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COMPOSITION
BOOK
BY GRADES
FOURTH YEAR

O'SHEA-EICHMANN

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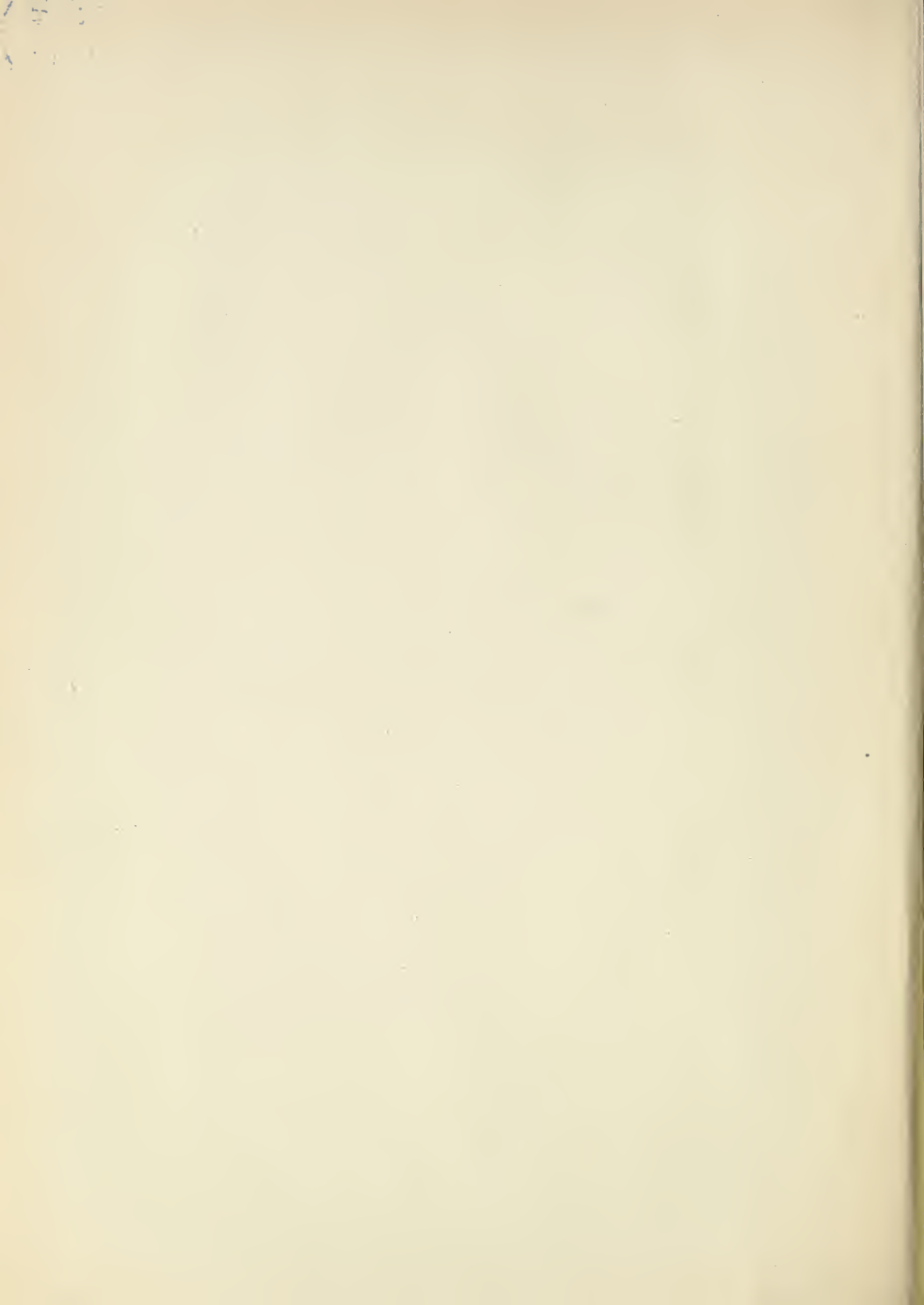
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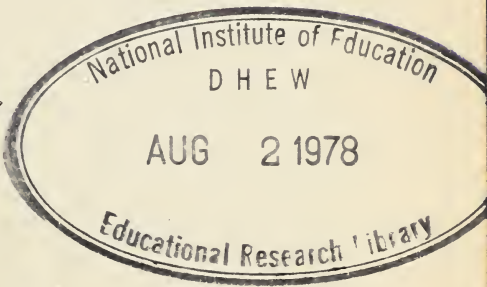






COMPOSITION BOOK
BY GRADES
FOURTH YEAR

BY
WILLIAM J. O'SHEA
DISTRICT SUPERINTENDENT OF PUBLIC SCHOOLS
NEW YORK CITY
AND
ANDREW E. EICHMANN
PRINCIPAL OF PUBLIC SCHOOL NO. 97 BROOKLYN



CHARLES E. MERRILL COMPANY
NEW YORK

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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.

FOURTH YEAR—FIRST HALF

Model: Easy Description

First Week

THE LOCOMOTIVE

The locomotive is a big engine run by steam power. The steam is made in the engine itself. The engine travels on wheels. The wheels roll along tracks. The locomotive sometimes pulls a long train of cars.

Imitation

THE TROLLEY CAR

The trolley car is a car run by electricity. The electricity is made in a power house and is sent to the car through the trolley wire. The trolley car runs on wheels like a railroad car. The wheels roll along tracks. Sometimes a trolley car is also a motor car. The motor car often pulls a long train of cars.

Composition Study

- I. *a.* Oral reading.
- b.* Oral reading of illustration.
- c.* Class-talk showing how the paragraph on "The Trolley Car" can be written from the model.

Composition Study (Continued)*First Week*

- II. *a.* Teacher and pupils together talk on new subject; e. g. "The Automobile" or "The Bicycle."
b. Pupils write short composition.
- III. *a.* Some compositions read.
b. Correction by pupils with aid of teacher.
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 and individual help from the teacher.

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

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

Model: Description

Second Week

PUBLIC SCHOOL NO. 300

Public School No. 300 is situated on the corner of Twenty-fifth and Benson avenues. It is a brick building, two stories high. It has a front door, two side doors, and two rear doors.

This school has two departments, containing twelve classes in all. The primary department is on the first floor. The grammar department is on the second floor.

Composition Study

- I. *a.* Oral reading.
b. Blackboard work for original expression. (Teacher and pupils together recast entire composition, teacher transferring to blackboard, step by step.)
- II. *a.* Pupils and teacher discuss new topic, "Our School."
b. Short composition written on this topic.
- III. *a.* Some compositions read.
b. Corrections made by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.

*Supplement: Oral Drill**Second Week*

Change the following statements so as to make each of them mean more than one:

1. The parrot talks. Parrots talk.
2. The bee hums.
3. The swallow twitters.
4. The wolf howls.
5. The fox yelps.
6. The lion roars.
7. The bear growls.
8. The frog croaks.
9. The crow caws.
10. The eagle screeches.

Change these statements so that each will speak of one thing only:

11. Winds howl.
12. Drums roll.
13. Tea-kettles sing.
14. Pans sizzle.
15. Doors creak.
16. Fires crackle.
17. Whistles blow.
18. Cannons boom.
19. Bullets whiz.
20. Clocks tick.

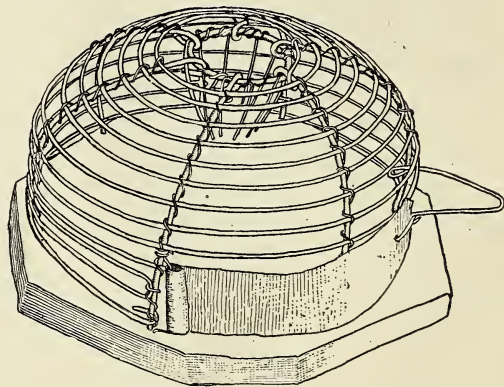
Model: Exposition

Third Week

HOW TO SET A MOUSE TRAP

Before setting a mouse trap, smoke it out thoroughly. Then singe the bait, and put it into the trap. After this is done, fasten the door of the trap, and place it in some corner on the floor.

Cheese, or almost any fatty substance, makes good bait. Singeing the bait gives it a strong smell which attracts the mice.



*Composition Study**Third Week*

- I. *a.* Oral reading. Oral reproduction.
 - b.* Blackboard work to encourage original expression, as in second week.
 - II. *a.* Teacher and pupils discuss new topic; e. g. "How to Catch a Fish."
 - b.* Short written composition on the same topic.
 - III. *a.* Some compositions read.
 - b.* Corrections by pupils with aid of teacher.
 - c.* Poorly constructed compositions rewritten after revision.
-

Supplement: Oral Drill

Tell what can be done to things named below. Thus,
Coal can be mined, hauled, carried, shipped, bought, sold, burned.

Grain can be sown, raised, harvested, threshed, ground, sold.

1. Houses can be _____, _____, _____, _____.
2. Streets can be _____, _____, _____, _____.
3. Wagons can be _____, _____, _____, _____.
4. Books can be _____, _____, _____, _____.
5. Clocks can be _____, _____, _____, _____.
6. Furniture can be _____, _____, _____, _____.
7. Glass can be _____, _____, _____, _____.
8. Sheep can be _____, _____, _____, _____.
9. Milk can be _____, _____, _____, _____.

Model: Description

Fourth Week

THE PARTS OF A BOOK

The parts of a book are the leaves and the cover. The two are bound together at the back.

The leaves are generally of light paper. Their outside facings are called edges. The leaves contain the reading matter of the book.

The cover is a little larger than the leaves. Its purpose is to protect them. It may be of paper, cloth, or leather.

Composition Study

- I. *a.* Oral reading.
 - b.* Class-talk on form. (Paragraphs.)
 - c.* Some blackboard work to encourage originality of expression.
- II. *a.* Teacher and pupils discuss new topic; e. g. "The Parts of a Penknife."

Notes:

1. Shell and blades, bound together at the bolster. Rivets hold sides of shell.
2. Blades vary in number and kind of material.
3. Purpose of shell, plate, material.

Composition Study (Continued) *Fourth Week*

Or similar topic: "The Parts of a Tree."

Notes:

1. The roots, rootlets, fibers, and their uses.
2. The trunk, which is the body of the tree and the distributor of all the sap.
3. The branches, leaves, blossoms, fruit.

b. Short compositions written on one of the above topics.

III. a. Some compositions read.

b. Correction by pupils with aid of teacher.

c. Poorly constructed compositions rewritten after revision.

Supplement

Answer the following questions in complete sentences:

Where is the seed of the apple found? (Core.)

What is the beginning of all fruits? (Seed.)

What things are white?

Rats and mice are very fond of what?

What tree has needles and cones? (Pine.)

What grow from the bulb of a tulip? (Root, stem, leaves.)

What does the daisy look like? (Sun.)

What does the word *daisy* mean? (Eye of Day.)

What is the color of the buttercup? The pink? The violet? The daisy? The lily? The lily-of-the-valley?

Model: Letter

Fifth Week

394 Cutter Street,
Houston,
February 18, 1914

Dear Grandma,

Next Monday we shall have a holiday. Mother has promised to give me a party at three o'clock. All my playmates will be here.

We are going to play games. Jack will recite a little piece he has learned in school. Of course we shall have candy and cake.

Please, Grandma, promise me you will come.

Your loving grandchild,
Lucy

Composition Study

- I. *a.* Oral reading.
b. Class-talk on form.
c. Pupils copy model, substituting personal heading and signature.
- II. *a.* Blackboard work to encourage original expression.
b. All pupils address envelopes.
- III. *a.* Dictation of model.
b. Correction by pupils.

Supplement: Addressing an Envelope Fifth Week

Address the envelope to Grandma, thus:

*Mrs. Howard W. Reed
120 Tremont Ave.
Houston
Texas*

Make rectangles like the above to represent envelopes and write:

The address of your own grandmother or other relative.

The address of your father or uncle.

The address of one of your playmates.

Write the following addresses in the same way:

Master Albert Burns, 73 Cedar Lane, Memphis, Tenn.

Miss Dora Cashel, Brinton Ave., corner Master St., Denver, Col.

Mr. Stanley Glenn, 62 Park St., Atlanta, Ga.

Model: Biographical Sketch

Sixth Week

DE WITT CLINTON

De Witt Clinton was born in New York State in 1769.

This great man was kind to poor children. In 1805, he started the first free school in New York City.

Mr. Clinton was mayor of New York City and later, governor of New York State. It was while he was governor that the Erie Canal was built.

Composition Study

- I. *a.* Oral reading. Oral reproduction.
 - b.* Class-talk on form.
 - c.* Pupils make outline of the model orally, teacher transferring to blackboard at same time.
- II. Class-talk on new subject such as "Peter Cooper."

Notes:

1. Family, poor. Father, lieutenant during Revolution.
2. Peter attended school for only one year.
3. He built a large factory for making railroad iron (Trenton).
4. Cooper Union. Statue.

*Composition Study (Continued)**Sixth Week*

Or similar subject: "Peter Stuyvesant."

Notes:

1. He came from a family of soldiers in Holland.
2. Fourth and last of the Dutch governors.
3. Bowery (Bouwerië), his country home.
4. He maintained a free school in his village.
5. He gave great attention to his farm and gardens.

b. Short written compositions on same subject.

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 correct word—*go, goes, went, or gone*:

The summer birds ——— south in the fall.

Flocks of robins, larks, and bluebirds passed over the town as they ——— to the sunny lands.

The bears have ——— into their caves and the foxes into their holes for the winter.

Wasps, hornets, and bees ——— back into their hives or nests for a six months' rest.

Model: Description

Seventh Week

SNAILS

Snails are generally found in ponds. Some kinds of snails, however, live on land all the time.

The snail's body is soft. He carries his shell on his back. This shell is his house. When in danger, he slips back into it.

Snails are a favorite food of birds. Some people also like to eat them. Sometimes, snails are used in making medicine.

Composition Study

- I. a. Oral reading. Oral composition.
 - b. Class-talk on form.
 - c. Blackboard work to encourage original expression.
- II. a. Class-talk on new topic: "The Oyster."

Notes:

1. It lives in deep sea water.
2. Body soft, but furnished with strong muscle.
3. Double shell is opened and closed by the muscle.
4. Starfish and sea worms devour it.
5. Food for us. Pearls.

Or similar topic: "The Crab."

Notes:

1. It has a shell-like crust.
2. Crabs can crawl, but only a few of them can swim.

Composition Study (Continued) Seventh Week

3. It eats dead animals found in water.
4. The land crab is very fond of sugar cane.
5. It throws off its shell annually and gets new one.
6. Food for us.

b. Short written compositions 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

Change these statements so that each will describe more than one:

The library is the place for books.

The gallery is the place for paintings.

The granary is the place for grain.

The tank is the place for water.

The safe is the place for money.

The armory is the place for guns.

The dairy is the place for milk.

The shed is the place for wood.

The bin is the place for coal.

The barn is the place for hay.

The garage is the place for automobiles.

*Model: Outline Sketch*¹

Eighth Week

WASHINGTON'S SCHOOLING

- I. Schools, poor; no free schools. Subjects, few. Teachers, scarce. Books, rare.
- II. Writing, George's favorite subject. Some of his copy-books still kept; they show fine penmanship; they contain memory gems and letters.
- III. Arithmetic, later a favorite study. He studied much privately. Copy-books of problems and measurements still preserved. He became an engineer.

Construction

WASHINGTON'S SCHOOLING

In George Washington's time there were no such fine schools as we have now. Fewer subjects were taught in them. Teachers were scarce, and books were very expensive. The schools were not public schools. Only those children received an education who could afford to pay for it.

¹ *Note.*—The outline may be completed by simply making a complete statement upon each separate item.

*Composition Study**Eighth Week*

- I. *a.* Pupils read outline orally.
 - b.* Pupils fill in outline orally, as shown in illustration, teacher transferring statements to blackboard.
- II. All pupils write composition on "Washington's Schooling."

Or similar topic: "Franklin's Boyhood."

*Notes:*¹

1. Parents, poor. Education, scanty. Good memory.
 2. He enters school at eight; is taken out at ten. He makes soap and candles. At twelve he works for his brother and learns printing; he likes this better (why?).
 3. Careful reader; read same books many times; fond of good books only; good speller.
- III. *a.* Some compositions read.
- b.* Corrections by pupils with aid of teacher.
- c.* Poorly constructed compositions rewritten after revision.

¹ *Note.*—Outlines establish the plan of the composition and provide for its logical treatment. Where they have been properly made, pupils will derive from them considerable facility in writing. Pupils should frequently be exercised in making outlines from the models, and in recasting the models to suit the subject on which they are to write.

Model: Letter (Description)

Ninth Week

8850 Bay Parkway,
Brooklyn,

April 7, 1913

My dear Grandpa,

We made a trip to College Point last Saturday. Shortly after breakfast, father, mother, and I sailed out of Gravesend Bay. In forty minutes we had passed Governor's Island and the four bridges. At eleven o'clock we reached College Point and took dinner. Then we went sight-seeing.

On our way home the boat had to steer clear of many ferry-boats and tugs. This was great sport.

Father and mother are going over to see you next Sunday.

Your loving grandson,
Charles

Composition Study

- I. a. Oral reading.
b. Class-talk on form.
c. Blackboard work to encourage original expression.
- II. Pupils copy model, adapting it to their own experiences wherever possible.
- III. Pupils write superscriptions.



A VIEW OF BROOKLYN BRIDGE

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Model: Fable Dialogue

Tenth Week

THE WOLF AND THE LAMB

The Wolf. How dare you muddle the water which I want to drink?

The Lamb. The water comes to me from you. How can I muddle it for you?

The Wolf. Well, you called me names a year ago.

The Lamb. Indeed, I was not born a year ago.

The Wolf. Well, if it was not you, it was certainly your brother. I shall eat you just the same.

When we want to do wrong, it is very easy to find the way.

Composition Study

- I. *a.* Oral reading. Impersonation.
b. Pupils copy model.
- II. *a.* Teacher and pupils discuss similar dialogue between "The Wolf and the Crane."
b. Pupils write simple dialogue.
- III. *a.* Some compositions read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed paragraphs rewritten after revision.

*Supplement: Oral Drill**Tenth Week*

Tell what qualities the things named below may have. Thus,

Hair may be long, short, dark, light, red, blond, brown, straight, curly, or kinky.

Ink	Hair	Wood
A hat	Coal	Animals
The weather	The street	An apple
A horse	A building	An overcoat

Tell what the animals named below can do. Thus,

The eagle can flutter, fly, soar, screech, fight, devour flesh.

The dog	The eagle	The elephant
The duck	The serpent	The monkey
The bear	The camel	The bee
The tiger	The parrot	The goat

Tell what the things named below do. Thus,

Gas gives light and makes heat.

Wheels	Sails
Ships	Engines
Steam	The wind
Water	Gas
Sugar	Teeth
Claws	Rivers
Storms	The clock

*Model: Monologue**Eleventh Week*

THE OYSTER'S TALE

Two years ago I was a little mite not much bigger than a speck of dust. In company with a million little fellows as small as myself, I swam off from the bottom of Chesapeake Bay. On my way up I stuck to a thick branch. Here I built myself a double shell, and was happy many months.

Last week I was scooped up and carried to Boston. Where I am going next, I do not know.

Composition Study

- I. *a.* Oral reading.
b. Class-talk on form.
c. Blackboard work to encourage original expression.
- II. *a.* Teacher and pupils improvise orally a story; e. g. "The Frog's Speech" or "The Penny's Trip."
b. Pupils write short composition on the topic discussed.
- III. *a.* Some compositions read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.

*Supplement: Oral Drill**Eleventh Week*

Form questions from the following statements:

1. Lichens grow on rocks.
2. They may also be seen creeping up the stems of trees.
3. Walls and fences are covered with them.
4. The color of lichens may be gray or greenish, yellow or red.
5. They grow well in nearly all countries.

Where the dash occurs, supply the correct form of *sit*:

6. My teacher —— near me and called my attention to a worm creeping through the soil in the jar.
7. Every summer, Mildred and Mary —— by the hour on the bank of a little brook. Their dog —— with them.
8. Four children —— at table for dinner, but only one of them —— properly.
9. You should never —— with your elbows on the table.
10. Charles and George —— in the front row in our classroom; they —— there last term. The smaller children usually —— in the front rows.

Make sentences using one of the forms of *sit*, *do*, or *have*.

Model: Paragraphing

Twelfth Week

THE SEASONS

Spring. The gardener plants the seeds. The flowers begin to bud. Birds begin to sing.

Summer. Fruits are ripening. Many flowers are in bloom. People go to the beaches.

Autumn. The last of the grain is harvested. The leaves are changing their color. Some of them are beginning to fall.

Winter. The days are getting shorter. The leaves have gone. The happy singing birds have disappeared. The country looks bare.

Composition Study

- I. *a.* Oral reading.
b. Class-talk on form. Paragraphing.
c. Blackboard work for originality of expression.
- II. *a.* Teacher and pupils together prepare for similar nature composition on "Morning, Noon, and Night."
b. Short written composition on same subject.
- III. *a.* Some compositions read.
b. Correction by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.

*Supplement: Oral Drill**Twelfth Week*

Where the dash occurs, supply the correct form of *grow* (grow, grows, grew, grown):

1. Plants live and —— very much like animals.
2. The life of an animal is its blood. As long as its blood is healthy, it lives and ——.
3. The sap is the blood of plants. But in order that they may ——, they must have sunlight also.
4. The little Peary girl, the Snow Baby, did not —— at all during the six months of winter in the Arctics.
5. As soon as the summer season came, everybody noticed how rapidly the child ——.
6. When the summer months ended, she had —— about as much as children of warm countries usually —— in nine months.
7. Many little rootlets —— on the roots of plants. They draw food from the soil.
8. Pussy willows —— very fast; in fact, all plants that drink much water —— faster than those that are not so fond of it, or get less of it.
9. A hyacinth bulb will —— in a glass jar of water.
10. Duckweed —— on the surface of a pond.
11. Daffodils —— in the neighborhood of bogs; this shows their fondness for water.

Model: Letter

Thirteenth Week

Dear Clara,

The water in my cup has not been changed in three days. Your kind Grandma fed me yesterday and to-day; otherwise I might have starved. You always cleaned my cage in the evening. You don't do that any more. You passed me before breakfast to-day without saying "Good Morning." Are you getting tired of me?

If you don't care for me, I shall go back to good Mr. Jones. But I am still

Your loving
Polly

Composition Study

- I. *a.* Oral reading.
b. Oral reproduction. Impersonation.
c. Blackboard work to encourage original expression.
- II. *a.* Teacher and pupils together prepare answer to Polly.
b. Short written answers.
- III. *a.* Some compositions read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed paragraphs rewritten after revision.

Write a postal card similar to the following:

Mr. Blake's house took fire last night. The entire top floor is burned out. Mother will write you all about it to-morrow.

Have you received my letter of the 8th?
All send love.

Robert

Aug. 12, 1913

Form sentences by combining each of the words in Column I with one or more words taken from Column II. Thus,

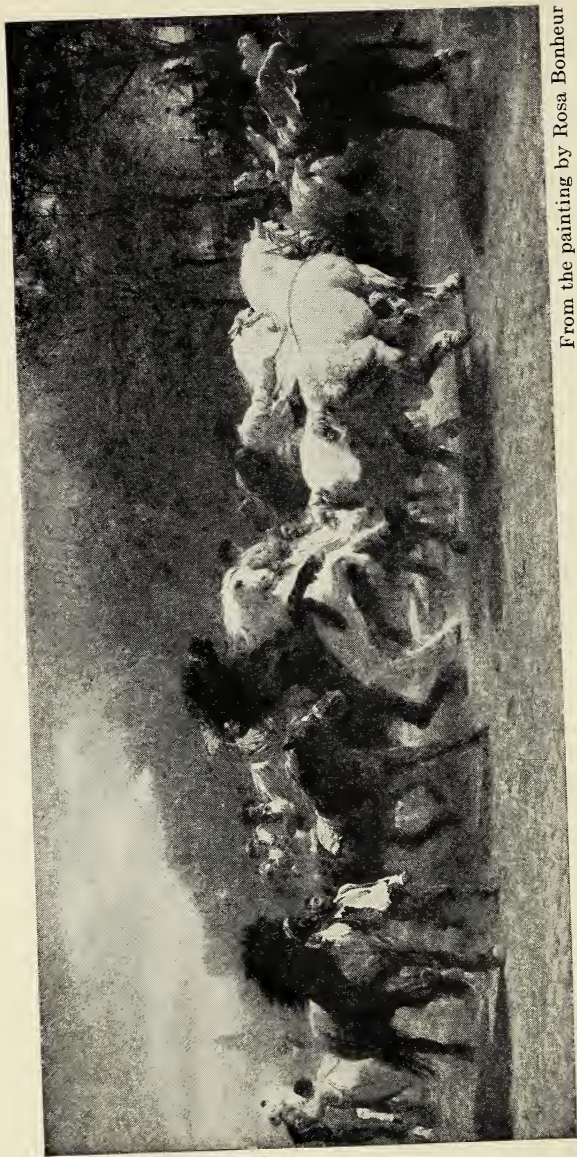
The sleet drives.

COLUMN I

wave
tide
hail
rain
ocean
billow
wind
sleet
foam

COLUMN II

floats
blows
drives
rolls
rattles
falls and patters
rises and sinks
ebbs and flows
roars and foams



From the painting by Rosa Bonheur

THE HORSE FAIR

Model: Picture Study

Fourteenth Week

THE HORSE FAIR

The famous picture called "The Horse Fair" shows a drove of horses of different colors and sizes. They are on their way to the fair. In the center, we see a spirited-looking steed in the act of rearing. The driver on its back is flourishing a whip. To the right, is an avenue of trees.

This picture is a copy of one of Rosa Bonheur's best paintings. The original painting can be seen in the Metropolitan Museum of Art, New York City.

Composition Study

- I.
 - a. Oral reading. Comparison with picture.
 - b. Study of form. Pupils copy.
- II.
 - a. Teacher and pupils describe some other familiar picture.
 - b. Short written composition on same subject.
- III.
 - a. Some compositions read.
 - b. Corrections by pupils with aid of teacher.
 - c. Poorly constructed compositions rewritten after revision.

Model: Narration

Fifteenth Week

DÆDALUS

There is a story of an air voyage made thousands of years ago. It was the flight of Dædalus and his son Icarus.

King Minas threw Dædalus into prison. In jail Dædalus made wings for himself and his son. With these wings the two flew from Crete toward Sicily. Icarus got so near the sun that the wax which fastened the wings to his body melted and he fell into the sea. Dædalus flew on until he reached Sicily. This was a flight of about six hundred miles.

Composition Study

- I. *a.* Oral reading. Oral reproduction.
b. Class-talk on form.
c. Blackboard work to encourage original expression.
- II. *a.* Teacher and pupils discuss new subject, "The Golden Ram" or some other suitable subject; e. g. "An Aëroplane Trip."
b. Short written composition on same subject.
- III. *a.* Some compositions read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.

Read the jingle below:

THE BARNYARD CHORUS

Come on, good people, come on,
And sing me just what you have done.
The poodle barked: "I've watched your house."
The pussy mewed: "I've caught that mouse."
The pony neighed: "I've pulled the trap."
The donkey brayed: "Don't give me strap."
The goat then bleated: "Here's milk for cheese."
The good hen clucked: "And eggs to please."
The pigeon cooed: "We've got some squabs."
The duckling quacked: "And some more frogs."
Then lowed the cow: "My milk for you."
And bellowed the steer: "My beef is true."
The gobbler the while did gobble and say:
"I'll gobble on till Thanksgiving Day."

- a. Give the names of the animals mentioned in the jingle, and tell the cry of each. Thus,

The poodle barked.

- b. For what is each of these animals used?
- c. Tell also how we describe the cry of a mouse. Of a lion. Of a lamb. Of a rooster. Of a bear. Of an owl. Of a fox. Of a wolf.

Model: Note to Teacher

Sixteenth Week

Dear Miss Curran,

I must ask you to excuse my absence from school all this week. My little brother is sick, and my mother will need me at home.

If convenient, will you please send the arithmetic problems to me by Elsie Brennan? Every evening I shall have two hours for study.

Your affectionate pupil,

Mildred Chester

470 Paca Street,

Tuesday, June 3, 1913

Composition Study

- I. *a.* Oral reading.
b. Class-talk on form.
c. Dictation. Correction by pupils.
- II. *a.* Pupil sends note by another pupil to say that an important errand will prevent her from reaching school before 11 A. M.
b. Teacher and pupils discuss the plan of the note.
c. Pupils write note.
- III. *a.* Some notes read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed paragraphs rewritten after revision.

*Supplement: Oral Drill**Sixteenth Week*

Complete the following statements:

1. I arrived earlier this morning because _____.
2. We cannot see the stars during the day because _____.
3. The two men were arrested because _____.
4. I feel quite sure about my promotion because _____.
5. My father is very anxious that I study hard because _____.
6. Never tell a lie, not even to shield your best friend, because _____.

Change the following questions into direct statements:

7. Do you think gold money is as good as silver money?
8. Did we have this kind of money a hundred years ago?
9. Is London the largest city in the world?

Form questions from each of the following statements:

10. The paper money used in the United States is made in Washington.
11. The coin money is made in the mint.
12. People prefer to carry paper money because it is light.
13. Betsy Ross made the first American flag.

Model: Bible Story

Seventeenth Week

JOSEPH'S DREAM

Joseph was not liked by his brothers. When they did wrong, Joseph would reprove them and tell their father Jacob.

Joseph once said to them: "Hear this dream which I have dreamed. Behold we were binding sheaves in the field. My sheaf arose and stood upright. Your sheaves stood round about and bowed to my sheaf."

When the brothers saw what such a dream might mean, they made up their minds to do away with Joseph.

Composition Study

- I. *a.* Oral reading.
b. Class-talk on form.
c. Blackboard work for original expression.
- II. *a.* Teacher relates the incident of the second dream in which Joseph's family are represented by the sun, moon, and eleven stars.
b. Pupils write short composition on "Joseph's Second Dream."
- III. *a.* Some compositions read.
b. Treatment as heretofore.

*Supplement: Oral Drill**Seventeenth Week*

Where the dash occurs, use *learn* or *learned*, *teach* or *taught*:

1. We —— to-day that the spider is not an insect.
2. The teacher has —— us that the bodies of insects are divided into three sections.
3. Miss Mackay —— us last term that insects have six legs.
4. At that time also we —— that spiders prepare a sticky fluid which, when dry, becomes the thread out of which the web is made.
5. Frank, you cannot —— me anything about spiders.
6. I have read and —— so much about them that I'll soon begin to —— you.

Where the dash occurs, supply the correct form—*drink*, *drank*, *drunk*:

7. Water should be —— freely by persons and animals.
8. Watch how eagerly cattle —— it.
9. Why is it beneficial to —— water so often? We all —— it; animals —— it daily.
10. Coffee and tea should be —— very sparingly, especially by children.
11. Very cold water should never be —— when we are overheated, or immediately after a hearty meal.

Model: Exposition

Eighteenth Week

THE WAY TO PEEL AN APPLE

Hold the apple in the left hand. With the knife in the right hand, cut the apple through the middle. Now there are two halves before you. Take one of the halves and make a cut through the middle. This will give you two quarters.

Take one of the quarters and core it with the knife. Then slowly pare off the skin by cutting lengthwise. Now you may eat. Do the same with the rest of the apple.

Composition Study

- I. *a.* Oral reading.
 - b.* Some pupil peels an apple before the class in the manner directed by the model.
 - c.* Several pupils are sent to the blackboard simultaneously to reproduce the model.
- II. *a.* Teacher and pupils together discuss the new subject, "How to Build a Fire."
 - b.* All pupils write simple composition.
- III. *a.* Some compositions read.
 - b.* Corrections by pupils with aid of teacher.
 - c.* Poorly constructed paragraphs rewritten after revision.

*Supplement: Oral Drill**Eighteenth Week*

Tell what you know about the pony.

The pony is ———. Its hair is ———. Its hoofs are ———. Its mane is ———. It is not so strong as ———. It is used ———. It is kept in ———. It can eat ———.

Tell what you know about the swallow.

The swallow is a ———. Its color is ———. Its nest is made of ———. It lives on ———.

Tell what you know about the turtle.

The turtle is a ———. It lives in a ———. When in danger, it ———. It will not snap unless ———. The meat of the turtle is ———. It is used for ———.

Read:

The flesh of the sheep is called mutton.

The flesh of the calf is called veal.

The flesh of the steer is called beef.

The flesh of the hog is called pork.

Answer the following questions:

What is mutton?

What is pork?

What is veal?

What is beef?

*Model: Legend**Nineteenth Week*

KING ARTHUR

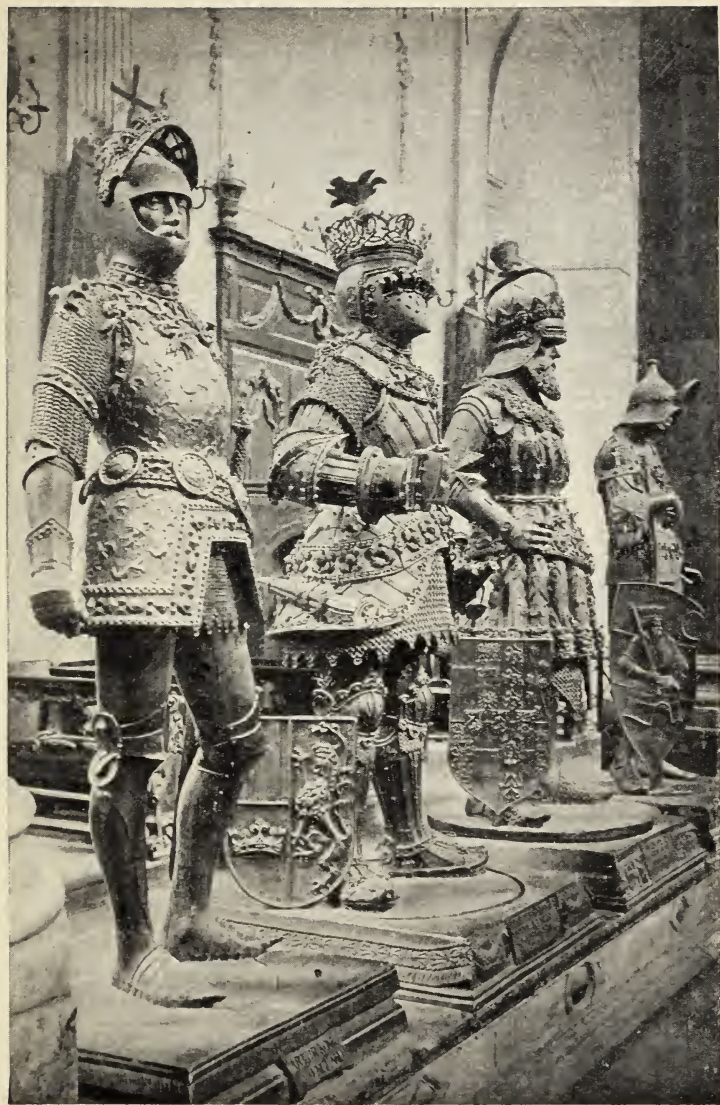
Arthur was the son of an English king. When the king died, all the nobles began to fight for the throne.

Some time later there appeared in a churchyard a brilliant sword set into a slab of marble. Engraved on the slab were the words: "Whoso dislodges this sword is King of Britain born."

Every knight was given his turn to pull up the sword. None was able to stir it but Arthur. The people then understood that Arthur should be king.

Composition Study

- I.
 - a. Oral reading.
 - b. Class-talk on form.
 - c. Pupils give short oral description of picture on opposite page.
- II.
 - a. Teacher tells the story of the second sword (Sword Excalibur).
 - 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.



STATUE OF KING ARTHUR IN ARMOR
(The figure at the left represents King Arthur)

Model: Letter

Twentieth Week

245 St. James Place,
Yonkers,

June 24, 1913

Dear Charles,

You have often expressed a wish to see Lake George. Here is your chance. We are going up there next Friday, July 4th. I shall attend school to the very last day of the term, and I suppose you will do the same.

Mother suggests that you join us. We expect to be on my uncle's stock farm all summer and to enjoy every kind of country sport.

I shall look for your answer eagerly. Please do not disappoint me.

Your sincere friend,
George

Composition Study

- I. Pupils copy model.
- II. *a.* Oral reading of model.
b. Teacher and pupil discuss reasons for declining the invitation.
c. Pupils write simple answer to George's letter declining his invitation.
- III. *a.* Some letters read. Treatment as heretofore.

*Supplement: Oral Drill**Twentieth Week*

Where the dash occurs, supply the correct word—*shake, shook, shaken*:

1. It is said that during the San Francisco earthquake houses were —— together like so many sand heaps.
2. Other houses also ——, but remained standing.
3. Any building is liable to fall when —— by an earthquake. It is sure to fall in the case of an underground cave-in.
4. I once saw a wind storm rage around the belfry of a tall tower. The tower must have ——, but it survived the shock because the ground did not cave in below the foundations.
5. Mountains, as well as buildings, often cave in when they are —— by an earthquake.
6. In the southern countries, where whole towns have been —— and buildings destroyed, houses are now built of adobe, and are one story high.

Insert the correct word—*write, wrote, written*:

7. I —— my first letter a year ago when I was in the 3A grade.
8. My teacher had —— that letter, and I just copied it.
9. Now we —— letters every three weeks.

FOURTH YEAR—SECOND HALF

Model: Description

First Week

MY CLASSROOM

My classroom is on the second floor of the Marshall School.

The length of this room is about thirty feet. The width may be twenty-five feet. The height must be nearly fifteen feet. It is well lighted and heated.

The furniture consists of desks and chairs. The walls are decorated with pictures and specimens of the pupils' best work.

Composition Study

- I. *a.* Oral reading.
 - b.* Class-talk on form.
 - c.* Pupils outline orally. Teacher transfers to black-board.
- II. *a.* Teacher and pupils talk about their own class-room.
 - b.* They make brief outline.
 - c.* Class writes short compositions.
- III. *a.* Some compositions read.
 - b.* Corrections by pupils, with aid of teacher.
 - c.* Poorly constructed compositions rewritten after revision.

*Supplement: Oral Drill**First Week*

Write the following statements in the plural:

1. The bird is housed in a cage.
2. The dog is housed in a kennel.
3. The horse is housed in a stable.
4. The bee is housed in a hive.
5. The hen is housed in a coop.
6. The rabbit is housed in a warren.

Tell where the following are kept:

7. Paintings are kept in galleries.
8. Books are kept in _____.
9. Grain is kept in _____.
10. Water is kept in _____.
11. Money is kept in _____.
12. Milk is kept in _____.
13. Wood is kept in _____.
14. Hay is kept in _____.
15. Automobiles are kept in _____.

Write the following statements in the plural:

16. The Indian lives in a wigwam.
17. The Arab lives in a tent.
18. The backwoodsman lives in a log cabin.
19. The herdsman lives on a ranch.
20. The soldier lives in a barrack.
21. The king lives in a palace.

Model: Description

Second Week

A STORMY DAY

Last Wednesday I sat at the window a long time, enjoying the sight and the patter of the falling rain. When the storm was at its height, rain fell in driving sheets. I feared that our roof would be torn up and the windows shattered. The streets were flooded knee-deep. Trees on the avenue were twisted and uprooted.

Of course, nobody was out of doors while the storm lasted.

Composition Study

- I. *a.* Oral reading.
b. Class copy model.
- II. *a.* Teacher and pupils prepare an outline for a similar composition on "A Blizzard" or "A Snowstorm."
b. Short written composition on same subject.
- III. *a.* Some compositions read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.

*Supplement: Oral Drill**Second Week*

Insert the correct word—*choose, chooses, chose, chosen*:

1. Washington was _____ the first President of the United States.
2. Every four years we _____ some one to be our next President.
3. President Taft _____ Judge White for Chief justice of the United States.
4. Between right and wrong there is but one side for us to _____.
5. A selfish person _____ to suit himself; generous people _____ with thought for others.
6. When Lincoln was _____ to run for President the second time, he did not wish to accept.
7. Sometimes men are _____ for office against their will.
8. Many times in his life, a soldier must _____ between death and cowardice.

Insert the correct form—*tear, tore, torn*:

9. After the war between the North and the South, most of the battle flags were found _____ to shreds.
10. During the battles, bullets would fly through the air and _____ flags from their staffs.
11. The enemy _____ the sails from the masts with a shower of bullets.

*Model: Letter**Third Week*

408 Diamond Street,
New Orleans,
October 7, 1914

Dear Uncle George,

I fear my little pup Spark is sick. He will neither eat nor drink. He lies around drowsily and will not even notice me. Occasionally he cries and moans. Then again he will yelp as if he were in pain. Do you know what ails him? Mother thinks he is homesick.

Will you not tell me what I should do? If you say he is homesick, I shall certainly take him back to you for a few weeks.

Your loving nephew,
Harold

Composition Study

- I. *a.* Oral reading.
b. Class copy model.
- II. *a.* Preparatory to second letter to Uncle George, teacher and pupils together discuss how the puppy would act if he were well again.
b. Short written letter to same.
- III. Some letters read. Treatment as before.

*Supplement: Oral Drill**Third Week*

Insert *a* or *an*, as required:

The strawberry is —— small garden fruit. It grows on —— creeping plant that runs along the ground. It may be called —— hardy fruit; the plant is —— herb.

There is hardly —— state in the United States in which the strawberry may not be found. It is no less common in Europe. There is —— old story which speaks of strawberries grown near London several hundred years ago. In the neighborhood of the Alps can be found —— certain kind of berry known as the Alpine strawberry.

1. You may say —— orange but not *an* lemon.
2. The law among ancient races was: “—— eye for —— eye, and —— tooth for —— tooth.”
3. The patient may be taken to —— hospital or to —— asylum.
4. —— number of quails were nestling in a meadow when —— unusual noise scared them away.
5. —— honest boy has the confidence of his teacher at all times.

*Model: Narration**Fourth Week*

SERGEANT MARY

In the battle of Monmouth a shot from the British lines killed an American gunner. This was Gunner Pitcher. His wife Mary was at that moment busy carrying water to the soldiers.

Mary came forward to avenge the death of her husband lying at her feet. She stood by the cannon, loading and firing it. The soldiers wondered at her courage and skill.

Washington was so pleased that he made her a sergeant.

Composition Study

- I. *a.* Oral reading. Oral reproduction.
b. Class-talk on form, etc.
c. Teacher and class together make outline of model, teacher transferring to blackboard.
- II. *a.* Teacher and pupils discuss another historic subject; e. g. "Betsy Ross" or "Mrs. Dunstan".
b. Pupils write short 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*

Indicate what else may be done by the things named below:

1. The top hums (and spins).
2. The river foams ———.
3. The tempest howls ———.
4. The leaf withers ———.
5. The chair creaks ———.
6. The fire kindles ———.
7. The cannon booms ———.
8. The seed bursts ———.
9. The brook murmurs ———.
10. The clouds gather ———.
11. The chain rattles ———.

Complete the following sentences:

12. The sun is brilliant and ———.
13. The moon is beautiful and ———.
14. The stars are silvery and ———.
15. The land is fruitful and ———.
16. The spring is mild and ———.
17. The summer is warm and ———.
18. The autumn is blustery and ———.
19. The winter is cold and ———.
20. Exercise is healthful and ———.
21. Virtue is praiseworthy and ———.

Model: Exposition

Fifth Week

MY PUSSY WILLOW

Two years ago when my pussy willow was a mere slip, I placed it upright in a jar of water. Soon little fibers and rootlets began to appear on the lower end of the slip.

When these roots grew stronger, I set the plant in a box of sandy soil. Every day I fed it with water and kept it in the sunlight. When the weather became warmer, I transplanted it outdoors.

I was delighted when the first silky catkins appeared.

Composition Study

- I. *a.* Oral reading. Oral reproduction.
b. Blackboard work to encourage originality in expression.
- II. *a.* Teacher and pupils together discuss new subject; e. g. "Raising a Geranium."
b. Pupils write short compositions.
- III. *a.* Some compositions read.
b. Corrections made by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.

Supply the correct form—*know, knew, knowing, known*:

THE METALS

1. The most important metals ——— at the present time are gold, silver, mercury, copper, lead, zinc, iron, and tin.
2. Gold is ——— as the most precious of metals. South Africa, the United States, and Australia are the leading gold-producing countries in the world.
3. The ancients ——— gold well and used it freely for ornaments and jewels.
4. Goldsmiths ——— best how to turn it into ornaments.
5. Silver has been ——— as long as gold.
6. People who ——— about silver mining say that this metal has never been found in a pure state, but in ores with lead and copper.
7. It does not appear that the ancients ——— anything about mercury.
8. Now-a-days even children ——— the name of the silvery fluid in thermometers and barometers.
9. The Egyptians used copper, and ——— how to make their tools from it.
10. The copper mines near Lake Superior are ——— to be the deepest in the world.

Model: Letter

Sixth Week

37 Pine Street,
Cincinnati, Ohio,
October 14, 1913

Dear Aunt Mary,

I have just returned from a week's visit to Grandma's home. I always have a pleasant time there because Grandma has so many playthings for me.

Our big dog Nance is staying with Grandma. I wish you could see Nance watch the mother hen and her brood of chickens. When Nance is asleep outside her kennel, the fluffy little chicks walk fearlessly all over her.

I could tell you much more, but I must leave something for my next letter.

Please write soon to

Your loving little
Helen

*Composition Study**Sixth Week*

- I. *a.* Oral reading.
b. Class-talk on form.
c. Pupils address envelope to Miss Mary Hoffman,
1502 Breen St., Cornwells, Pa.
- II. *a.* Teacher and pupils imagine themselves in a park
or museum and talk on possible points of interest
there.
b. Pupils write short letter to Uncle Harry, telling him
of visit to the park or museum.
- III. *a.* Some letters read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed letters rewritten after revision.
d. Pupils address envelope to Miss Julia Clarke,
59 West Elm Street, Chicago.

Miss Mary Hoffman

1502 Breen St.

Cornwells

Pa.

Model: Argument

Seventh Week

THE SHAPE OF THE EARTH

The earth is round. When a ship appears on the horizon, we see the tops of the masts first. Then gradually the rest of the ship appears. This is one proof that the earth is round.

When the earth is between the sun and the moon, the earth throws a round shadow on the moon. This is another proof.

Perhaps the most convincing proof is that people have sailed around it. The first voyage around the earth was made by Magellan's crew, and took three years. At present the voyage by rail and water can be made in eighty days.

Composition Study

- I. a. Oral reading. b. Class-talk on form.
- II. a. Teacher and pupils prepare new composition; e. g. on "The Service of the Ocean."

Notes:

1. The ocean as a means of transportation.
2. The seacoast, a health resort, because the ocean is an air purifier.
3. Rain, dew, snow, hail, may come from the ocean.
4. Sun draws up ocean water but leaves the salt.

*Composition Study (Continued)**Seventh Week*

b. Pupils write short compositions.

Or similar topic: "Forests."

Notes:

1. Forests grow in all countries.
2. Most prolific on mountain slopes and damp ground.
3. Forests yield soft, hard, common, and expensive woods.
4. Various uses: fuel, timber, dyes, ornament, etc.

III. a. Some compositions read.

b. Corrections by pupils with aid of teacher.

c. Poorly constructed compositions rewritten after revision.

Supplement: Oral Drill

Can means the power to do; *may* means the permission to do.

Where the dash occurs, use *may* or *can*:

1. We have so many conveyances now-a-days that people —— travel almost anywhere.
2. When you have finished your exercise, you —— look at my picture book.
3. We —— think all we like, but we —— not say all we think.
4. Two things —— not be on the same spot at the same time.

*Model: Amplification**Eighth Week*

THE TWO GOATS

Two goats meet on foot plank to cross to opposite sides; quarrel; abuse. Neither steps aside; neither withdraws. They fight; fiercely interlock horns; lose balance; drown.

(Fable to be produced in a few paragraphs. Paragraphs to be formed by pupils.)

Illustration

Two goats once met on a narrow foot plank that was bridging a deep stream. They were going in opposite directions and seemed to be in great haste.

“Make way!” said one.

“Indeed,” said the other, “Go back yourself and let me pass.”

“I am older than you are,” replied the first. “You don’t suppose I would step back for a little fellow like you?”

Composition Study

- I. a. Class-talk on outline of “The Two Goats.”
- b. Pupils read illustration orally and finish the story.

*Composition Study (Continued)**Eighth Week*

II. a. Class-talk on outline of "The Crow and the Raven."

Notes:

Crow finds an oyster; tries to open it with beak; fails. Raven sees the trouble but makes light of it; flatters the crow.

Raven suggests to crow to take oyster, fly high and drop it on rock.

Raven catches oyster as it drops; eats it.

b. Pupils write compositions by filling in outline.

III. a. Some compositions read.

b. Corrections by pupils with aid of teacher.

c. Poorly constructed-compositions rewritten after revision.

Supplement

Read and study the following expressions:

A swarm of bees. A bed of oysters. A school of whales.

A shoal of fish. A pack of wolves. A colony of ants.

A roost of hens. A herd of cattle. An army of locusts.

Write the above in a different form. Thus,

Oysters collect in beds.

Construct original sentences from each of the above lists. Thus,

The skater was pursued by a pack of wolves.

Model: Letter (Description)

Ninth Week

364 Park Avenue,
New York City,
Nov. 12, 1913

To the President,
Society for the Prevention of
Cruelty to Animals,
New York City.

Dear Sir:

A horse belonging to a family in this neighborhood has a swollen leg. I am sure he is in great pain. The poor animal has been walking about in this condition for a month, at least. The people owning him are kind to him, but they are not able to pay a doctor who might attend to him.

Can you not send some one to care for the horse? The owner of the animal is Mr. John Burns, 450 East 36th St.

Respectfully yours,
Martin Olsen

*Composition Study**Ninth Week*

- I. *a.* Oral reading.
b. Class-talk on form, etc.
c. To encourage originality of expression, have black-board work in recasting the body of the letter.
- II. *a.* Teacher and pupils discuss similar letter to same office involving, e. g. a dog with a distemper.
b. All write short letters.
- III. *a.* Some letters read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed letters rewritten after revision.
d. Pupils address envelopes.
-

Supplement: Oral Drill

Tell what qualities the things named below may have:

1. The ocean is wide, deep, calm, stormy, bluish.
2. Feathers are light, white, fluffy, soft, long, etc.
3. Apples are _____.
4. Trees are _____.
5. Lions are _____.
6. Dogs are _____.
7. Dolls are _____.
8. Books are _____.
9. Pictures are _____.
10. Flowers are _____.
11. The weather _____.
12. Iron _____.
13. Gold _____.
14. Glass _____.
15. Paper _____.
16. Coal _____.
17. Lead _____.
18. Rubber _____.

Model: Picture Study (Description) Tenth Week

THE BALLOON

The picture entitled "The Balloon" shows a family of French peasants watching a balloon floating in the sky.

The field all around is covered with layers and stacks of hay. Evidently the good people were hard at work mowing hay when some one spies the balloon. Even the aged parents stop working to watch the curious thing in the air. Perhaps this is the only amusement these people have had during the day.

Composition Study

- I.
 - a. Oral reading.
 - b. Pupils compare description with picture.
 - c. Teacher and pupils enlarge on the description.
- II.
 - a. Teacher shows another picture for similar study.
 - b. Teacher and pupils discuss the other picture in preparation for written composition.
 - c. Pupils write short description.
- III.
 - a. Some compositions read.
 - b. Corrections by pupils with aid of teacher.
 - c. Poorly constructed compositions rewritten after revision.



From the painting by Dupré
THE BALLOON

Model: Exposition

Eleventh Week

FRENCH TAG

Any number of players may take part in this game. Some one is selected to be *It*. When all are ready, *It* calls out a player by name. Suppose this is Jack. *It* starts at once to chase Jack. The other players immediately hurry to prevent a tag by crossing between *It* and Jack. Suppose Tom crosses. Then Jack is relieved. *It* must now pursue Tom until one of the players crosses that chase. In this way the game goes on until *It* tags a player before the chase is crossed.

Whoever is tagged becomes *It*, and the game starts as before.

Composition Study

- I. *a.* Oral reading. (It would be an advantage if this game were played under the teacher's supervision during the recess, and taught to those not familiar with it.)
 - b.* Blackboard work to encourage original expression.
- II. *a.* Teacher and pupils talk on a simple game to be described; e. g. "Hide and Go Seek."
 - b.* Short written compositions.
- III. *a.* Some compositions read.

Composition Study (Continued) Eleventh Week

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

Supplement: Oral Drill

Tell what can be done by the person or thing named below:

1. The farmer can plough, dig, rake, plant, reap, sow, etc.
2. The carpenter can hammer, saw, bore, plane, glue, etc.
3. The maid can _____.
4. The teacher can _____.
5. The soldier can _____.
6. The laborer can _____.
7. The seamstress can _____.
8. Birds can _____.

Where the dash occurs, insert the qualifying word:

Bananas grow in _____ countries. They grow in _____ bunches on _____ trees. The bunches are at times so _____ that the branches break. When ripe, bananas are _____. Bananas have no cores. The outside is a _____ skin, and the inside a _____ pulp. Sliced bananas with sugar and cream make a _____ dish. The _____ time to eat fruit is in the morning.

Model: Letter

Twelfth Week

121 North First Street,
Cleveland, Ohio,

Nov. 20, 1913

To the Secretary,
Department of Agriculture,
Washington, D. C.

Dear Sir:

I am requested by our Garden Club respectfully to ask if you can send us flower seeds for the next season. We should also be glad to receive from your office directions as to the best way of building up a garden and caring for it.

Very respectfully,

John Jones

President

Composition Study

- I. *a.* Oral reading. Class-talk on form.
b. Pupils copy model.
- II. *a.* Class-talk preparatory to writing the Secretary, thanking him for the seeds sent and directions given.
b. Pupils write letter.
- III. *a.* Some letters read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed letters rewritten after revision.

THE MONTHS

January brings the snow,
Makes our feet and fingers glow.

February brings the rain,
Thaws the frozen lake again.

March brings breezes loud and shrill,
Stirs the dancing daffodil.

April brings the primrose sweet,
Scatters daisies at our feet.

May brings flocks of pretty lambs,
Skipping by their fleecy dams.

June brings tulips, lilies, roses,
Fills the children's hands with posies.

Hot July brings cooling showers,
Apricots and gillyflowers.

August brings the sheaves of corn,
Then the harvest home is borne.

Warm September brings the fruit,
Sportsmen then begin to shoot.

Fresh October brings the pheasant,
Then to gather nuts is pleasant.

Dull November brings the blast.
Then the leaves are whirling fast.

Chill December brings the sleet,
Blazing fire and Christmas treat.

SARAH COLERIDGE.

Model: Narration

Thirteenth Week

THE FIRST TRIP AROUND THE WORLD

The first trip around the earth was made by a Spanish fleet. The fleet, which consisted of five ships commanded by Magellan, left Spain in 1519.

Magellan sailed across the Atlantic Ocean and around South America. Then the ships entered a quiet ocean which he named the Pacific. During the voyage, the crew discovered many islands. On one of these, Magellan and some of his men were killed by the natives. The rest of the crew continued their journey. They reached Spain again on September 5, 1522.

Composition Study

- I. *a.* Oral reading.
b. Class follow the trip on the map.
c. Blackboard work to encourage original expression.
- II. *a.* Class-talk on some suitable topic, some imaginary trip or excursion.
b. Short written composition on same subject.
- III. *a.* Some compositions read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.

*Supplement: Oral Drill**Thirteenth Week*

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

- (be) 1. The owl ——— a night bird.
- (look) 2. It ——— like a feathered cat.
- (hiss) 3. It ——— when an enemy comes near.
- (scratch) 4. It ——— when teased or fighting.
- (have) 5. It ——— a warm covering.
- (be) 6. Its habits ——— quiet.
- (eat) 7. Owls live near houses and ——— the mice they find.
- (have) 8. They ——— good hearing and a very keen sight.
- (be) 9. There ——— several kinds of owls: among them ——— the screech owl, the horned owl, and the snowy owl.

Change the following statements so that each will mean more than one:

11. The skunk is a dark-coated animal, about the size of a cat.
12. It prowls about at night.
13. The fur of the American bear is made into rugs and robes.
14. The bear sits up and uses its forepaws like hands.
15. It scratches, digs, or climbs at will.
16. The bear gets very fat during the summer.

Model: Reporting a Conversation Fourteenth Week

THE WONDERS IN YOUR HOME

“Here,” spoke my uncle last night at the dinner table, “I sit upon a chair made of wood from the cold forests of Canada. The seat is of cane imported from an island in the Pacific Ocean. The rubber tips on the legs are from Brazil. My plate may be from China. The napkin and tablecloth may have come from Ireland. The knife and fork were brought from Scotland. My bacon may be from Chicago, and the coffee is from Brazil or Java.

“You notice,” concluded my uncle, “that many people travel to see the wonders in other lands and never really observe what is wonderful in their own.”

Composition Study

- I. *a.* Oral reading.
 - b.* Class-talk on form.
 - c.* Blackboard work to encourage original expression.
- II. *a.* Teacher and pupils together invent similar conversation on “John’s Outfit” or “Wonders in the Street.”
 - b.* Pupils write short compositions.
- III. *a.* Some compositions read.
 - b.* Treatment as before.

*Supplement: Oral Drill**Fourteenth Week*

Make oral sentences showing distinctions, such as

- | | |
|------------------------|--------------------------|
| 1. Go and come. | 7. Glimpse and look. |
| 2. Guess and think. | 8. Love and like. |
| 3. Silent and quiet. | 9. Learn and teach. |
| 4. Hear and detect. | 10. Export and import. |
| 5. Notice and observe. | 11. Discover and invent. |
| 6. Pardon and forgive. | |

Tell how the following things may be done:

12. The train may run slowly, quickly, smoothly, etc.
13. An exercise may be written ———.
14. A ship may sail ———.
15. Children may speak ———.
16. Our team may play ———.
17. Orderly children sit ———.

Make up a question from each of the following statements:

18. The swan belongs to the goose family.
19. The swan swimming on a lake is a pretty sight.
20. The swan hisses when angry.
21. It uses its wings in fight.
22. Its feathers are white, its bill is red, and its legs are black.
23. The swan builds its own nest and is fond of its young.

Model: Christmas Letter

Fifteenth Week

2413 North Grand Avenue,
St. Louis, Mo.,
Dec. 24, 1914

Dear Grandma,

Merry Christmas to you!

I must tell you the strange dream I had last night. I dreamed that we had a heavy thunderstorm. But such a queer storm! The sky was thick with snow and speckled with a million little candle lights. Instead of rumbling thunder, there was a tinkling and jingling as if every sleigh bell in the world were ringing. Then suddenly it began to pour—guess what? Christmas toys! The streets, the roofs, and chimneys were covered. You should have seen the children run out of their houses and fill their sacks with toys. I also made a rush down the front stoop, but tumbled. That awakened me. Was this not a fine dream?

A Merry Christmas also to Grandpa,

Your loving grandson,
Herbert

*Composition Study**Fifteenth Week*

- I. *a.* Oral reading.
b. Class-talk on form.
c. Blackboard practice in addressing envelope.
 - II. *a.* Teacher and pupils together prepare similar letter.
b. All write short letters.
 - III. *a.* Some letters read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed letters rewritten after revision.
-

Supplement: Oral Drill

Answer the following questions in complete statements:

1. What workmen built the school? (Masons, bricklayers, carpenters.)
2. What was the first thing these builders did? (Dig out basement.)
3. What is the shape of the basement?
4. How long and wide is this school?
5. Where did the stones come from? (Quarry.)
The bricks? (Brickyard.)
6. What was all this woodwork once? (Timber.)
7. Where did the timber come from? (Sawmill.)
8. What things in the room are made of wood?
9. Who laid the floors? (Carpenter.)
10. Who made the furniture? (Cabinet maker.)

Model: Description

Sixteenth Week

WHAT I SAW FROM MY WINDOW

Looking out of my window, I saw before me a beautiful avenue lined with trees. Countless carriages and automobiles were moving along.

To the right was the city park with its shady groves. Here and there were plots of many colored flowers.

To my left was the great lake. A large crowd of people were there. At the far end of the lake a score of little shells were busily moving into line. It was evident that the people had come to see a boat race.

Composition Study

- I. *a.* Oral reading.
b. Class-talk on form.
c. Blackboard work to encourage original expression.
- II. *a.* Teacher and pupils together prepare for similar description; e. g. "A View from the Pier" or "A View from the Tower."
b. Pupils write short compositions.
- III. *a.* Some compositions read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.

*Supplement: Oral Drill**Sixteenth Week*

Where the dash occurs, insert the correct word—*take, takes, took, taken*:

1. Building materials are prepared from clay, sand, limestone, marble, and granite.
2. Builders ——— clay from the earth and use it for several purposes.
3. In making bricks and tiles, workmen ——— clay and sand, and mix them in certain quantities.
4. My uncle ——— me along the Erie Canal a year ago.
5. He would have ——— me through the brickyards along the Hudson if I had had time to go.
6. I once saw a sculptor ——— a large white rock and carve out a tombstone. What kind of rock was that?
7. It was marble. Marble is a limestone. It is easily workable and ——— a high polish.

Write complete answers to the following statements:

8. Where are bricks and tiles made?
9. Where are rocks broken and cut? (Quarry.)
10. What is the hardest of all rocks? (Granite.)
11. What do we call the artist who carves wood and chisels rock? (Sculptor.)
12. Where are the great brickyards of New York State? (Along the Hudson.)

Model: Report on Reading *Seventeenth Week*

ALADDIN

“Aladdin” is one of the stories in “The Arabian Nights.” It tells how a young Arab, a lazy lad, in time became a great prince through the charms of a strange ring and a lamp.

I think the best chapter of this book is “The Magic Palace.” There had never been another palace so beautiful and so rich, nor has there been one like it since. It was built over night. Here it was that Aladdin married the richest princess in the world.

There are also some sad chapters in the book. One of them tells how the princess and Aladdin were about to be killed by a magician. The genie warns Aladdin, who immediately finds the magician and kills him.

Note.—In order to direct the efforts of the pupils, the teacher should have clearly in mind the main points of interest in a book, such as:

1. General story of the book.
2. The most striking feature.
3. Less important features.

*Composition Study**Seventeenth Week*

- I. *a.* Oral reading.
b. Oral reproduction.
c. Blackboard work to encourage original expression.
- II. *a.* Teacher and pupils talk on some story.
b. Pupils write simple report on it.
- III. *a.* Some compositions read. Treatment as before.
-

Supplement: Exercise in Possessives

Study the lists below:

SINGULAR		PLURAL	
man	man's	men	men's
lady	lady's	ladies	ladies'
hero	hero's	heroes	heroes'
negro	negro's	negroes	negroes'
thief	thief's	thieves	thieves'
goose	goose's	geese	geese's
valley	valley's	valleys	valleys'
city	city's	cities	cities'
scholar	scholar's	scholars	scholars'

Make sentences, using in each a word from the above lists.

Insert the correct form of the word in parenthesis:

The (sun) rays are long and strong.

There are many (sun) in the sky.

It is supposed that all the twinkling stars are (sun).

Model: Letter

Eighteenth Week

Cliff House,
San Francisco,
June 3, 1913

My dear little Florence,

I have a secret for you.

The fifteenth of this month will be the anniversary of your mother's birthday. I want you to surprise her on that day. In this letter you will find a check for twenty dollars. Take it to your Uncle Carl. He will go with you to Tiffany's to choose a very pretty gold pin for your mother. Of course Uncle Carl must keep the secret, too.

On Sunday morning you must get up early and dress quietly. Then gently knock at mother's door, and when she tells you to enter, say, "Mother, I wish you many happy returns of the day!" Kiss her and place in her hand your birthday gift. Can you do all this?

Good night, dear; be a good little girl.

Your loving
Father

*Composition Study**Eighteenth Week*

- I. *a.* Oral reading. Class-talk on form.
b. Blackboard drill on writing superscription and salutation.
 - II. *a.* Teacher and pupils together prepare to answer the letter for Florence.
b. Pupils write simple answer.
 - III. *a.* Some pupils read their letters. Treatment as before.
b. Address envelope.
-

Supplement: Oral Drill

Insert the proper comparative and superlative forms:

1. Pine is heavy; maple is ———. Oak is the ——— of the three.
2. The beet is sweet; sugar is ———; honey is ———.
3. Lead is useful; coal ———; iron ———.
4. Copper is costly; silver ———; gold ———.
5. Mt. Washington is high; Mt. McKinley ———; Mt. Everest ———.
6. Coal is hard; slate ———; granite ———.
7. The snake is lazy; the sloth ———; the drone ———.
8. Glass is expensive; agate ———; the diamond ———.
9. The wolf is fierce; the lion ———; the tiger ———.

*Model: Narration**Nineteenth Week*

THE INTELLIGENCE OF THE HORSE

A certain horse that was old and blind waded every morning in a river in the company of other horses. One morning he ventured too far. The current was gradually taking him into the deep water. In his distress he raised a terrible cry. The other horses looked up. When they saw their companion's plight, they started a chorus of whinnies to attract his attention. The blind horse then swam in the direction of the noise and saved himself.

Composition Study

- I. *a.* Oral reading. Oral reproduction.
b. Blackboard work to encourage original expression by the pupils.
- II. *a.* Teacher tells the story of "The Bell of Atri," as given in Longfellow's poem.
b. Pupils write story without further assistance.
- III. *a.* Some compositions read.
b. Corrections by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.

Insert *to*, *too*, or *two*:

MUSHROOMS

1. There are —— favorite mushrooms in Europe, the St. George and the Fairy Ring.
2. In this country, ——, we have our favorite, the orange milk-mushroom.
3. Mushrooms belong —— the fungus plants.
4. They have fleshy heads of various colors from white —— brown.
5. As the plant grows, the gills under the head change color gradually from a pale shade —— pink.
6. The stem is white and firm with one or —— rings near the top.
7. Some mushrooms are not good —— eat; they are poisonous. It is not always easy —— tell these.
8. Mushrooms whose color is —— deep —— be called pink, are usually —— old —— be edible.
9. Then, ——, there is the tall white flat-top mushroom, which in nearly every case is poisonous.
10. The Chinese have a strange plant which they use as soap. It is a mushroom ——, but is not fit —— eat.

Model: Description

Twentieth Week

THE BOARD OF HEALTH

It is the duty of the Board of Health to protect the people from certain diseases. It employs many men and women to do this. Some of these are sanitary inspectors. Many of them are medical examiners.

The sanitary inspectors examine the food and poisons sold to the public. They also make regulations for cleanliness in homes and other places.

The medical examiners have the care of all contagious diseases. It is their business to see that such diseases are not spread.

Composition Study

- I. *a.* Oral reading.
b. Class-talk on form.
c. Blackboard work to encourage original expression.
- II. *a.* Teacher and pupils talk on "The Street Cleaning Department."
 1. How it cleans the streets.
 2. How children can assist.*b.* Pupils write simple composition of two paragraphs.
- III. *a.* Some compositions read.
b. Treatment as before.

*Supplement: Oral Drill**Twentieth Week*

Read the following statements and change them so that they may mean more than one:

1. The dog gnaws bones.
2. The cow chews the cud.
3. The squirrel cracks nuts.
4. The mouse nibbles cheese.
5. The cat laps milk.
6. The mole devours worms.
7. The leech sucks blood.
8. The molar grinds the food.

Copy the following lists:

THE COUNTRY	THE CITIZEN
United States	American
Europe	European
Canada	Canadian
Germany	German
Italy	Italian
Norway	Norwegian
Sweden	Swede
Switzerland	Swiss
Spain	Spaniard
Holland	Dutchman
Greece	Greek
Turkey	Turk
Wales	Welshman
France	Frenchman

MAR 27 1912

