dare turn your heads!
5. Welcome, strangers! Welcome! Have you had anything to eat this day?
6. Excuse me, my kind hostess, but I must ask for some more milk. What delicious cream!
7. The mean coward! He is branded for life.

Model: Description

Fourteenth Week

THE MINUTEMAN

The picture on the opposite page shows a scene on the edge of the Common in the little town of Lexington. In the center of this picture there is a mass of rocks forming a tier. Above this mound appears the figure of a minuteman, with rifle in both hands, ready to charge. In the foreground is a small bubbling spring studded with little rocks. Some of the larger rocks of the mound are moss-covered; and, here and there, little vines are creeping among them. In the background rises a row of beautiful trees, giving the minuteman a majestic setting.

Composition Study

- I. *a.* Oral reading. Verification from picture.
b. Class-talk on form.
c. Blackboard work to encourage original expression.
- II. *a.* Oral description of easy pictorial subjects found in Reader, stereoscope, etc.
b. Written description of a picture.
- III. *a.* Some descriptions read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.



STATUE OF THE MINUTEMAN AT LEXINGTON

*Model: Anecdote**Fifteenth Week*

THE BRAVERY OF CORTEZ

A thrilling story is told of Cortez while he was encamped in Mexico. The Spanish general often sat among his Mexican prisoners, and plied them with questions.

Once, six big Mexicans invited Cortez up to the top of an observatory in the capital for a view of the scenery. As they reached the top landing, Cortez suddenly discovered that the Mexicans had plotted to kill him. Quick as a flash, he grappled with the treacherous Mexicans, and one by one slew them all.

Composition Study

- I. *a.* Oral reading.
- b.* Class-talk on form.
- c.* Pupils reproduce model from memory.
- II. *a.* Pupils prepare outline for composition on some similar historic anecdote; e. g. "John Smith and the Turks" or "John Smith Saved from Death" or "The Search for the Fountain of Youth."
- b.* Pupils write story

Composition Study (Continued) Fifteenth Week

- III. a. Some compositions read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.
-

Supplement: Oral Drill

Note the commas, and give the rule:

1. Brooklyn, the city of churches, is but a part of the great metropolis.
2. My uncle was a personal friend of Whittier, the Quaker poet.
3. Doing, not talking, is what tells.
4. His eyes, and his face too, beamed with intelligence.
5. Mary, as well as her brother Frank, graduated from this school.

Where the dash occurs, insert the proper form of the word in parenthesis:

- (eat) 6. Millet is a common food ——— by the Turks. They also ——— dates.
- (make) 7. Sago is ——— from the pith of the palm. The peasants in the warm countries ——— it.
- (grow) 8. The farmers of America ——— a great quantity of maize. It ——— in abundance in central United States.

*Model: Business Letter**Sixteenth Week*

312 Manhattan Avenue,

New York City,

June 2, 1913

Messrs. M. A. Carmody Sons, Stationers,

300 Broadway, New York City.

Gentlemen:—

Please send to the above address, at your earliest convenience, the following items as per price list B:

- 500 Envelopes
- 1 Box writing paper
- 1/2 doz. Pencils
- 1 Bottle Stafford's ink

I enclose check for six dollars and forty-four cents (\$6.44) in payment for this order.

Very truly yours,
Jerome Strong

Composition Study

- I. *a.* Oral reading.
 - b.* Class-talk on form.
 - c.* Dictation of model. Corrections by pupils.
- II. Pupils prepare letter to Messrs. Charles Scribner's Sons, asking for a copy of "The Eugene Field Book" (price 50c.), and enclosing stamps for payment.

Composition Study (Continued) Sixteenth Week

- III. a. Some letters read. Envelopes addressed.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed letters rewritten after revision.
-

Supplement: Oral Drill

Where the dash occurs, insert the correct form of the verb in parenthesis:

- (speak) 1. William and Mary have always —— kindly of you.
- (break) 2. Windows were —— during the cannon-ading.
- (weave) 3. Rope is frequently —— into mats.
- (shake) 4. In this country, we have the custom of —— hands.
- (write) 5. I apologized for not having —— all the news.
- (ride) 6. We —— in all speed to the depot, but I failed to notice over what streets we had ——.
- (drive) 7. A herd of swine and a drove of oxen were —— in haste out of the burning forest.
- (freeze) 8. As the thermometer registered thirty degrees, it was not surprising to find the water ——.

Model: Amplification

Seventeenth Week

A MISHAP DURING A BALL GAME

Runner making for home-plate. Boy spectator on base line. Both fall. Spikes of player's shoes cut into boy's forehead.

Boy taken home. Ambulance surgeon puts in four stitches.

Illustration

What might have been a very serious accident took place during a ball game last Saturday afternoon on the American League grounds. A runner had just passed third base and was making a dash for home, when a little boy —————

(Pupils finish.)

Composition Study

- I. *a.* Pupils read outline.
- b.* Pupils amplify orally, using illustration.
- II. *a.* Pupils compose orally on the subject, "A Shipwreck."

Skeleton:

1. Heavy thunderstorm followed by squall.
2. Vessel ripped from anchorage.
3. It is dashed into shoaly channel.

Composition Study (Continued) Seventeenth Week

4. Vessel capsized.

5. The crew rescued.

b. Pupils write story.

III. a. Some stories read.

b. Corrections by pupils with aid of teacher.

c. Poorly constructed stories rewritten after revision.

Supplement: Oral Drill

Note the ending in each of the words of Column II. These endings, in each case, make the word mean something smaller than the corresponding word of Column I.

COLUMN I

brook

bull

isle

sack

stream

goose

root

leaf

eagle

COLUMN II

brooklet

bullock

islet

satchel

streamlet

gosling

rootlet

leaflet

eaglet

Tell which diminutives are not easily associated with the words from which they are made.

Tell the meaning of each diminutive.

Model: Autobiography.

Eighteenth Week

THE TALE OF THE TELEGRAPH POLE

Fifteen years ago I was a tree standing in full foliage at the foot of the Adirondack Mountains. My name was then Tamarack. Please note that I am one of the larch family, and that your poet Longfellow speaks of me in his beautiful "Hiawatha."

One winter I was felled, with others of my kind. We rolled down the Hudson until we met the boom at Stony Creek. I was then marked for New York City by way of the New York Central freight line.

A few weeks later, I was taken out of the yard and hauled through the city streets. When the wagon stopped, the men lifted me. Before I could collect my thoughts, I was in an upright position with two heavy arms nailed across me at the top. Then I learned for the first time that my name was no longer Tamarack, but Telegraph Pole.

Composition Study

- I. *a.* Oral reading. Oral reproduction.
 - b.* Class-talk on form. Outlining.
 - c.* Pupils reproduce model
- II. *a.* Class-talk preparatory to autobiography: "The Story of a Lead Pencil."

*Composition Study (Continued) Eighteenth Week**Notes:*

1. Wood generally of the common red juniper.
2. It is furnished by shrubs or large trees.
3. It grows in Washington, Oregon, California.
4. Graphite obtained from Ceylon, New York State, and Bohemia.
5. Dixon Crucible Graphite Co., Jersey City, N. J.
6. Eberhardt factories, Williamsburg, N. Y. C.

b. Pupils prepare suitable outline.

III. Treatment as heretofore.

Supplement: Oral Drill

Where the dash occurs, insert the proper form of the word in parenthesis:

- (swim) 1. A school of whales ——— in the direction of the sunset.
2. Why fishes ——— better than land animals is easily understood.
3. Turn to the right as soon as you have ——— to the float.
- (get) 4. Crabs cast off their shells and ——— new ones every year.
- (lie) 5. The boat ——— at anchor many days waiting for the storm to abate.
- (fall) 6. Snow had ——— in great heaps and the trains were stalled.



THE NATIONAL CAPITOL AT WASHINGTON

Model: Description of Scenery Nineteenth Week

A VIEW OF WASHINGTON

At this moment I am standing in the cupola of the national Capitol.

Directly before me is Pennsylvania Avenue, the most historic street in the country. At the first turn of the avenue is the building of the State, War, and Navy Departments. To the rear of this is the White House, the home of our President.

To my left, I see the Washington monument; and in the distance, Arlington, which was once the home of General Lee.

To my right is an expanse of beautiful homes, palaces, government buildings, schools, and colleges. That great white tower spreading "Old Glory" to the breeze marks the National Soldiers' Home.

Composition Study

- I. *a.* Oral reading.
b. Class-talk on form.
c. Outlining.
- II. *a.* Make outline for description of shore scene observed from a ship.
b. Pupils write compositions.
- III. *a.* Some compositions read.
b. Treatment as heretofore.

Model: Letter of Application *Twentieth Week*

Wanted—Boy, at least 14 years old, for office work. Must be good penman and quick at figures. Apply by personal letter, and enclose references.
Address P. O. 160, "Herald"

120 Rutherford Place,
Trenton, N. J.,
July 3, 1913

P. S. 160, "Herald."

Dear Sir:

I wish to offer myself as a candidate for the position mentioned in your advertisement in this morning's New York Herald.

I am fourteen years of age and a pupil in the 5A grade of the Lincoln School, where I have had a good record for attendance, punctuality, and scholarship.

Enclosed, please find copies of recommendations given me by my principal and my teacher, both of whom have kindly permitted me to name them for further reference.

Yours respectfully,
Joseph Randall

*Composition Study**Twentieth Week*

- I. *a.* Oral reading.
b. Class-talk on form. Outlining.
c. Pupils reproduce model.
- II. *a.* "Herald" asks: With whom do you live, and are you satisfied to start as office boy at four dollars a week?
Pupils write answers.
b. Blackboard criticism.
- III. *a.* Some letters read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed letters rewritten after revision.
-

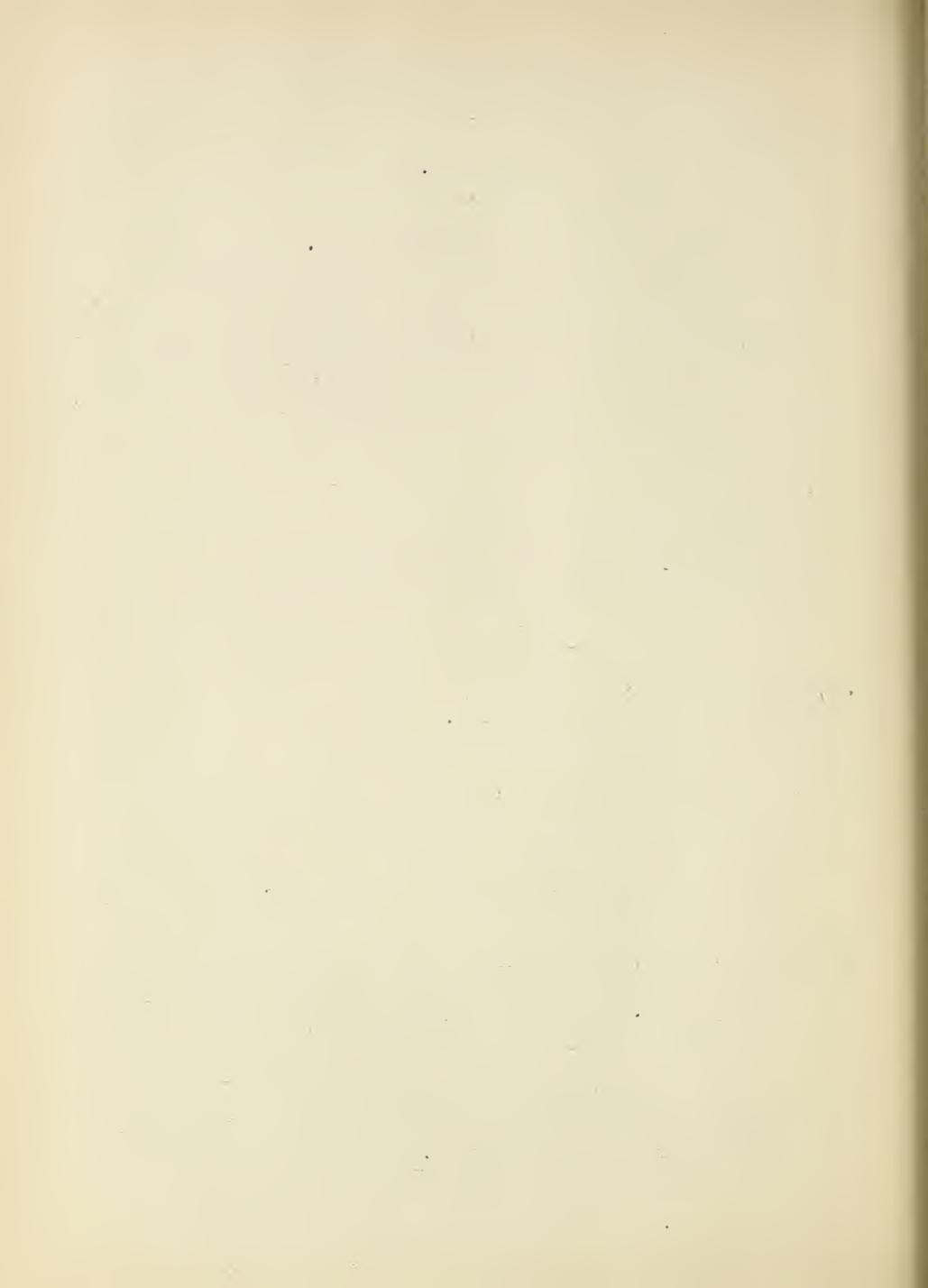
Supplement

Answer the following advertisements:

Girls, over 16, neat and willing to make ladies' house dresses and kimonos; paid while learning; rapid advancement; steady position. Apply Carson Brothers, 132 Winfield Ave., Knoxville.

Wanted, boy; bright, willing, for office and messenger work. Apply this morning. James Townsend, 22 North William St., Bangor.

Boy wanted in wholesale dry goods house to help in shipping department. State references; wages \$5. Address D, 315 Evening Star.



FIFTH YEAR—SECOND HALF

*Model: Report**First Week*

HOW I SPENT SATURDAY

On Saturday we have no school, and I am always up early to enjoy the holiday. After breakfast, last Saturday, I took mother's orders to the butcher and the grocer, and, before lunch, had ridden my bicycle ten miles through the country.

At one o'clock Cyril Anderson and I started off to Spring Lake for the afternoon. Many of our classmates were there, and we spent hours in a good game of hockey. We were home again at half past five.

We dined at six o'clock. After dinner I went to Mr. Clarkson's on an errand for my father. After my return, I read three chapters of "Black Beauty." I was then tired and went to bed.

Composition Study

- I. *a.* Oral reading.
b. Class-talk on form. Outlining.
c. Pupils reproduce model from memory.
- II. *a.* Oral report on "How I Spent Saturday" (pupil's personal experiences).
b. Pupils write composition.

*Composition Study (Continued)**First Week*

- III. *a.* Some compositions read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.
-

Supplement: Oral Drill

- I. Where the dash occurs in Column I, insert an appropriate word taken from Column II.
- II. Similarly, make complete statements, using the plural form of each word in Column I.

COLUMN I

The top ———.
The drum ———.
The engine ———.
The tempest ———.
The wind ———.
The bullet ———.
The pan ———.
The cannon ———.
The trumpet ———.
The horn ———.
The fire ———.
The clock ———.
The rain ———.

COLUMN II

ticks
patters
blares
booms
puffs
toots
blows
hums
howls
crackles
sizzles
whizzes
rolls

Model: Exposition

Second Week

THE USES OF THE COTTON PLANT

Cotton, the fruit of the cotton plant, is usually turned into yarn. Rope and a variety of fabrics, such as muslin, calico, and gingham, are made from this yarn.

The stalk of the plant is frequently ground into pulp for making paper.

The seed serves a great many purposes. From it can be made oil-cake which is good for animals. Oil, cooking-fat, soap, and candles are also made from it. Even the hulls of the seed are of service for making paper stock, fertilizer, and batting.

Composition Study

- I. *a.* Oral reading. Oral reproduction.
b. Class-talk on form.
c. Pupils reproduce model.
- II. Pupils write similar composition on "The Yellow Pine."

Notes:

Wood: lumber, excelsior, tar, pitch, charcoal, fuel.

Resin: turpentine, rosin, varnish, soap.

Leaves: needle-wool, needle-oil.

Composition Study (Continued) Second Week

- III. a. Some compositions read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.
-

Supplement: Oral Drill

Supply the appropriate prepositions:

The honey bee, as is well known, lives ——— large colonies and stores up great quantities ——— honey ——— its nests. It has been introduced ——— civilized man ——— practically all parts ——— the world, and, next ——— the silkworm, is probably the most valuable insect.

Each hive contains a single female. Associated with her is a large number of workers which feed the larvæ and store up the honey. The males, or drones, and the young queens ——— the following generation are produced only ——— the time ——— swarming, soon after which the males die, while the young queens start new nests.

Bees make honey to supply their needs ——— the winter. But they always make more than is necessary. The surplus is taken ——— them and sold.

*Model: Narration**Third Week*

Bath Avenue and Bay Parkway,
Brooklyn,

Jan. 14, 1914

Dear Grandma,

I thank you very much for the skates you so kindly sent me on my birthday, for they are just what I wanted.

As soon as I received them, I went with some of my friends to the park and had fine sport for a couple of hours. The skates were so light and so easily adjusted, that all my playmates admired them.

Mother and sister Maud sat on one of the benches near the lake and were delighted at the fun they saw me having. So, dear Grandma, you have made us all very happy by your kindness.

Come soon to see us.

Lovingly,
George

Composition Study

- I. *a.* Oral reading.
b. Class-talk on form.
c. Pupils reproduce model.
- II. *a.* Oral exercise in preparation for similar letter.
b. Pupils write.

*Composition Study (Continued)**Third Week*

III. a. Some letters read.

b. Corrections by pupils with aid of teacher.

c. Poorly constructed letters rewritten after revision.

Supplement: Oral Drill

Where the dash occurs in Column I, insert an appropriate word taken from Column II:

COLUMN I	COLUMN II
Coins ———.	clap
Bells ———.	rustle
Stars ———.	flap
Leaves ———.	jingle
Teeth ———.	babble
Timbers ———.	chatter
Wheels ———.	tinkle
Waves ———.	twinkle
Swords ———.	rumble
Hoofs ———.	creak
Chains ———.	clatter
Hands ———.	clank
Sails ———.	clash
Brooks ———.	roar

*Model: Report**Fourth Week*

BALLOONS IN WAR

The nineteenth century holds the record for the greatest number of balloon ascensions. During that century, balloons were used very frequently for war purposes.

In 1871, the French sent up more than fifty balloons to transport mail and other light material out of Paris. The United States used them during the Civil War. A notable ascension was then made by F. S. Lowe, who sent a long telegram to President Lincoln from his balloon 500 feet above the city of Washington, D. C. During the Spanish War, several ascensions were made, and messages were sent to Gen. Shafter. Balloons were also used almost daily by the Japanese during their war with Russia.

The balloon would be used more frequently in time of war but for the many dangers that attend ascensions. The Santiago Balloon, for example, rendered great service at critical times, but was at last brought down by Spanish sharpshooters.

*Composition Study**Fourth Week*

- I. *a.* Oral reading. Oral reproduction.
b. Class-talk on form.
- II. *a.* Pupils make outline in preparation for composition on "The Carrier Pigeon."

Notes:

1. Slender form.
2. It can travel 80 miles an hour.
3. Messages are fastened to leg, neck, or wing.
4. Home instincts cultivated early. They will find home 800 miles away.
5. They were much used prior to the invention of the telegraph.
6. During siege of Paris (Franco-Prussian War), they returned messages of balloonists.

- b.* Pupils write short composition on "The Carrier Pigeon."

- III. Treatment as heretofore.
-

Supplement: Oral Drill

Notice the difference in spelling between the verb and the corresponding noun in the following lists:

VERB	NOUN	VERB	NOUN
choose	choice	fly	flight
freeze	frost	grieve	grief
lose	loss	give	gift
shoot	shot	strike	stroke

*Model: Narration**Fifth Week*

THE FIRST MATCHES

One hundred years ago, matches were not known. In the days of our great-grandfathers, light was made by striking steel against steel or flint.

The match had a strange beginning. In 1832 there was an uprising in Germany and many people were arrested, among them being the chemist, John Kammerer.

Kammerer was permitted to work in his cell. Early and late he studied to invent something that would strike fire instantly. After many failures, he found the substance he wanted. It was white phosphorus. When this substance was placed upon the tip of a splint, dipped in sulphur, and rubbed against a hard body, it produced a flame.

The news of the invention spread like wildfire. The German government grew alarmed and made severe laws against the use of matches. Driven insane by disappointment, poor Kammerer died a few years after making this invention.

Composition Study

- I. *a.* Oral reading. Oral reproduction.
- b.* Class-talk on form. Outlining.
- c.* Pupils reproduce model.

*Composition Study (Continued)**Fifth Week*

- II. *a.* Pupils make outline preparatory to composition on "The Sewing Machine." (Read Mowry's "American Inventions and Inventors," p. 175; or Piercy's "Great Inventions and Discoveries," p. 188.)
- b.* Pupils write simple compositions.
- III. *a.* Some compositions read.
- b.* Corrections by pupils with aid of teacher.
- c.* Poorly constructed compositions rewritten after revision.
-

Supplement: Oral Drill

Following models supplied by the teacher, build sentences, using words taken from the lists given below:

ACTION	PERSON	THING
receive	receiver	receipt
offend	offender	offense
sing	singer	song
clothe	clothier	cloth
sell	salesman	sale
weave	weaver	weft
lend	lender	loan
think	thinker	thought
detain	detainer	detention
speak	speaker	speech
build	builder	building

Model: Letter Correlating Geography Sixth Week

Government School, Malolos,
Luzon, P. I.,

Sept. 3, 1913

Master Frank Brown,
P. S. No. 300, Queens.

My dear Master Frank,

I am a Filipino boy many thousand miles from your great city. Do you wonder how I learned your name? Well, it was by mere chance, as you will see. My teacher is Miss Norton from P. S. 300, Queens, and she suggested that I write to you.

Besides Miss Norton, we have many other American teachers on these islands, several of whom came from New York.

You will be interested to know that it is so hot here at times that, for several weeks during the year, we have only morning sessions. Besides, our school year is not so long as yours.

Will you not exchange letters with me? I should be very happy to hear from you about your studies, your school games, and vacations.

Very sincerely yours,
Stefano Baucitas

*Composition Study**Sixth Week*

- I. *a.* Oral reading.
b. Class-talk on form. Outlining.
c. Pupils address envelopes.
- II. *a.* Pupils prepare outline for the answer to Stefano Baucitas, teacher transferring to blackboard.
b. All write simple letter.
- III. *a.* Some letters read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed letters rewritten after revision.

Supplement: Oral Drill

In the following columns of words, note how the nouns are formed from the adjectives. Copy the lists as printed, and then, with the teacher's models as a guide, build sentences using one of the nouns in each.

ADJECTIVE	NOUN	ADJECTIVE	NOUN
wise	wisdom	loyal	loyalty
modest	modesty	gay	gayety
false	falsehood	deep	depth
proud	pride	long	length
true	truth	broad	breadth
brave	bravery	wide	width
warm	warmth	diligent	diligence
hot	heat	charming	charm
strong	strength	speedy	speed

*Model: Report**Seventh Week*

COAL

Coal comes from plant substances that were buried in the earth many centuries ago. It is found in veins varying in thickness from a few inches to ten or twelve feet. The best known veins of coal are found in Pennsylvania, West Virginia, Ohio, Indiana, Illinois, and Michigan.

Coal is used chiefly for fuel. Hence, it is the principal source of our steam power. Nearly all transportation is dependent upon coal. It is used in the manufacture of iron and steel and for the production of lighting gas. It is such an important product that, without it, most of our factories would close. The United States, Great Britain, and Germany, which are the greatest producers of coal, are also the greatest manufacturing countries of the world.

Composition Study

- I. *a.* Oral reading.
b. Class-talk on form.
- II. Pupils prepare composition of two paragraphs on "Iron."

*Composition Study (Continued) Seventh Week**Notes:*

1. Iron localities in the United States: Appalachian Mts., Rocky Mts., Ozark Mts., Lake Superior region.
2. Iron is not found pure. It is mixed with other substances in veins of ore. Meteorites.
3. Ore crushed and mixed with limestone and coke; smelted in blast furnaces. Two tons of coal needed to smelt one ton of ore.
4. Uses: cast iron for stoves, etc.; wrought iron for rods, bars, etc.; steel for machinery, girders, guns, rails, utensils, etc.
5. Iron-producing countries, in order: United States, Germany, Great Britain.

III. Treatment as heretofore.

Supplement: Oral Drill

Where the dash occurs, insert the correct pronoun:

The Himalaya Mountains are noted for —— height.

Every boy must take —— books home to-day.

We must do —— duty at all costs.

Don't judge hurriedly, for everybody has —— faults.

Franklin and Carroll signed —— names to the Declaration of Independence.

Model: Amplification

Eighth Week

KOSCIUSZKO'S HORSE

General Kosciuszko, once upon a time, sent Zeltner with a present to a curate in Switzerland. Zeltner used Kosciuszko's saddle horse. He returned and suggested that, thereafter, when sent on a similar message, he be allowed to use the general's purse as well as his horse.

(The messenger, on his way, met many poor people who approached him and begged alms. The horse invariably stopped and refused to move until the rider had dropped a coin into the beggar's hat. Significance of the incident.)

Illustration

A strange story is related in the "Life of Kosciuszko," the famous patriot of Poland. A curate who lived in Switzerland was an intimate friend of General Kosciuszko. He had been in ill health for some time, and the general thought it would comfort his friend to surprise him with a present. Accordingly, he dispatched his servant with a package ———

(Write two paragraphs.)

*Composition Study**Eighth Week*

- I. *a.* Oral reading of synopsis.
b. Pupils fill in, orally.
c. Pupils write.
- II. *a.* Class-talk on new subject, "Brave Genelon."¹
b. Pupils write composition.
- III. *a.* Some compositions read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.

BRAVE GENELON¹

French story four hundred years old. Rich nobleman had an only son (Hugo), whose mother died when the boy was not six months old. Nurse employed. Child lies in cradle most of the time. Genelon, the nobleman's dog, rarely leaves infant's side.

Snake enters by window. Fierce fight between Genelon and snake. Howls of dog bring nurse. Dog and snake kill each other. No harm done to child.

Nobleman returns; hears story; buries dog. Inscription on tombstone: "Here lies Genelon. He died for my boy, Hugo."

¹*Note.*—Amplification, as a composition exercise, should be frequently used where students find difficulty in written expression; e. g. with those whose vocabulary is limited, or whose speech betrays a lack of clear and sequential thinking, a logical synopsis, properly explained, will supply their shortcomings in this respect and stimulate the necessary interest.

Model: Letter

Ninth Week

169 Seaver Place,
Indianapolis, Ind.,
Nov. 3, 1913

The Librarian,
Children's Department,
Public Library.

Dear Madam:

The Library Club of my class has asked me to secure a list of reading books, suitable for children in the fifth year at school.

Yesterday I called at the local branch and was referred to you as the person who would be willing to furnish the information.

Enclosed please find a stamped envelope for the reply.

Thanking you for your courtesy, I am

Respectfully yours,
Oscar Casanova

Composition Study

- I. *a.* Oral reading.
- b.* Class-talk on form.
- c.* Pupils reproduce model.

*Composition Study (Continued)**Ninth Week*

- II. a. The librarian has answered, has enclosed information desired, and sent best wishes to the Library Club. The teacher writes this letter on blackboard. Class sends acknowledgments to the librarian.
- b. Envelopes addressed.
- III. a. Some letters read.
- b. Corrections by pupils with aid of teacher.
- c. Poorly constructed letters rewritten after revision.
-

Supplement: Oral Drill

Copy the words in Column I, writing after each its derivative. Then build sentences, using one word from the second column in each sentence. Thus,

The mutineers were taken in chains from the vessel.

A journalist is a person who gives his time to newspaper writing.

NOUN	DERIVATIVE NOUN
violin	violinist
glass	glazier
library	librarian
captive	captivity
school	scholar
journal	journalist
mutiny	mutineer
refuge	refugee



From the painting by Bayes

WATCHING THE DEPARTURE OF THE MAYFLOWER

Model: Description

Tenth Week

THE DEPARTURE OF THE MAYFLOWER

In the picture on the opposite page, I see a group of Pilgrims watching the departure of the "Mayflower." Among them are men, women, and children, old and young. The venerable man in the center seems to take the farewell very much to heart. Some of the women are in tears; all of the group, no doubt, recall the homes they have left in their dear mother country, and the hardships they have endured in their first winter in Plymouth. Some of the group are kneeling, and, perhaps, praying for the safety of the departing crew.

The surrounding scenery suggests that it is still cold weather. The "stern and rock-bound coast" makes us think of the beautiful lines of Felicia Hemans.

Composition Study

- I. *a.* Oral reading. Verification from picture.
b. Class-talk on form.
c. Dictation of the whole or part of the description.
- II. *a.* Pupils prepare similar description of picture presented by the teacher.
- III. *a.* Some compositions read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.

*Model: Exposition**Eleventh Week*RED ROVER ¹

Two opposite sides of the school yard are selected as goals. The players arrange themselves in a straight line on one side. Red Rover (who may be anybody selected from the players) stands between the two goals.

To begin the game, the player in the center of the yard shouts "Red Rover!" The other players all repeat, "Red Rover! Red Rover!" To this he answers, "I dare you come over." The whole line then dashes across the yard for the opposite goal. In the meantime, Red Rover tries to capture the players between the goals. When he takes a prisoner, he must hold him long enough to say, "You Rover, you Rover, you dare not go over."

All who are caught must join Red Rover in the middle of the yard. The remainder are lined up on the second goal. The play continues from goal to goal until everybody has been captured. The last prisoner wins the game.

¹The game is played variously in different localities. Children who are familiar with it may describe it as they are accustomed to play it.

*Composition Study**Eleventh Week*

- I. *a.* Oral reading. Oral reproduction.
 - b.* Class-talk on form.
 - c.* Pupils reproduce model. (It would be an advantage to have a demonstration of the game by actual play.)
 - II. *a.* Pupils prepare outline for an exposition of another familiar game.
 - b.* Pupils write composition.
 - III. Treatment as heretofore.
-

Supplement: Oral Drill

Note the commas in the following sentences, and give the rule:

1. The sky was black, angry, and threatening.
2. The peddler carries buttons, shoestrings, suspenders, buttonhooks, and cheap chains.
3. To the right were the ships, the scows, the tugs, and the piers; to the left, the hillocks, the groves, the mansions, and the lofty spires.
4. There is just this much to be said to you: speak little, think much, work hard.
5. This morning I arose at seven, took breakfast, polished my shoes, read my mail, and started for business.
6. The United States exports beef, cattle, cotton, petroleum, copper, etc.

Model: Business Letter

Twelfth Week

637 Grove Street,
Jersey City,
Nov. 20, 1913

Messrs. James McCreery & Co.,
Sixth Avenue and Twenty-third Street,
New York City.

Gentlemen:

Please send to me, C. O. D., at the above address, ten (10) yards of linen and five (5) yards of lace, to match the samples enclosed; also, two (2) dozen small pearl buttons, two (2) cards of small white hooks and eyes, and one (1) box of white cotton No. 60.

I shall be grateful for prompt attention to this order, as I need the articles just as soon as it is possible for you to deliver them.

Yours truly,
Sarah Connors

Composition Study

- I. *a.* Oral reading. Class-talk on form.
b. Dictation of model. Correction by pupils.
- II. *a.* Blackboard exercises on business letter similar to model; e. g. pupils send for a box of note paper (35c.) and a copy of "Swiss Family Robinson" (40c.), enclosing stamps in payment.

Composition Study (Continued) Twelfth Week

- b. Pupils write same letter independently.
- III. a. Some letters read for oral discussion.
b. Poorly constructed letters rewritten after revision.
c. Pupils address envelopes.
-

Supplement

Where the dash occurs in the sentences below, insert the appropriate preposition:

1. Birds live —— land; fish live —— water.
Fish breathe —— gills; birds —— lungs.
Both are dependent —— air. Fish do not
come —— the surface to breathe air; they ex-
tract it —— the water —— means ——
their gills.
2. To make our food more palatable, we season it
—— salt.
3. Invalids go —— mineral springs to drink
—— them.
4. We are not permitted to associate —— people
who are quarantined because —— contagion.
5. The officer went —— the house to see if there
might not be some explosives hidden —— the
cellar.

Model: Description

Thirteenth Week

A CIRCUIT OF THE UNITED STATES

A good way to understand the great size of the United States would be to make a circuit of the country on the trunk lines. It should be remembered, however, that the trunk lines run far short of the extreme boundaries of the United States, and that the New England states would be excluded altogether on this trip.

Starting from New York City, the following railroad lines may be used: The Baltimore and Ohio, the Southern, the Southern Pacific, the Northern Pacific, the Lake Shore, the Michigan Southern, and the New York Central and Hudson River. The route covered connects Philadelphia, Baltimore, Washington, Atlanta, New Orleans, San Francisco, Portland, Chicago, Cleveland, Buffalo, and New York City.

Apart from the many interesting sights on the route, the traveler will experience a scale of climates: temperate in the eastern part of the country; warm in the southern part; tropical in the southwestern; warm on the Pacific coast; cold in the northern Rocky regions, and cool in the Lake states.

*Composition Study**Thirteenth Week*

- I. *a.* Oral reading. Verification from map.
b. Class-talk on form. Outlining.
 - II. *a.* Oral composition on "A Trip by Water" (e. g. Chicago, New Orleans, New York City, Chicago).
b. Pupils write composition.
 - III. Treatment as heretofore.
-

Supplement: Oral Drill

Tell what is meant by each of the following distinctions:

1. Ham is green or cured.
2. Stone is rough or dressed.
3. Wood is green or dry.
4. Metal is pure or alloyed.
5. Lime is quick or slack.
6. Water is soft or hard.
7. Vapors are light or dense.
8. Animals are wild or tame.

Finish the following sentences:

9. The sidewalk is covered with ashes, so that
_____.
10. Foreign-born people cannot vote unless _____.
11. Some birds build their nests in very thick trees
in order that _____.
12. Nobody is permitted to peddle on the street
unless _____.

Model: Description

Fourteenth Week

PEARY'S CROSSING OF GREENLAND

Commodore Peary's party left Brooklyn Navy Yard, June 6, 1891, on the steamship "Kite." The little crew steered far northward through Davis Strait. Near McCormick Bay, they built the Red Cliff House from timber brought on the "Kite." It was then the middle of July.

The following April, Peary, with three of his crew and five Eskimos, went by sleighs to Humboldt Glacier, and deposited a store of provisions. Taking Astrup, one of the Eskimos, and a few dogs, Peary started across Greenland. The others of the party returned to Red Cliff House.

On July 4, 1892, Peary reached the opposite side of Greenland, where a beautiful bay spread out before him. Peary named it Independence Bay in honor of the day.

The dash across Greenland was a trip of twelve hundred miles. It was hardship all the way. On this trip Peary discovered that Greenland was an island, and not a part of any continent.

*Composition Study**Fourteenth Week*

- I. *a.* Oral reading.
b. Class-talk on form. Outlining.
- II. *a.* Class make outline preparatory to writing composition on "Peary's Discovery of the Pole" or "Peary's Meteorites."

Notes:

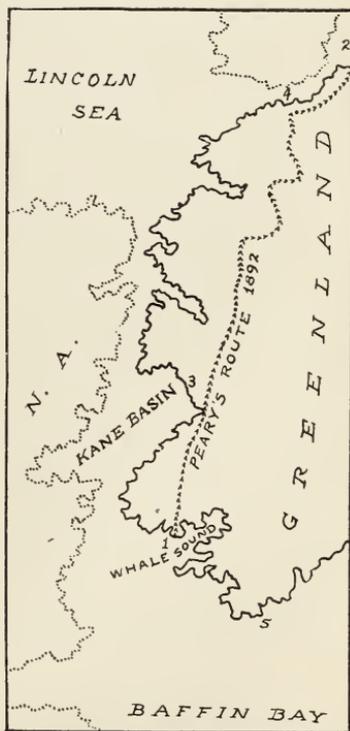
Peary's next visit to Greenland, in 1893. He makes a sledge trip to Independence Bay. He explores Whale Sound. On return trip, he visits Cape York.

There, Eskimos show meteorites, which were solid iron covered with brownish crust. Superstition of Eskimos: meteorites supposed to be an Eskimo woman, her dog, and tent, hurled from sky by evil spirit. (Meteorites resemble woman, dog, and tent.)

Peary conveyed "woman" and "dog" to New York City, 1895. "Tent" sent to Brooklyn Navy Yard on the "Hope," Oct. 2, 1897. "Tent" weighs 90 tons and is the largest meteorite known.

b. Pupils write composition.

III. Treatment as heretofore.



- 1 MCCORMICK BAY 4 PEARY CHANNEL
 2 INDEPENDENCE BAY 5 CAPE YORK
 3 HUMBOLDT GLACIER

Model: Christmas Letter

Fifteenth Week

Orange Vista,

Pasadena, Cal.,

Dec. 25, 1914

Dear Aunt Dorothy,

How we all wished that you were here to-day to enjoy Christmas with us! We have had fine fun.

When Jack, Anna, and I awoke this morning, we saw the house dressed up in holly, flowers, and ribbons. We saw also a tree lighted with electric bulbs and laden down with candies. I think father and mother must have spent all of last evening in preparing this surprise for us.

Good old Santa Claus did not forget us either, for, besides games, books, and other presents, he left Jack an electric locomotive with enough track to reach all around the room. He left me a big football and a football suit, which were just what I wanted; and he left Anna a beautiful large doll, which, she says, is the prettiest present of all.

I think, dear Aunt Dorothy, that Santa Claus must have seen you before paying us a visit, for he brought us just what you knew would please us most.

All join in sending love.

Your affectionate nephew,

Volney

*Composition Study**Fifteenth Week*

- I. *a.* Oral reading.
b. Class-talk on form.
c. Pupils copy model and address envelope.
 - II. Teacher and pupils, working together, make draft of letter to parent. Free use of blackboard.
 - III. *a.* Some letters read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed letters rewritten after revision.
-

Supplement

RULES FOR LETTER WRITING

1. The best usage calls for black ink and unruled paper.
2. A letter may be written on pages 1 and 3. A long letter should be written in the usual order, that is, on pages 1, 2, 3, 4.
3. Formal salutations should not be abbreviated. Exceptions are: Mr., Mrs., and Dr. The abbreviations Gen., Col., Capt., Pres., are bad form in salutations.
4. In addressing a clergyman, use "The" before "Reverend" in the salutation.
5. Salutations and complimentary closings may be omitted on postal cards.
6. It is wrong to send confidential communications on postal cards.

Model: Exposition

Sixteenth Week

FIRST AID TO THE INJURED

When, after an accident, a person shows that he has lost the power of his leg, that the pain is becoming more and more intense, and that the injured part is swelling, it may reasonably be assumed that his leg is broken. A physician should be sent for immediately.

In the meantime, the patient should be made as comfortable as possible, and the injured part should be bandaged with handkerchiefs or strips of cloth. The leg should then be laid on a board or tree bark, and fastened to this support. This will prevent other injuries.

A similar course should be taken in the case of a broken arm. There is no immediate danger to the life of the person in either instance, but every moment of delay is a moment of pain to him.

We should at all times be ready to render help in cases of emergency.

*Composition Study**Sixteenth Week*

- I. *a.* Oral reading. Oral reproduction.
b. Class-talk on form.
c. Pupils reproduce model.
- II. *a.* Pupils make outline in preparation for composition on "First Aid to the Drowning."
b. Pupils write composition.
- III. *a.* Some compositions read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.
-

Supplement: Oral Drill

Construct sentences, using in each a word found in Column I or in Column II. Thus,

The plumber *brazed* the seams of the copper pipe so that it could not leak.

NOUN	VERB	NOUN	VERB
excuse	excuse	price	price
rebel	rebel	digestion	digest
glass	glaze	throat	throttle
grease	grease	nest	nestle
brass	braise	bath	bathe
advice	advise	grain	granulate
proof	prove	table	tabulate

Model: Report on Reading *Seventeenth Week*

Questions on "The Hoosier School Boy"

1. What pleased you most about this book?
2. What do you think of the persons associated with the story?
3. What part of the story do you like best?

THE HOOSIER SCHOOL BOY

The chief attraction in the book is John Dudley, "the Hoosier school boy." Jack is a very noble little fellow, and though he is no match in size or strength for the three "bullies" of the school, he is not cowed by them.

Other fine characters are Bob Haliday and several girls of the Greenbank school. One of the chapters gives an account of a race in which Jack beats Mr. Gray's messenger to the court house, and thus saves a piece of property to his mother. The meanest person in the tale is Mr. Gray, who owes money to the Dudleys and refuses to pay.

I think the most interesting part of the story is the last chapter. Here we see good feeling in the crowd. Peace comes at last, when Pewee and Riley join Mr. Williams, the new teacher, in rescuing Jack from death, after the latter has saved little Jackson from drowning.

*Composition Study**Seventeenth Week*

- I. *a.* Oral reading. Teacher tells the story, if the children are not all familiar with it.
b. Class-talk on form.
 - II. *a.* Teacher selects a subject in class Reader to which the three questions on p. 80 apply.
b. Pupils prepare answers.
 - III. Treatment as heretofore.
-

Supplement: Oral Drill

Note the commas, and give reasons:

THE SAP OF TREES

Many trees are prized for their timber; others, for their fruit; and still others, for their periodic sap. The sap of the pine tree, for example, oozes forth as resin or pitch, and may be made into a lighter liquid, known as turpentine. The sap of the Japanese sumach is turned into an expensive varnish; that of many tropical trees hardens into rubber. The exuding fluid of the fir becomes a gum. A similar gum, brown in color, oozes from the western larch, and is prepared by the northwestern Indians for food. The sweet gum comes from the tree of the same name. It is an article of commerce in Mexico and a glove perfume in France. The sap barks of the wild cherry, the holly, the witchhazel, and the sassafras are prepared and sold as drugs.

Model: Story

Eighteenth Week

BEWARE OF THE CAMEL'S NOSE

When the Arabians wish to caution any one against bad habits, they say, "Beware of the camel's nose." It is supposed that their proverb is based on the following story:

Once a man was working at his bench in a shop. A camel was passing on the street at the time and, unexpectedly, thrust its nose through the open window, crying, "My nose is cold; let me warm it by your side."

The workman paid no attention to the voice, and the camel pushed in its head and neck. Finding still no objection, the animal made one big leap through the window.

The man was dumfounded at the sight, and frowned on the unwelcome visitor. The animal, noticing this, boldly turned to him with the rebuke, "If thou art troubled, go thy way; for in this place I choose to stay."

Composition Study

- I. *a.* Oral reading. Oral reproduction.
b. Pupils read selection on p. 83, and reproduce it.
- II. *a.* Teacher reads or tells new story (e. g. "The Blind Man and the Elephant") preparatory to writing.
b. Pupils write composition.
- III. Treatment as heretofore.

THE CAMEL'S NOSE

Once in a shop a workman wrought
With languid hand and listless thought,
When through the open window space,
Behold, a camel thrust his face!

“My nose is cold,” he meekly cried;
“So let me warm it by thy side!”

Since no denying word was said,
In came the nose, in came the head;
As sure as sermon follows text,
The long and shaggy neck came next;
And then, as falls the threatening storm,
In leaped the whole ungainly form.

Aghast, the owner gazed around,
And on the rude invader frowned,
Convinced, as closer still he pressed,
There was no room for such a guest;
Yet, more astonished, heard him say,
“If thou art troubled, go thy way;
For in this place I choose to stay.”

Oh, youthful hearts, to gladness born,
Treat not this Arab lore with scorn!
To evil habit's earliest wile
Lend neither ear nor glance nor smile;
Choke the dark fountain ere it flows,
Nor e'en admit the camel's nose.

MRS. SIGOURNEY

*Model: Narration**Nineteenth Week*

BEEES

A hive of bees consists of the queen bee, the drones, and the workers.

The queen bee is the mother of the family. She lays the eggs and keeps order in the house. It is easy to discover the queen bee, for she is the largest bee in the hive.

The drones, or male bees, are non-workers. They live but a short time, and, when too greedy, are expelled from the hive by the workers.

The workers are small bees. They gather nectar from the blossoms in the fields and convert it into honey. At the same time, other workers are busy in the hive, making honeycomb from the wax which comes from their own bodies.

The honey that bees prepare is a pure and delicious food. The wax they make is used for a variety of purposes, but especially for the manufacture of candles and artificial flowers.

Composition Study

- I. *a.* Oral reading. Oral reproduction.
- b.* Class-talk on form.

Composition Study (Continued) Nineteenth Week

- II. a. Class-talk on "Sagacity of Horses" preparatory to writing composition. Blackboard work.
b. Pupils write composition.
- III. Treatment as heretofore.
-

Supplement: Oral Drill

Using the teacher's model as a guide, make each of the following a part of a complete sentence. Thus,

When we *contrast* things *with* each other carefully, we soon find differences.

1. Contrast with _____.
2. Founded upon _____.
3. Refrain from _____.
4. Long for _____.
5. Rise above _____.
6. Sink beneath _____.
7. Decide on _____.
8. Deal in _____.
9. Deal with _____.
10. Abandon to _____.
11. Profit by _____.
12. Saturate with _____.
13. Differ from _____.
14. Argued about _____.
15. Argued with _____.

*Model: Narration**Twentieth Week*

THE FALL OF QUEBEC

In 1759, the English in Canada were trying to drive the French from the whole province. The most important move of the English was to be a direct attack on Quebec by Wolfe.

Quebec is protected on three sides by water. On the fourth side rise cliffs of towering rocks. Wolfe's plan was to scale these rocks by night and attack Montcalm's forces on the summit. Twenty volunteers led, and others soon followed. Before the sun had risen, the whole English army was scrambling over the heights and taking a position on the Plains of Abraham.

Later in the morning the armies met, and one of the fiercest battles in history was fought. Both generals, Wolfe and Montcalm, fell mortally wounded. The French were defeated. This ended the rule of the French in Canada.

*Composition Study**Twentieth Week*

- I. *a.* Oral reading. Oral reproduction.
b. Class-talk on form. Outlining.
c. Pupils reproduce model.
 - II. *a.* Teacher and pupils make an outline preparatory to writing composition on "King Philip's War."
b. Pupils write composition.
 - III. *a.* Some compositions read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed compositions rewritten.
-

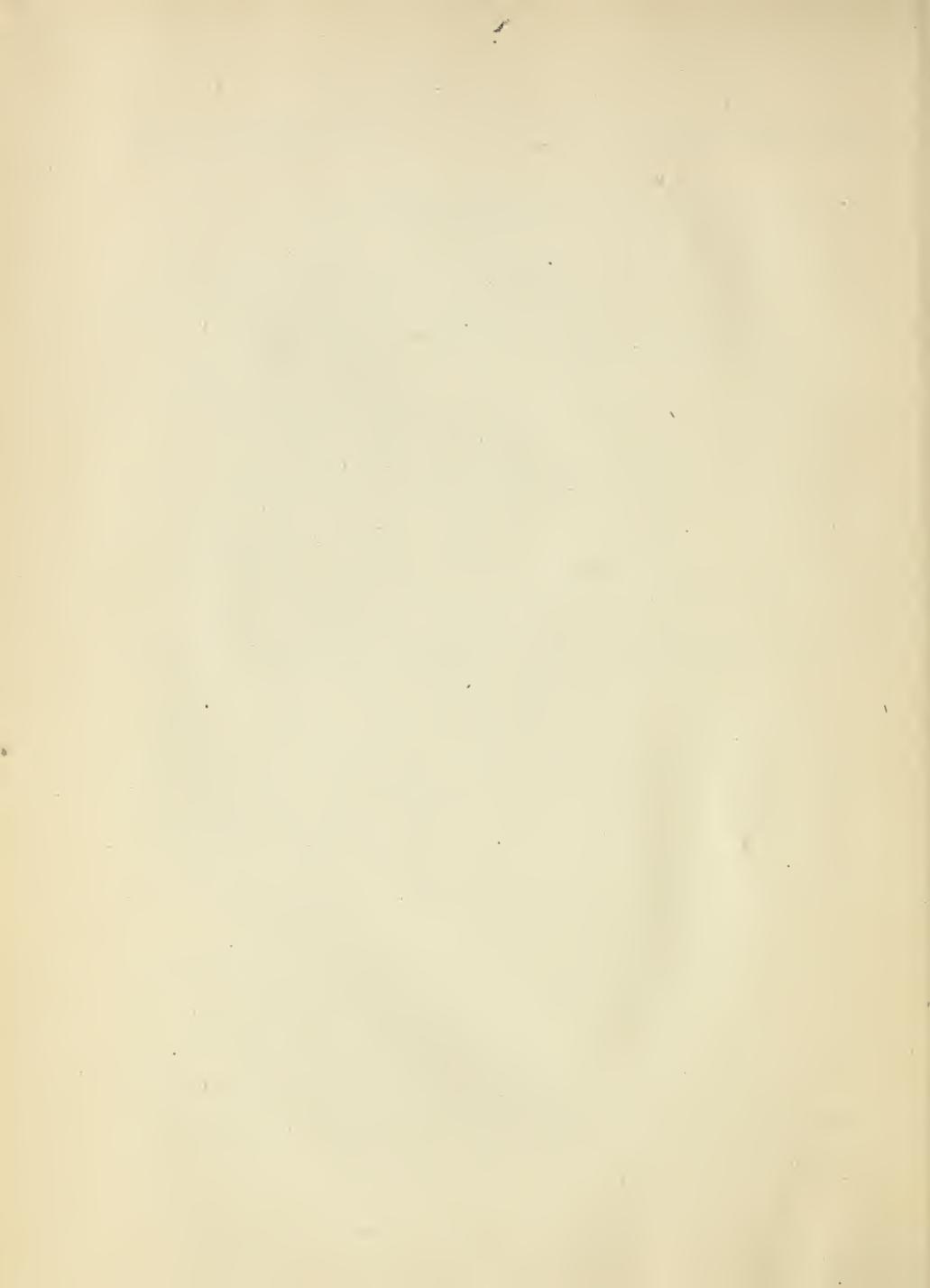
Supplement: Oral Drill

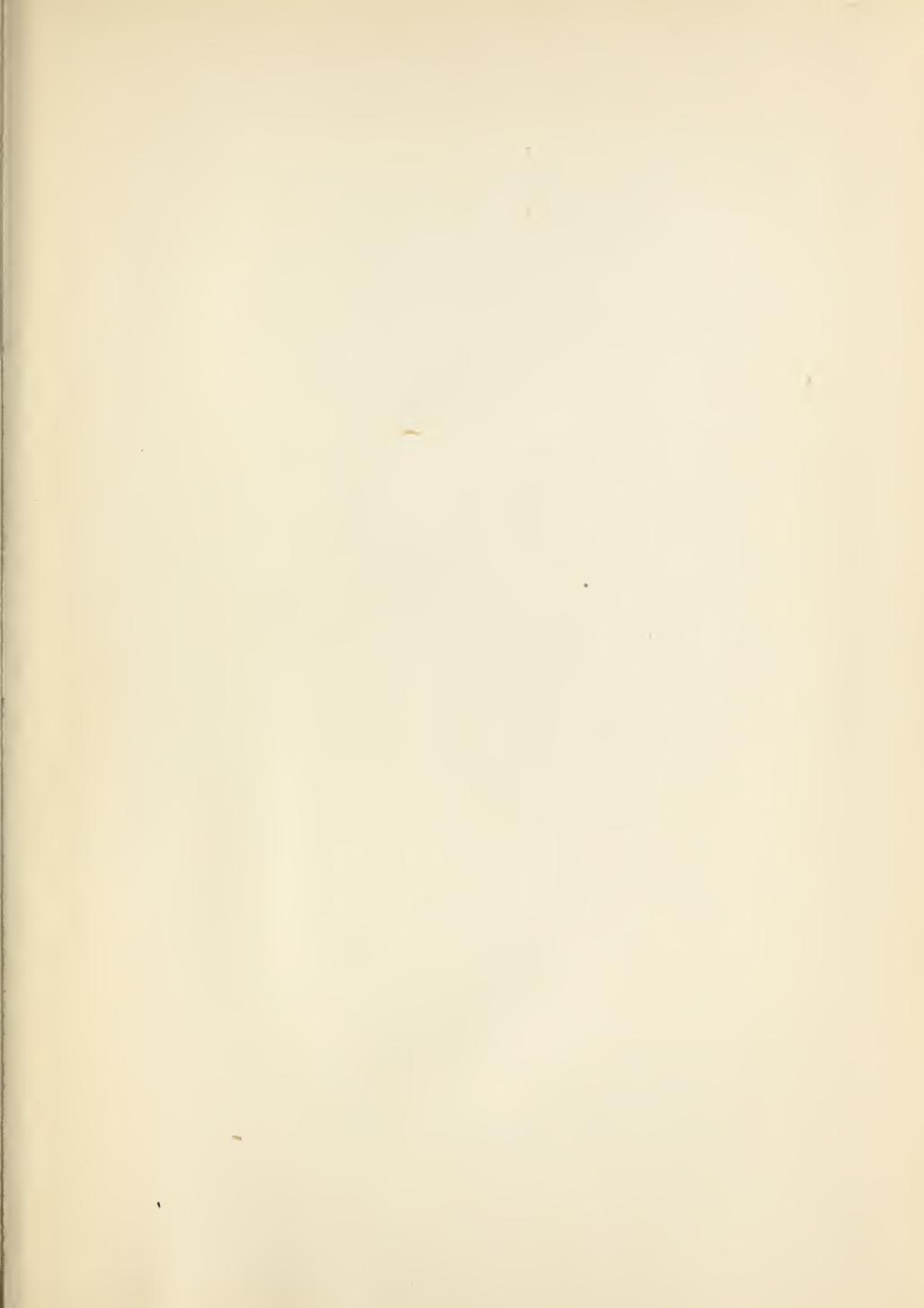
Note the punctuation marks, and give reasons:

TREES

How wonderful are the ways of nature! How alluring her charms! How lavish her blessings! Have you ever stopped to think, kind reader, that nothing was meant to be lost, and that all things, even the most insignificant in this great, beautiful, wonderful world, must have been placed here for some purpose?

Consider for a moment the magnificence of the tree-world, the luxuriant foliage, the sweet aroma, the luscious fruit, and the meaty kernels. And when at last the stately tree succumbs to the blows of the felling ax, it passes out of life, only to be of further service to man.





MAR 27 1912

