

COMPOSITION
BOOK
BY GRADES

SEVENTH YEAR

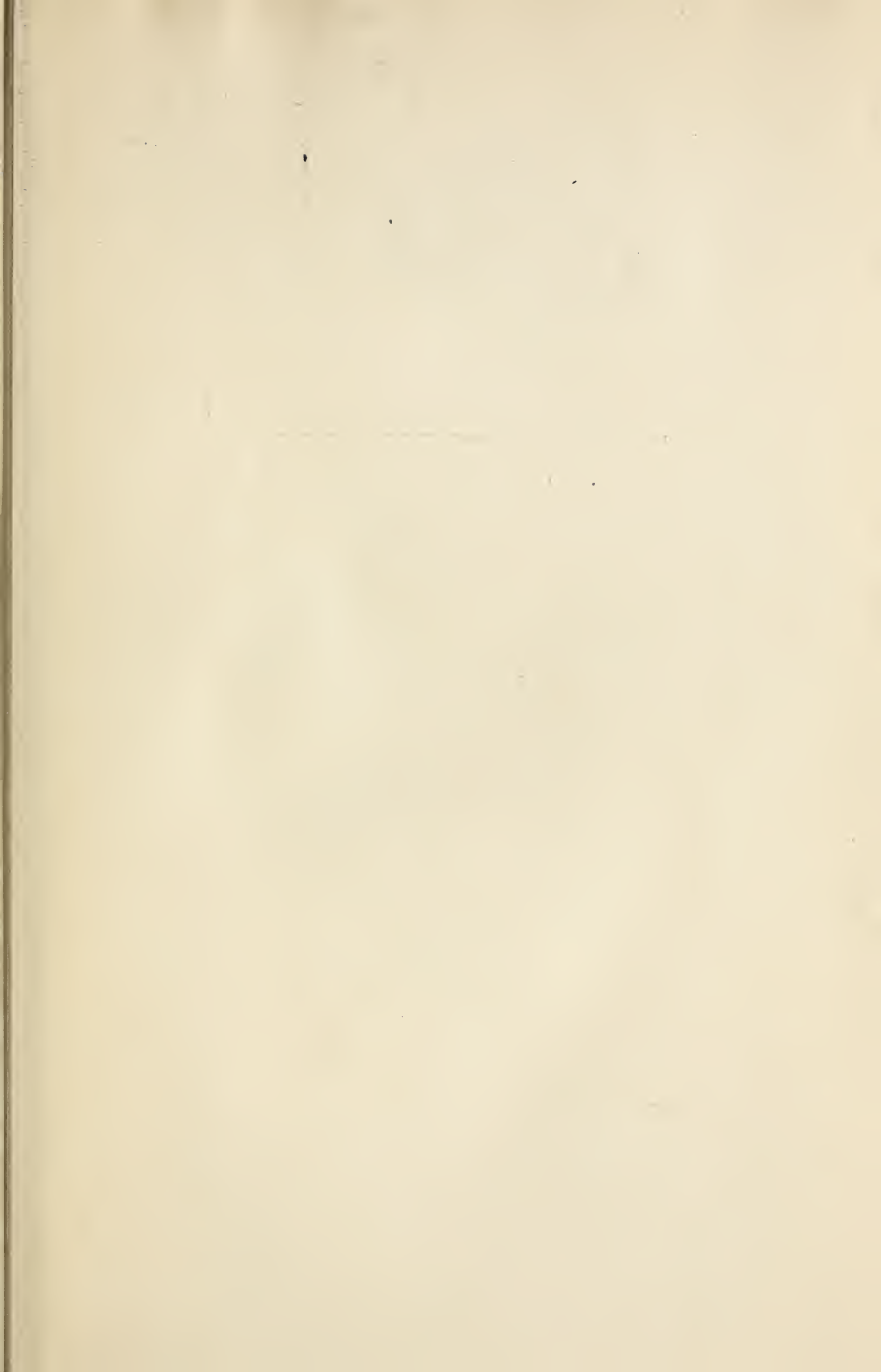
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COMPOSITION BOOK

BY GRADES

SEVENTH YEAR

BY

WILLIAM J. O'SHEA

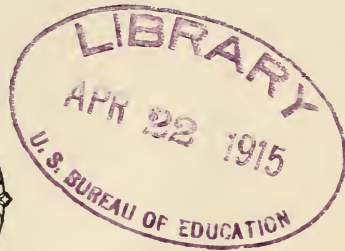
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PREFACE

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

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

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

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

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

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

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SEVENTH YEAR—FIRST HALF

*Model: Narrative**First Week*

AN AFFECTIONATE SPANIEL

Some years ago, a nobleman who lived on his estate near the famous Loch Erne, had a spaniel of uncommon intelligence. The dog seemed to have an instinct to carry and fetch, and exhibited this propensity without special training. On one occasion, observing the gardener laying down his hatchet to adjust his stakes, the dog took the hatchet in his mouth and, at the proper time, presented it, handle first. This he continued to do until the work was finished.

One day a frightened sheep broke away from the flock and plunged into the loch. The dog followed and caught the sheep a mile and a half out, just as it was sinking from the weight of its water-soaked fleece. He held it up by the horns until the arrival of a boat which had been sent in pursuit.

When about two years old, the spaniel came to his friend, the gardener, gave two or three short yelps, and went away without paying any heed to the efforts of his friend to engage him in his customary plays. He then went to each member of the household and saluted him in the same manner, reserving his last visit for his mistress, the lady of the house. From her presence he went immediately to the kitchen, and there lay down and died.

The poor fellow, feeling his end approaching, had bidden good-by to each of his friends. It is said that he had so much endeared himself to everybody that, after his death, he was mourned almost as a human being.

JAMES JOHONNOT. (Adapted.)

*Composition Study**First Week*

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

Uncommon intelligence; propensity; fleece; pursuit; yelps; engage him; customary plays.

- (d) Study form. (e) Construct a topic sentence for each paragraph. (f) Answer orally:

- (1) What is the difference between *carry* and *fetch*?
- (2) Why did the dog carry the sheep by the horns and not by the fleece?
- (3) Which paragraph illustrates the intelligence of the spaniel most vividly?
- (4) If you omit the non-essentials of the first sentence of the first paragraph, what simple sentence is left?

- II. (a) Outline the model. (b) With outline only as guide, reproduce model. (To vary the method, pupils may write a similar composition about a clever animal with which they are acquainted.)

- III. (a) Oral criticism of pupils' first draft. (b) Interchange of compositions among pupils for inspection and further correction. (c) Second draft if necessary.

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

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

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

The teacher should inspect the pupils' work to detect prevalent errors. Her *criticism* should be sparing and concentrated upon one type of error at a time rather than upon a scattered variety of errors. Mistakes in spelling, however, should always be underscored, and false statements invariably stricken out. The information gained by such inspection will be valuable in planning future language work.

Supplement: Punctuation Drills

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

THE COMMA

You have learned that the *comma* is used

1. *To separate the element of direct address from the rest of the sentence.* Thus: Stand up, my boy, and give your seat to this lady.
2. *To separate words or sections in series.* Thus: Health and sickness, joy and sorrow, work and rest, all make up the routine of life.
3. *To set off the independent or inverted elements of the sentence.* Thus: It is quite true, however, that the sun is on the horizon several minutes before we see it.
4. *To set off explanatory words, phrases, or clauses.* Thus: "The Man Without a Country," a tale by E. E. Hale, has the appearance of being a true story.

Punctuate the following and give your reasons:

1. Great are Thy mercies O Lord above all Thy works
2. I remain my dear Sir respectfully yours
3. Virtue says Dryden is its own reward
4. Let us send light and joy if we can to every one around us
5. Happiness therefore depends entirely on yourself
6. The principal metals are iron gold silver copper tin lead and mercury
7. Power riches prosperity and good will are sometimes showered on the worst of men
8. If my memory serves me well the great blizzard took place in 1888
9. Death levels the rich and the poor the proud and the humble the strong and the feeble the young and the old

Supplement: Punctuation Drills

THE SEMICOLON

The *semicolon* is used

1. *To separate two or more independent sections of a sentence.* Thus: Touch not; taste not; handle not.
2. *Between similar parts of a sentence, when those parts have already been subdivided by a comma.* Thus: Hamilton was a bright, brave, large-hearted man; and his country still honors him.
3. *Before the words as, namely, viz, that is, and the like, when they introduce an example.* Thus: We classify everything in the earth as belonging to one of three kingdoms; viz, the animal, the vegetable, and the mineral.

Punctuate the following, giving your reasons:

1. Some men are born great some achieve greatness and some have greatness thrust upon them
2. The heights by great men reached and kept
Were not attained by sudden flight
But they while their companions slept
Were toiling upward in the night
3. To err is human to forgive divine
4. As Cæsar loved me I weep for him as he was fortunate
I rejoice at it as he was valiant I honor him but as he
was ambitious I slew him
5. What is done for effect is *seen* to be done for effect
what is done for love is *felt* to be done for love
6. Many words are spelled differently in English as in-
quire enquire jail gaol sceptic skeptick traveled travelled
7. A noun phrase is one that is used in place of a noun as
To do good is the duty of all
8. If you want a thing done go if not send
9. Flow gently Sweet Afton among thy green braes
Flow gently I'll sing thee a song in thy praise

THE MARINER'S COMPASS

No invention has had a greater influence in advancing the cause of civilization and extending the bounds of human knowledge than the mariner's compass. Without the compass, the vast continent on which we live would perhaps never have been discovered by the civilized world.

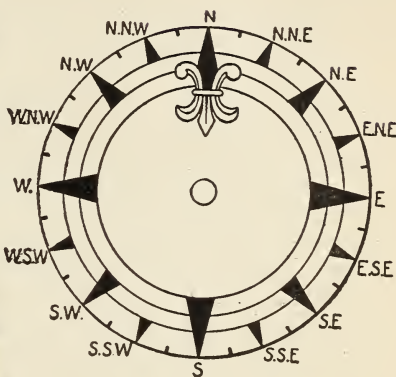
The precise date of the invention of the compass is not known, though it is undoubtedly a product of the Middle Ages. The French and Italian writers of the twelfth century frequently speak of it. The Amalfites, enterprising mariners of southern Italy, seem to have been the first to apply it to navigation.

At its first stage, the invention was rude and simple. The magnetized needle, resting upon pieces of straw or two split sticks, was placed in a receptacle of water. In this position it was evidently of little use when the boat was agitated by a turbulent sea. To obviate this disadvantage, Flavio di Gioja of Pasitano,¹ at the close of the thirteenth century, originated a device by which the needle was set on a vertical pivot. In this position it became available under all circumstances.

The box with the points of the compass marked on the rim was added later. The *fleur-de-lis* at the north pole of the needle is said to have been placed there in honor of the royal house of France, then in control of the government of Naples, of which di Gioja was a dutiful subject. In time the invention was much improved, and finally perfected.

WILLIAM A. CAMPBELL. (Adapted.)

¹ A village near Amalfi, southern Italy.



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

Civilization; bounds of human knowledge; Amalfites; turbulent; obviate; vertical pivot; available; fleur-de-lis; north pole of the needle.

(d) Study form. (e) Construct a topic sentence for each paragraph.

- II. (a) Outline the model. (b) With the following plan as an outline, make an oral composition on "The Printing Press:"

- (1) Its tremendous power for spreading knowledge.
- (2) The world before the invention of printing.
- (3) Gutenberg's invention.
- (4) The modern printing press.

III. Same treatment as III period, first week.

*Model: Description**Third Week*

SOCIAL LETTER

Military Academy,
West Point, N. Y.,
September 22, 1839

Dear Cousin,

I was just thinking that you would be really glad to hear from one so far away as I am. So I have put away my algebra and French, and am going to tell you something about West Point.

For natural scenery West Point is decidedly the most beautiful place that I have ever seen. There are hills and dales, rocks and rivers—a charming picture, indeed. From my window I can see the Hudson—that far-famed, beautiful river, with its bosom studded with hundreds of snowy sails. Facing in another direction, I see Fort Putt, now frowning far above, a stern monument of a sterner age. It seems to have been placed there to tell us of the glorious deeds of our fathers and to bid us remember their sufferings and follow their example. Here is the house in which Washington lived; there, the promenade which Kosciusko often paced.

However, I am not one to show only the brightest side of a picture. I have slept for two months with one single pair of blankets. I tell you what, cousin, this is fearfully hard. Our pay is nominally about twenty-eight dollars a month, but we never see one cent of it. If we wish anything, we must go to the commandant of the post and get an order for it. If I were to come home with my uniform on, you would certainly laugh at my curious appearance.

We have long and hard lessons to prepare in both French and algebra, but I hope to pass the examinations in January.

Model—Continued

Third Week

This examination is a difficult one, they say, but it won't frighten me. If I am successful, you will not see me for two years. Everything considered, I really like West Point very much; so much that I would not go away on any account. The fact is, if a man graduates here, he is safe for life, let him go where he will.

You must give my best love and respects to all my friends, particularly your brothers, Uncle Ross, and Samuel Simpson. Write me a long letter in reply to this and tell me about everything and everybody, including yourself.

I am truly your cousin and obedient servant,

U. S. Grant

Letter Study

- I. (a) Read silently for content. (b) Read orally for expression. (c) Construct a topic sentence. (d) Justify the use of the comma throughout the model. (e) Report orally on contents of letter. (f) We say, a bracelet is studded with diamonds and the rim of a chair is studded with brass tacks. Why does Grant say "the Hudson is studded with hundreds of snowy sails?" We call such usage *flowery*, *florid*, *ornate*, or *figurative* language. (We use the same term in music when we distinguish between *plain* chant and *figurate* music.) Your teacher will help you to find *other examples* of these *flowers* or *figures* of language in Grant's letter.
- II. Suppose that you have a brother or a cousin in West Point who has just written you a letter like that of young Grant to his cousin. He also wishes a long letter in reply and urges you to tell him "about everything and everybody, including yourself." (a) Plan quickly what you propose to write. (b) Submit your plan for criticism. (c) Write your letter.
- III. (a) Oral reading of letters for class criticism. (b) Interchange of letters among pupils for inspection and correction. (c) Addressing of envelopes.

*Model: Narrative**Fourth Week*

AN ADVENTURE

High up on the lonely mountain,
Where the wild men watched and waited;
Wolves in the forest, and bears in the bush,
And I on my path belated.

The rain and the night together
Came down, and the wind came after,
Bending the props of the pine-tree roof,
And snapping many a rafter.

I crept along in the darkness,
Stunned, and bruised, and blinded—
Crept to a fir with thick-set boughs,
And a sheltering rock behind it.

There from the blowing and raining,
Crouching, I sought to hide me;
Something rustled, two green eyes shone,
And a wolf lay down beside me.

There we two, in the storm and wind,
I and the wolf together,
Side by side through the long, long night,
Hid from the awful weather.

His wet fur pressed against me;
Each of us warmed the other:
Each of us felt, in the stormy dark,
That beast and man was brother.

And when the falling forest
No longer crashed in warning,
Each of us went from our hiding-place
Forth in the wild, wet morning.

BAYARD TAYLOR.

*Composition Study**Fourth Week*

- I. (a) Read silently for content. (b) Read orally for expression. (c) Reproduce orally. (d) Discuss form as to indention, capitalization, comma, semicolon. (e) If the essence of the first stanza were stated in a very simple sentence it might read "I was belated in a wild forest." The second stanza might read "A fearful storm raged;" the third, "I took shelter under a fir tree." What simple statements would you make for the other stanzas? (f) If each stanza were represented by its most important word, "belated" might be suggested for the first stanza, "storm" for the second, and "shelter" for the third. What words would you select for the other stanzas?
- II. (a) Outline the model under seven simple headings. (b) Paraphrase the poem. (c) Transfer some compositions to blackboard in advance of third period.
- III. (a) Class criticism of blackboard work. (b) Interchange of papers among pupils for mutual inspection and correction.

Supplement

For each word below supply a noun that is opposite in meaning. Thus:

prudence, *rashness*; generosity, *avarice*; confidence, *diffidence*.

motion	happiness	strength
reward	industry	friendship
bravery	virtue	liberty
humidity	humility	peace
plenty	wisdom	severity
sympathy	knowledge	insolence
fairness	blessing	expansion
success	moderation	frugality
ignorance	refusal	attraction

*Model: Narrative**Fifth Week*

THE MUSICIANS

The monkey, the goat, the donkey, and Mishka, the bear, determined to play a quartet. They provided themselves with the necessary string instruments: two violins, a viola, and a cello. Then they all settled down under a large tree, and proceeded to startle the world, as they thought, by their artistic performance. They fiddled away merrily for some time and made quite a noise; but, alas, it was not music.

"Stop, my friends!" said the monkey, "this will not do. Our music does not sound as it ought. It is plain that we are in the wrong positions. You, Mishka, take your bass and face the cello; I will go opposite the second fiddle. Then we shall play in such a manner that the hills will dance."

So they changed places and began again. But they produced only discords as before.

"Wait a moment!" exclaimed the donkey. "We must get in a row, and then we shall play in tune."

The four animals thereupon placed themselves in a straight line and struck up once more. The quartet, however, was as unmusical as ever. Again they stopped and argued about the correct positions to be taken. Just then a nightingale, attracted by their din, came flying that way, and they appealed to her to help them out of their difficulty.

"Pray be so kind as to stay a moment," they said, "so that we may get our quartet in order. We have music and we have instruments; only tell us how to place ourselves."

The nightingale smiled and said: "I am sorry for you; but to be a musician, one must have a better ear and more intelligence than any of you. How foolish to attempt what one plainly has no talent for! Place yourselves any way you like; it will make no difference. You will never become musicians."

KRYLOV: Fables. (Adapted.)

*Composition Study**Fifth Week*

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

Determined; quartet; startle; artistic performance; struck up; din; a better ear; intelligence.

- (d) Study form. (e) Reproduce orally. (f) Answer orally:

- (1) What is a fable?
- (2) What single sentence in this fable points to the moral intended?
- (3) Why has the author selected the monkey, the goat, the donkey, and the bear as the chief actors in this fable? Why not the lark, the thrush, the nightingale, and the parrot?
- (4) The second paragraph is a direct or formal quotation. Reproduce it as an indirect quotation.

- II. Reproduce the story in three paragraphs; i. e., recast the model into condensed form, dispensing with direct quotations.

(a) Outline made. (b) Composition written. (c) Several compositions transcribed on the blackboard for classroom discussion.

- III. (a) Class criticism of compositions read by pupils. (b) Interchange of papers among pupils for inspection and correction.
 (c) Inspection by teacher.

Supplementary Drill

Using the list in Section I, make the proper predications of the things named in Section II.

- I. mined, smelted, slaughtered, baked, ground, cured, refined, written, pickled, printed, kippered, driven.
- II. Corn is — Books are — Coal is —
 Beef is — Cattle are — Manuscripts are —
 Sugar is — Spikes are — Cucumbers are —
 Ore is — Bread is — Herring are —

*Official Correspondence**Sixth Week*

- Group A. Write to the Question and Answer department of your newspaper for the names of the members of the President's cabinet.
- Group B. Write to the supervisor of lectures of your city asking when the lectures will be resumed. Ask for a prospectus.
- Group C. Write to the congressman of your district (Congress in session) asking to be favored with a copy of the latest "Congressional Record."
- Group D. Write to the publishers of the magazine to which you are a subscriber, notifying them that your address has been changed from 26 Vanderwater St., Cincinnati, O., to your present address.
-

Letter Study

- I. (a) The class having been divided into groups A, B, C, D, each group writes the letter assigned to it. (b) Pupils transfer their work to blackboard as they finish. (c) Pupils criticise the blackboard work.
- II. The teacher reassigns the work for the several groups, and the pupils proceed as on the first day.
- III. (a) Teacher reassigns work as before. (b) Class criticism. (c) Pupils address envelopes.

Note—The grouping of pupils for letter writing is particularly desirable when the assignments are restricted as in the above instances; the work is interesting and effective.

The assignment for each group must be different for each period.

The habit of using prepositions properly can be acquired only by frequent practice in correct usage.

The class may construct sentences involving, in each instance, one of the following idioms:

Apologize to; apologize for; attend to; complain of; complain to; differ from; inquire about; quarrel with; eager for; familiar with; confidence in; appeal to; requisition for; adhere to; refrain from; account for; account to.

Where the dash appears in the following sentences, insert the appropriate preposition:

1. As the position was abolished, there was no further occasion —— my services.
2. It is natural for us to confide —— our friends.
3. After the battle the victors turned —— disgust —— the bloody field.
4. A straight line may be divided —— any number of equal parts.
5. Two thieves got —— the house and disarranged everything —— it.
6. "Wilful waste makes woeful want" is a saying founded —— experience.
7. The property was divided —— the six children who were left —— the guardianship —— their uncle.
8. After considerable hardship the travelers arrived —— their journey's end.
9. As there was no water for weeks, some of them died —— thirst.
10. We may not be confidential —— our enemies but we should entertain no prejudice —— them.
11. As our stock was fast diminishing, we hurriedly sent in a requisition —— supplies.

*Model: Description**Seventh Week*

BEAUTIFUL QUEBEC

Quebec is rich in public institutions and in Catholic churches and charities, but it is mainly in the prospect from the site of the Old Government House and the Citadel that its surpassing beauty lies. The exquisite expanse of country, rich in field and forest, mountain height and water, which lies stretched out before the view, with miles of Canadian villages, glancing in long white streaks like veins along the landscape; the motley crowd of gables, roofs, and chimney tops in the old hilly town immediately at hand; the beautiful St. Lawrence sparkling and flashing in the sunlight; and the tiny ships below the rocks from which you gaze, whose distant rigging looks like spiders' webs against the light, while mariners become so many puppets; all this, framed by a sunken window in the fortress, and looked at from the shadowed room within, forms one of the brightest and most enchanting pictures that the eye can rest upon.

DICKENS: "American Notes."

Composition Study

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

Prospect; Old Government House; Citadel; exquisite expanse; glancing; motley crowd; immediately at hand; sparkling; flashing; rigging; framed by a sunken window in the fortress; enchanting picture.

- (d) Reproduce the model orally. (In anticipation of second composition period, pupils will learn facts necessary for similar description from some local point; e. g., from the top of a tower, a high building, a bridge, or an aeroplane, or through a stereoscope.)

(e) Answer orally:

- (1) Dickens must have been at a considerable height when he viewed this scene. Show this from the content.
- (2) What are public institutions?
- (3) How does Dickens describe the odd collection of gables, roofs, and chimneys?
- (4) Dickens even makes us believe his picture of the scenery to be framed. What is the frame?

II. (a) Compositions written. (b) Criticism by pupils.

III. (a) Oral reading of compositions for further class criticism.

(b) Interchange of papers for inspection and further correction.

(c) New draft, if necessary. (d) Final inspection by teacher.

Supplement on Descriptions

In describing, we draw on our vocabulary of adjectives; the larger our vocabulary the more easily we describe.

I. Note the adjectives following the capitalized nouns below, and add others that you think are appropriate.

BUILDING imposing, modern, antiquated, stately, forlorn, spacious.

HOME quaint, wretched, squalid, desolate, luxurious, comfortable, lonely, sumptuous.

AVENUE broad, spacious, picturesque, illuminated, dismal, bright, gloomy, brilliant, animated.

TOWN hilly, bright, shady, progressive, conservative.

SCENE beautiful, magnificent, gorgeous, dazzling, romantic, dull, vivid, variegated.

II. Use the above adjectives in original sentences. Thus,

The Chinese Legation is both *spacious* and *sumptuous*.

*Model: Exposition**Eighth Week*

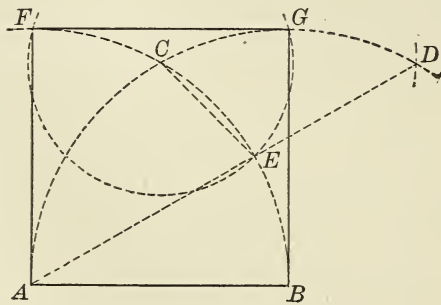
HOW TO CONSTRUCT A SQUARE ON A GIVEN LINE

Let AB be the given line upon which the square is to be constructed.

With A as center and AB as radius, draw a large arc. With B as center and AB as radius, draw another arc, on the same side of AB . From C , the intersection of the two arcs, mark off the same radius on the second arc. This gives D . Join D and A by a straight dotted line. This cuts the first arc at E . E is the most important point in the problem.

With C as center and a radius equal to CE , draw an arc that will touch the first two arcs again. This gives the points F and G .

Now join F and A , F and G , G and B . These connections form a perfect square on the line AB .



Note—This work is invaluable as an exercise in concentration and as a test of the pupil's ability to seize upon content. Furthermore, no exercise is better suited to check the pupil's propensity to ramble; his demonstration must be precise, and his language to the point.

*Composition Study**Eighth Week*

- I. (a) Pupils read silently. (b) Pupils, unassisted, construct a two inch square according to the method of the model. (c) Successful pupils demonstrate orally at blackboard. (d) Pupils account for the paragraphing, etc., in model.
- II. (a) Pupils work out some other simple problem in inventional geometry as a preparation for composition; e. g., How to drop a Perpendicular to a Line from without; How to bisect a Given Straight Line, etc. (b) Pupils write demonstration.
- III. (a) One of the demonstrations read. (b) Mutual correction of work by pupils. (c) Second draft, if necessary. (d) Inspection by teacher.
-

Supplement

Where the dash occurs in the following list, insert a synonym:

divert ———	haughty ———	pursuit ———
abbreviate ———	acute ———	annoyance ———
acquire ———	actual ———	honesty ———
advance ———	tedious ———	utility ———
determine ———	fatigued ———	sorrow ———
venture ———	considerate ———	confidence ———
petition ———	affectionate ———	reliance ———
equip ———	devoted ———	implements ———
adapt ———	dissatisfied ———	abundance ———
pardon ———	precise ———	culture ———
combine ———	generous ———	resources ———
recollect ———	impetuous ———	precaution ———
journey ———	awful ———	commerce ———
embarrass ———	clever ———	response ———
provide ———	dependable ———	promptness ———

*Model: Narrative**Ninth Week*

RUBBING DOWN THE TIGER

It has often been said that a wild beast will not attack a human being unless the latter shows signs of fear, or the beast is very hungry. The following anecdote offers evidence to support that statement.

Some years ago the manager of a menagerie in Moscow required an extra assistant to clean out cages. The manager, a Frenchman, could speak no Russian, and the Cossack whom he hired could speak no French; but by dint of practical pantomime the Frenchman soon made himself understood. While demonstrating how the work should be done, the two finally came to the cage of a very tame antelope. Rake, broom, sponge, and buckets were carried into the cage; and the manager, after brushing and sponging the animal, turned the implements over to the new man and went to his office.

On returning, an hour or so later, he was horrified to discover the Cossack inside a cage standing astride a full-grown, untamed tiger, and vigorously scrubbing its thick fur.

Dumfounded, the manager watched while the powerful body stretched itself out at full length on the floor of the cage, the great paws sprawled comfortably, the fierce eyes closed, and the savage throat emitted a series of mighty but whole-souled and grateful purrs.

The Cossack did his work thoroughly, and when it was completed to his entire satisfaction, he gave the beast a good-natured pat on the head, gathered up his tools, walked unconcernedly out, and locked the door.

From Sewell's "Practical English," by permission of J. B. Lippincott Company.

*Composition Study**Ninth Week*

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

Anecdote; evidence; by dint; practical pantomime; demonstrating; implements; astride; vigorously; savage throat; emitted; whole-souled and grateful purrs.

(d) Answer orally:

- (1) What other title would you suggest for this model?
- (2) What purpose does the first paragraph serve?
- (3) Give the gist of the second paragraph in one simple sentence.
- (4) What trait in the Cossack pleased the tiger?

- II. (a) Develop the topic sentence and make an outline. (b) With outline only as guide, reproduce the story. (c) Pupils familiar with similar incidents may tell of them after framing an outline.

III. Treatment as heretofore.

Supplement

The words given below suggest characteristic sounds predicated of certain things. Thus, Chains clank.

Where the dash appears in Section I, insert an appropriate predication found in Section II.

- | | | |
|-----------------|------------------|------------------|
| I. The wind ——— | The top ——— | Leaves ——— |
| The brook ——— | The bullet ——— | Sleigh-bells ——— |
| The clock ——— | The kettle ——— | Hands ——— |
| The engine ——— | The cataract ——— | Cannons ——— |
| The fire ——— | The file ——— | Waves ——— |
| The rain ——— | Teeth ——— | Sails ——— |
- II. Whistles, crackles, patters, babbles, thunders, whizzes, chatter, rustle, swish, jingle, ticks, sings, puffs, clap, rasps, boom, flap, hums, roar.

*Model: Exhortation**Tenth Week*

SOCIAL LETTER

Rufus Choate, residing presumably in the tropics, writes to his boy Rufus, Jr., who is a student in boarding school in Essex, Mass. The exact place and date are not available.

My dear Rufus,

Your dear mother and sisters have you so far away, that I want to put my own arm around your neck, and, having whispered a little in your ear, give you a kiss.

I hope, first, that you are good; and next, that you are well and studious and among the best scholars. If that is so, I am willing you should play every day, after or out of school, till the blood is ready to burst from your cheeks. There is a place or two in the lane, according to my recollections of your time in life, where real, good, solid satisfaction, in the way of play, may be had. But I do earnestly hope to hear a good account of your books and progress when I get home. Love cousin M——, and all your school and playmates; and love the studies which will make you wise, useful, and happy, when there shall be no blood at all to be seen in your cheeks and lips.

Your explanation of the greater warmth of weather here than at Essex, is all right. Give me the sun of Essex, however, I say, for all this. Tell Grandmother, one half hour under those cherished buttonwoods is worth a month under these insufferable fervors.

I hope I shall get home in a month. Be busy, affectionate, obedient, my dear, only boy.

Your loving father,
Rufus Choate

*Composition Study**Tenth Week*

- I. (a) Silent reading for content. (b) Reading for expression. (c) Class talk on form. (In the study of the model letter, this work should be very thorough.) (d) Topic sentence work. (e) Answer orally:
- (1) What does Mr. Choate expect from his boy?
 - (2) What does he mean by "according to my recollections of your time in life?"
 - (3) What is the meaning of the last sentence of the first paragraph?
 - (4) What does the author mean by "these insufferable fervors?"
- II. (a) Pupils write letter. (b) Teacher gives individual attention to pupils.
- III. Some letters should be transferred to the blackboard before the third composition period. (a) Class criticism of blackboard work. (b) Oral reading of other letters. (c) Interchange of letters among pupils. (d) Pupils address envelopes.
-

Supplement

Fill in the blanks in Section II with appropriate collective nouns found in Section I. Thus:

A herd of cattle, a den of thieves, a mob of rioters.

- I. choir, flock, flight, covey, bevy, gang, tribe, swarm, crew, herd, pack, regiment, congress, shoal, school, bed, squad.
- II. a — of sheep a — of Indians a — of sailors
 a — of girls a — of oysters a — of partridges
 a — of bees a — of wolves a — of buffaloes
 a — of ants a — of fishes a — of policemen
 a — of birds a — of soldiers a — of statesmen
 a — of whales a — of singers a — of ruffians

*Model: Description**Eleventh Week*

CRUSOE'S MAN FRIDAY

Friday was a comely, handsome fellow, perfectly well-made, with straight long limbs, tall and well-shaped. As I reckoned, he was about twenty-six years of age. He had a very good countenance, not a fierce and surly aspect. There was something strikingly manly in his face; and yet there was also all the sweetness and softness of a European in his countenance, especially when he smiled.

His hair was long and black, not curled like wool. His forehead was high and large, and a great vivacity and sparkling sharpness shone out of his eyes. The color of his skin was not quite black, but very tawny; and yet not an ugly, yellow, nauseous tawny, but a bright dun olive-color that was quite becoming to him. His face was round and plump, and his nose small. His mouth was unusually pleasing; his lips were thin, and his fine well-set teeth, as white as ivory.

DEFOE. (Adapted.)

Composition Study

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

Comely; handsome; countenance; surly; sweetness and softness; vivacity; sparkling sharpness; tawny; nauseous.

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

- (1) Who was Friday?
- (2) Name two characteristics of the European countenance and two of the uncivilized countenance.
- (3) What single words could you use to describe Friday's person and his disposition?

*Composition Study**Eleventh Week*

- II. (a) Class discussion preparatory to a similar description; e. g., "Hans the Eskimo," "Othello the Moor," or "Rip Van Winkle." (b) Compositions written. (c) Several compositions transcribed on blackboard for class criticism.
- III. (a) Compositions read for class criticism. (b) Interchange of work for inspection and further correction. (c) Second draft written where necessary.

Supplement

Note the adjectives following the capitalized words, and add others that you think are appropriate. (b) Build sentences, using an adjective in each case.

THE HUMAN FIGURE

stately, graceful, elegant, corpulent, slight, burly, portly, emaciated, gaunt, spare.

MANNER reserved, affable, dignified, positive, nervous, excited, grave, humble, engaging, repulsive.

EYES piercing, dull, tender, cold, twinkling, expressive, intelligent, crafty, dim, bleary, penetrating.

NOSE sharp, aquiline, snub, blunt, hooked, Roman, flat, broad.

MOUTH determined, agreeable, grinning, stern, smirking, pleasing, gaping.

HAIR hoary, auburn, golden, ruddy, frowzy, wavy, glistening, grizzled, luxuriant, profuse, silvery, slovenly, shaggy.

Note—Interesting characters in the home life of the pupil, a conspicuous motion-picture personality, or a distinguished historic character whose picture or statue is frequently seen, may be made the subject of an original description.

Model: Official Correspondence

Twelfth Week

- Group A. Morton and Eastman, stationers located at 130 Tenth St., have recently applied to your principal for eight pupils to address envelopes from five to six o'clock every evening for four weeks. They request candidates to apply by mail. Write your application.
- Group B. Wanted — In a hardware store, a boy to learn the business. He must be honest, willing to work, and not given to cigarette smoking. Address Jeremiah Hoskins, 729 Hamilton Place.
- Group C. Mme. Madeline Vernier, who conducts an embroidery establishment at 365 Connecticut Ave., has advertised in the "Evening News" for two errand girls. They will be taught embroidery. Apply for the position, stating your qualifications, and submitting the names of the people to whom Mme. Vernier may refer.
- Group D. Jerome H. Rockwell, an upholsterer whose office is at 29 Montgomery St., employs a number of boys and girls in his factory every summer, to re-can chairs. Caning chairs is easily learned, and pays sixty cents apiece. Apply for summer employment there, and enclose stamp for reply.
-

Letter Study

- I. (a) Class grouped for assignments. (b) Letters written. (c) Pupils' letters transferred to blackboard. (d) Class criticism and correction of board work.
- II. (a) Reassignment of work so that each group shall have a different letter from the one assigned to it in the first period.
- III. (a) Final reassignment of work. (b) Procedure as during period I. (c) The pupils address envelopes.

Pupils should often recall the principal parts of the transitive verb *lay* and the intransitive verb *lie*. The verb *lie* means *to rest*, the verb *lay* means *to place*.

lay	laid	laying	laid
lie	lay	lying	lain

Where the dash occurs in the following sentences, insert the proper form of the verb required.

1. In frigid regions the snow ——— on the ground all the year round.
2. It was Penn who ——— out the streets of Philadelphia.
3. Tar oil is frequently sprinkled on the roadways to ——— the choking dust.
4. A hen invariably cackles when she has ——— an egg.
5. Occasionally our kitten ——— by the stove.
6. It has been said that twenty per cent of the tillable land has ——— idle since the creation.
7. Intelligent farmers insist that cultivated land must ——— fallow once in five years.
8. During a recent bombardment the enemy's "greyhounds" ——— quietly at anchor under cover of the forts.
9. Fido crawled under a pew and ——— there until the service was over.
10. Heaped in the hollows of the grove, the autumn leaves ——— dead.
11. A soldier of the legion ——— dying in Algiers.
12. There in the twilight cold and gray,
Lifeless, but beautiful, he ———.
13. Exhausted from his long tramps the traveler ———
aside his luggage and ——— down.
14. I was told to ——— down, and I ——— down.

KNOWING AND DOING

Centuries ago it was the practice of the city of Athens to hold stated entertainments to which the public was invited free. On such occasions, however, the patrons were expected to take seats in accordance with their age and rank.

It happened at one of these performances that an old man arrived too late to secure a place becoming his station. A number of young Athenians, observing his predicament, made signs that they would accommodate him if he came where they sat. Accordingly the man hustled through the crowd; but when he came to the seat to which he had been invited, the young men sat close, tittered, and exposed his embarrassment to the spectators. Immediately the insolent frolic of the lads spread over the entire Athenian audience.

But on these festivities one division of the stand was allotted to outsiders, including Spartans. The old man quietly made his way in that direction, and as he approached the Spartans, these noble people rose and received him with the greatest respect.

The Athenians, suddenly touched with a sense of the Spartans' respect for age and their own thoughtlessness, applauded the act generously. Whereupon the old man cried out, "The Athenians appreciate good form, but the Spartans practice it."

Composition Study

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

Practice; stated entertainments; accordance; predicament; accommodate; exposed his embarrassment; insolent frolic; festivities; appreciate.

*Composition Study—Continued**Thirteenth Week*

(d) Construct topic sentences. (e) Outline model. (f) Reproduce orally. (g) Answer orally:

- (1) Suggest another title for this story.
- (2) How did the Athenians make up in part for their rudeness?
- (3) If you were to omit the first paragraph altogether, how would your first sentence read?
- (4) What kind of quotation is illustrated in the model?
- (5) Change the construction so as to dispense with the quotation marks.

II. (a) Write a story that would fall under some heading such as: "Politeness Rewarded," "Rudeness Rebuked," "Jefferson's Politeness to His Slaves Has Been much Commended."

(b) Relate some incident, after making a simple outline.

III. Some compositions should be transferred to blackboard in advance of third period. (a) Criticism of blackboard work. (b) Interchange of papers for mutual correction.

Supplement

By adding an appropriate prefix to a noun, we may form a new noun which has a distinctly new meaning.

Where the dash appears in the following, insert a new word formed by adding a prefix or a suffix to the preceding noun. Give the meanings of the new words thus formed.

proof	reproof	patriot	compatriot	jury	perjury
dress	_____	head	_____	father	_____
work	_____	room	_____	esteem	_____
deed	_____	dose	_____	vantage	_____
weight	_____	pension	_____	creation	_____
fume	_____	rage	_____	ability	_____
ease	_____	position	_____	line	_____
quiet	_____	face	_____	section	_____

*Model: Narrative**Fourteenth Week*

THE DISCOVERY OF RUBBER

As early as the beginning of the eighteenth century travelers from the western hemisphere had brought back to Europe water-proof bags and bottles made of a substance entirely unknown in the Old World. For that matter, the origin and nature of the bottles were as much a mystery to the travelers themselves as to Europeans. They possessed qualities unlike any animal, vegetable, or mineral substance known heretofore, and, for this reason, excited the curiosity of certain people. Aside from this passing interest, however, little attention was paid to them.

Forty years later a Frenchman discovered that the material from which the water-proof bottles were made came from the milky juice of trees which grew along the river banks of tropical South America. The Indians called it *cahuchu* and used it for making water-proof garments and vessels.

The statements of this Frenchman aroused the interest of European botanists, some of whom made extensive journeys into tropical America, Asia, and Africa, to study the plants whose juice possessed such remarkable properties. As a result, by the last quarter of the century it had become known that "india-rubber," as it was called, could be obtained from several tropical trees and plants, in almost every region of dense tropical vegetation.

Composition Study

- I. (a) Pupils read silently for content. (b) Teacher questions class to ascertain the success of the silent reading. (c) Pupils give meaning or synonymous equivalent of each of the following:

Origin; nature; mystery; cahuchu; garments; vessels; botanists; extensive; remarkable properties; tropical vegetation.

*Composition Study—Continued**Fourteenth Week*

(d) Pupils make synopsis of the model. (e) Pupils reproduce model orally. (f) Answer orally:

- (1) Look carefully and tell why the author uses the expressions “for that matter,” “however,” and “as a result.” Note how they are set off from the rest of their respective sentences.
- (2) What are these expressions and what does each modify?
- (3) Punctuate: The Evening Dispatch said that the Chinese invented the Mariner’s Compass, when, as a matter of fact, they only recently adopted the modern compass.
- (4) If proper adjectives should begin with capitals, why does not “india-rubber” follow this rule?

II. (a) Pupils prepare outline for composition on “The Uses of Rubber.” In treating this subject it would be well for them to remember the contributions of three great men: Priestly, the Englishman, who dissolved new resin and showed its usefulness as a pencil eraser; Mackintosh, the Scotchman, who dissolved rubber in benzine and made a texture suitable for rubber garments; Goodyear, the American and the father of the rubber industry, who treated rubber with sulphur in a process called vulcanizing, a discovery which led to the manufacture of rubber bands. (b) Pupils write compositions.

III. (a) Oral criticism of several paragraphs previously transferred to the blackboard. (b) Compositions interchanged for mutual inspection and correction by pupils.

*Model: Exhortation**Fifteenth Week*

SOCIAL LETTER

William Henry, in a boarding-school, has written to his grandmother at home for permission to stop a few days at the house of his cousin Dorry. Here is the grandmother's answer.

My dear Boy,

We are willing you should go to see Dorry. Wear your best clothes. Behave well. Your Aunt Phoebe has just bought a book for her girls that tells them how to behave. It is for boys, too. I shall give you a little advice, and mix some of the book in with it.

When you get to Dorry's, remember to wipe your feet, step softly, and take your hat off. Never interrupt. Some children are always putting themselves forward when grown people are talking. Make a bow when introduced. If you don't know how, try it before the looking-glass. I hope you know enough to say "Thank you," and when to say it.

Act properly at the table. The best way will be to watch and see how others do. If you should make a mistake, when trying to do your best, it isn't worth while to feel ashamed. *Wrong* actions are the ones to be ashamed of. And let me say now, once for all, never be ashamed because your father is a farmer and works with his hands. Your father's a man to be proud of; he is kind to the poor; he is good to his family; he is honest in his business. Dorry's father can't be more than this, let him own as much property as he may. I mention this because young folks are apt to think a great deal more of a man that has money.

Your aunt Phoebe wants to know if you will write home from Dorry's, because her Matilda wants a stamp from that post-office.

From your loving

Grandmother

*Composition Study**Fifteenth Week*

- I. (a) Read silently for content. (b) Read orally for expression. (c) Discuss form. (d) Construct topic sentences of first three paragraphs. (e) Report on contents of model letter. (f) Answer orally:
- (1) Though she let William go to Dorry's, Grandmother was not very anxious to have him go. Why?
 - (2) If the third paragraph were written before the second, how would it affect the letter?
 - (3) Why hasn't Grandmother signed her name? What else is missing? If Grandmother had signed how would she have closed her letter? (Suppose that her name had been Mrs. Eliza Henry.)
 - (4) What are the essential parts of every letter?
- II. (a) Pupils, impersonating William Henry, write at Dorry's house the answer to Grandmother's letter. (b) Pupils transfer to blackboard as they finish.
- III. (a) Oral criticism of blackboard work. (b) Pupils read their letters for further criticism. (c) Correction by pupils. (d) Pupils address envelopes.

Supplement

HEADING	Essex Boulevard Canaan, Conn., Nov. 30, 1915
SALUTATION	My dear Grandma,
BODY OF LETTER
CLOSING	Your loving grandson,
SIGNATURE	William Henry

*Model: Exposition**Sixteenth Week*

THE JULIAN CALENDAR

Prior to the days of Julius Cæsar the great Roman Empire reckoned time from the year of the building of Rome. Under this system the year had ten months, of which March was the first, and December, the tenth. The fifth month was called Quintilis — our July; the sixth month, Sextilis — our August.

Julius Cæsar discovered that the vernal equinox, or the point which the sun passes in crossing the equator about March the twenty-first, as indicated on the calendar used by the Romans, was three months out of date. To rectify this error he established a year of three hundred and sixty-five days, to which he added an extra day every fourth year. Thereafter the year began on January the first, and ended on December the thirtieth. To the first, third, fifth, seventh, and ninth months, thirty-one days were assigned; to the others, thirty. February received twenty-nine days except in the leap year, when it received thirty. It was then that the name Quintilis was changed to July in honor of Julius Cæsar.

This scheme was modified under Augustus Cæsar, the next Roman emperor. In the readjustment September and November were reduced to thirty days, and October and December were changed so that they now have thirty-one days each. At this time also the name Sextilis was changed to August in honor of the emperor, and a day was taken from February and added to this month in order that the month of Augustus Cæsar should be of equal length with the month of Julius Cæsar.

Composition Study

Sixteenth Week

- I. (a) Read silently for content. (b) Read orally for expression.
(c) Give meaning or synonymous equivalent of:
Prior; Quintilis; Sextilis; vernal equinox; established.
(d) Construct topic sentences, and outline. (e) Reproduce orally.
- II. (a) Discuss the following outline on "The Gregorian Calendar," teacher supplying the omitted data.
1. In 1581, A. D., the Julian Calendar year was too long by 11 min. 14 sec. In 1582, Pope Gregory XIII appointed a committee to revise the calendar.
 2. *Basis.* Easter Sunday was made the basis for future calendar calculations. Thereafter the Sunday *following* the Paschal full moon was to be Easter Sunday.
 3. *The new calendar.* Year ordinarily 365 da.; leap year, 366 da.; leap year divisible by 4; centesimal year divisible by 400. Gregorian year too long by 36 seconds; — not appreciable.
 4. *Adoption.* In Roman Catholic countries at once; in Germany and Denmark in 1700; in England in 1752, when January 1 was made the beginning of each year, instead of March 25th. Existing excess of 11 days eliminated by making the third of September 1752 the 14th. "Old style" is still used in countries following the communion of the Greek Church, making a difference of twelve days now between the two calendars.
- (b) Write composition.
- III. Blackboard work and correction of compositions as before.

*Model: Description**Seventeenth Week*

THE CRUISE OF THE DOLPHIN

How calm and lovely the river was! Not a ripple stirred on the glassy surface, broken only by the sharp cutwater of our tiny craft. The sun, as round as an August moon, was by this time peering above the water-line. The town had drifted behind us, and we were entering among the group of islands. Sometimes we could almost touch with our boat-hook the shelving banks on either side.

As we neared the mouth of the harbor, a little breeze now and then wrinkled the blue water, shook the spangles from the foliage, and gently lifted the spiral mist-wreaths that still clung along-shore. The measured dip of our oars, and the drowsy twitterings of the birds, seemed to mingle with, rather than break, the enchanted silence that reigned about us. The scent of the new clover comes back to me now, as I recall that delicious morning when we floated away in a fairy-boat down a river, like a dream.

THOMAS BAILEY ALDRICH. (Adapted.)

Composition Study

- I. (a) Read silently for content. (b) Read orally for expression. (c) Give the meaning or synonymous equivalent for the following:
Cutwater; craft; peering; spangles; spiral; enchanted silence; delicious.
(d) Construct topic sentences, and outline.
- II. (a) From an original outline, pupils write a brief but minute description of some trip, real or imaginary. (b) As they finish, they transcribe on blackboard. (c) Class criticism.
- III. Correction and inspection as heretofore.

Note—Children, as a rule, show little inclination toward descriptive composition. It is advisable that the teacher should help by a series of well-planned questions.

SHALL OR WILL

To denote *future* time, use *shall* in the first person, *will* in the second and third.

Where the dash occurs in the following sentences insert *shall* or *will*.

1. I —— be fourteen years old this year; my sister —— be twelve.
2. We —— feel obliged if you —— have the goods shipped at once.
3. I hope we —— have pleasant weather to-morrow.
4. There —— be a full moon to-night, one indication that the weather —— be fair.
5. Open the windows or we —— suffocate.

To denote *determination* use *will* in the first person, *shall* in the others.

1. Harold —— offer you an apology; I —— see to it.
2. No dishonest clerk —— work for me.
3. You —— remain until you have recited.
4. Mr. Crane has decided that his boy —— not go to work.
5. We —— do our best to make you happy, and hope we —— succeed.

In questions, *will* must never be used in the first person. In the other persons use *shall* or *will* according as *shall* or *will* is expected in the answer.

1. —— the post office be open to-morrow?
2. —— the post office open to-morrow to accommodate a few cranks?
3. Some one should open this mail. —— you do it, or —— I?
4. —— we come now, or —— we wait awhile?
5. If they run —— they be in time for the train?

*Official Correspondence**Eighteenth Week*

- Group A. Write to the Board of Health for your birth certificate. Your application must, of course, be addressed to the health board which has jurisdiction over the locality in which you were born. State your full name and the date of your birth.
- Group B. Your little brother is, unfortunately, quite sick, and you will be compelled to stay at home for, perhaps, a week. Write to your teacher requesting that your absence be excused. Ask also that your homework be sent to you every day by Mildred Curran, who lives near you.
- Group C. Owing to circumstances you are compelled to leave school and find work. State this fact to the principal of your school and ask him to favor you with a letter of recommendation.
- Group D. Below you will find your principal's letter. Write to Mr. Graeme thanking him for the very kind recommendation you have just received.

THE WINFIELD SCOTT SCHOOL

Office of the Principal

This is to certify that the bearer, Edmund Bowers, has attended this school seven years and that his record in conduct and proficiency has been uniformly excellent.

The young man leaves school reluctantly. I beg to commend him to the courtesy of any employer who desires the services of an honest, bright, industrious boy.

MALCOLM GRAEME

Composition Study

(See method, 6th and 12th weeks)

Supplement

Eighteenth Week

The distinction between *should* and *would* is the same as between *shall* and *will*.

Where the dash occurs in the following sentences insert *should* or *would*:

1. I —— feel glad if he —— tell wherein I have offended him.
2. What —— some of the rich people do without cooks?
3. If I tried such methods I —— fail.
4. Grace said nothing lest I —— feel hurt.
5. I certainly —— have gone had you said I ——.
6. They all declared they never —— forget this kindness.
7. I —— be sorry to hear that you were late.
8. If the banker —— see me I —— have a good chance for that position.
9. If the bridge —— be washed away how could we get home?
10. If you —— say that, or you —— use any language like it how —— the people talk?
11. Though Mary —— have returned in time I doubted she —— have gone to the party.
12. Lazy people —— not work if they could get along without working.
13. If he —— come I —— have no more fear.
14. Indeed if the story were true, we —— have heard of it before; we certainly —— not believe it without better proof.
15. Had the child not disobeyed he —— not be punished.
16. We assured William that we —— all be anxious to hear from him.

*Model: Exposition**Nineteenth Week*

THE STRENGTH OF THE ELEPHANT

The valley of the Nile abounds in strange trees, one of which is the curious heglík, famous for its height and the diminutive size of its fruit. This fruit, which is called the lalobe, is much valued by the natives; but to secure it the trees must be felled. The fruit is then picked individually, and though the trouble appears disproportionate to the value of the fruit, there is no food so much coveted by elephants. I once had the opportunity of witnessing an elephant's strength exerted in an attempt to secure it.

One evening, while strolling towards a forest glade in quest of water-buck, I suddenly heard a peculiar disturbance that unmistakably denoted the approach of elephants. As our small rifles would have been useless against such heavy game, my companions and I at once retreated to an elevation about one hundred and fifty paces distant. In a short time several elephants appeared from various portions of the covert; and one of extraordinary size moved slowly toward us, until he halted beneath a tall, spreading heglík.

This tree was certainly three feet in diameter and must have measured thirty feet from the ground to its lowest branch. It was therefore impossible for the elephant to pluck the fruit. To root up such a tree would have been out of the question; and I should not have thought that the power of an animal could have effected it. The elephant paused for a short time, as if considering, then suddenly began a vicious attack upon the tree by butting his forehead against its trunk. I could not have believed the effect! This large tree, which was equal in appearance to the average size of park timber, quivered with such violence that had a person taken refuge in its branches he would have found it difficult to hold on.

S. W. BAKER.

*Composition Study**Nineteenth Week*

- I. (a) Read silently for content. (b) Read orally for expression.
 (c) Give the meaning of the following:
 Abounds; diminutive; strength; forest glade; game;
 covert; paces; vicious attack; park timber; violence.
- (d) Construct paragraph sentences and make outline.
- II. (a) Class discussion upon topic of similar interest; e. g., "The Diligence of the Bee," "The Sagacity of the Spider," "The Craftiness of the Rat," "The Intelligence of the Horse," "The Fierceness of the Shark," "The Strength of the Whale," etc.
 (b) Pupils prepare outline and make first draft.
- III. Several specimens of this draft should be transcribed on blackboard in advance of this composition period. (a) Blackboard work discussed for corrections. (b) Interchange of compositions for mutual corrections. (c) Second draft made where necessary.
-

Supplement

Using the words in section I, tell what motions are predicated of the things named in section II.

- I. curls, recoils, rolls, spins, veers, glides, gambols, wreaths, shoots, circulates, dashes, gushes, flies, blows, meanders, beats, prances, slides, heaves, swoops, swings.
- II. The pulse — The smoke — The wind —
 " top — " gun — " arrow —
 " hoop — " blood — " vapor —
 " boat — " vane — " sled —
 " fountain — " wave — " hawk —
 " brook — " steed — " meteor —
 " monkey — " pendulum — " cataract —

*Model: Exposition**Twentieth Week*

FRESH AIR

Air, which is the very "breath of life," floats all about us in limitless abundance, ready for use if we will have it. Yet against this friend we have built up walls and barriers of wood and stone and glass; and too often it must come by stealth through cracks and chinks, or not come in at all. Little we realize the fact that oxygen purifies the blood while bad air taints it; and that tainted blood is the fit soil for the seeds of disease. Light, which we freely admit, is not more necessary to our well-being than is the air we so carefully shut out. How inconsistent are our ways.

The bees, those wise little creatures, set us a worthy example. They live in a close, crowded house without a window and but one door. Like all other animals, they need to breathe, and, singularly enough, they seem to know that it is fresh air they must have. Now let us see how they gain their supply of fresh air.

You may hear a constant humming or fanning in the hive if you bend down your ear to listen. There is a strong, steady draught of air always going on within. A row of busy bees are flapping their wings backwards and forwards without a moment's pause, and, as they tire, others take their places; for ventilation is part of the regular routine of that well-ordered home.

Composition Study

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

Limitless abundance; chinks; little we realize the fact; oxygen; seeds of disease; which we freely admit; inconsistent; routine.

*Composition Study—Continued**Twentieth Week**(d)* Construct topic sentences and outline. *(e)* Answer orally:

- (1) Why has the author placed "breath of life" within quotation marks?
- (2) In the second paragraph you have the expression "singularly enough." Does it serve the meaning? Substitute another expression for it.
- (3) What kind of speech is "tainted blood is the fit soil for the seeds of disease?"

II. *(a)* Pupils discuss the following outline in preparation for composition on "Water:"

- (1) The abundance of water. Knowing how much we need it the Creator has apportioned three-fourths of the earth's surface to water.
- (2) The intuition of animals. The horse, for example, will not drink putrid water.
- (3) The conduct of man, who often indulges in drinks that are bound to do him injury.

(b) Pupils write composition.

III. Treatment as heretofore.

Supplement

Insert adjectives that correspond to the nouns in the following lists. Thus: clergy, *clerical*; promise, *promissory*.

age ———	monster ———	wool ———
fame ———	lead ———	malice ———
brass ———	abuse ———	plenty ———
sense ———	female ———	beauty ———
change ———	access ———	odor ———
progress ———	division ———	peace ———
muscle ———	satisfaction ———	obedience ———
coward ———	peril ———	temperance ———

SEVENTH YEAR—SECOND HALF

PRACTICE IN COMPOSITION

About this time, I met with an odd number of "The Spectator." I had never before seen any issue of the paper. I bought it, read it over and over, and was much delighted with it. I thought the writing excellent and wished if possible to imitate it. With that view, I took some of the papers, and making short hints of the sentiments in each sentence, laid them by a few days, and then without looking at the book, I tried to complete the paper again, by expressing each hinted sentiment at length and as fully as it had been expressed before, in any suitable words that should occur to me. Then I compared my "Spectator" with the original, discovered some of my faults, and corrected them.

Sometimes I jumbled my collections of hints into confusion, and after some weeks endeavored to reduce them into the best order before I began to form the full sentences and complete the subject. This was to teach me method in the arrangement of thoughts. By comparing my work with the original, I discovered many faults and corrected them; but sometimes I had the pleasure to fancy that in certain particulars of small consequence I had been fortunate enough to improve the method or the language, and this encouraged me to think that I might in time come to be a tolerable English writer, of which I was extremely ambitious.

BENJAMIN FRANKLIN: "Autobiography."

Note—"The Spectator" was a London journal published early in the eighteenth century and edited by Addison. The journal was very popular and became an English classic by reason of its style.

*Composition Study**First Week*

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

Papers; sentiments; my "Spectator;" original; jumbled; hints; confusion; endeavored; complete the subject; to fancy; method; tolerable; extremely ambitious.

- (d) Discuss form. Give reasons for punctuation marks.
(e) Answer orally:

- (1) The student of art tries to imitate beautiful models, and the student of music studies the classic musicians. In like manner, Franklin tried to follow the language of "The Spectator." Why?
- (2) From the model given, show that Franklin made outlines.

- II. (a) Pupils construct a sentence (topic sentence) that fairly covers the matter contained in the first paragraph. (b) They do the same for the second paragraph. (c) Pupils report the model; i. e., they reproduce it orally, using the third person. (d) They now write a report on "How Franklin Practiced in Composition."
-

Supplement

Select from list I adjectives that may appropriately be used with nouns found in list II. Thus, Oil is unctuous.

- I. cold, blustering, precious, healthful, faithful, swift, resinous, slimy, beautiful, brilliant, unctuous, brittle, transparent, timid, poisonous, pungent, sour, flexible, elastic, gentle, caustic, durable, hard, bitter.
- II. acid, gall, glass, rubber, air, exercise, winter, moon, sun, reed, hare, lamb, fall, pine, hemlock, oak, granite, lime, gold, dog, swallow, eel, pepper, oil.

PUNCTUATION

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

Review the rules for *comma*, and *semicolon*, and then punctuate the following sentences:

1. The good shall be rewarded but the wicked shall perish
2. Franklin Washington Webster and Lincoln have been called the four greatest Americans
3. Sir replied Patrick Henry if this be treason make the most of it
4. My mother was short of stature my father tall
5. The ship leaps as it were from billow to billow
6. Sound principles not clever pretensions mark the man
7. Everything grows old everything decays everything disappears
8. Vice stings us even in our pleasures but virtue consoles us even in our pains
9. A friend exaggerates a man's virtues an enemy his crimes
10. The funds property and total resources of a person in business are called his assets
11. Let us have faith that right makes might and in that faith let us to the end dare to do our duty as we understand it
12. John Brown the noted abolitionist came to a sad end
13. When angry count ten when very angry a hundred
14. Listen to the advice of your elders treasure up their precepts respect the riper judgment and endeavor to merit the approbation of the wise and good
15. We danced and sang and had great fun but some found the evening stupid.

THE COLON

The *colon* is used:

- I. *Before a quotation or a speech formally introduced.* Thus:
 - (a) This was the motto of the celebrated Dr. Nott: "Perseverance conquers all things."
 - (b) The following candidates were placed in nomination: for president, Edward Tobin; vice-president, Thomas Cunnion. When the quotation is informal, the comma is used; e. g., Dr. Nott often said, "Perseverance conquers all things."
- II. *Before the formal enumeration of particulars introduced by thus, namely, as follows, and the like.* Thus:

In the distribution of the money, the budget provided as follows: Education department, forty million; fire department, fifteen million; police department, twenty million.
- III. *After a clause complete in itself but followed by a comment or an inference without the usual conjunction.* Thus:
 - (a) Avoid evil doers: in such society a respectable man may become ashamed of himself.
 - (b) Children, obey your parents: Honor thy father and mother is the first commandment with promise.

Punctuate the following sentences:

1. Mr. President the country is in a perilous position
Never in all its history has ———
2. Cowper eloquently said To smite the poor is treason against God
3. Here is an itemized account of my expenses To Mr. Tiernan for the use of his wagon \$280 to Mr Smith for office rental \$120 to the Berkshire Hotel \$320.
4. Attend to little things that is the secret of success in big things
5. The insurance company refused to accept him the risk was too great

*Model: Exhortation**Second Week*

SOCIAL LETTER

Letter of Mr. Carver to his son William Henry Carver, who is being educated in a boarding school.

My dear Son,

No one knows how closely I am watching my boy as time is bringing him up from boyhood to manhood.

Sometimes your grandmother worries about your being where there may be bad boys; but I tell her that among so many there must be both good and bad, and if you choose the bad, you show very poor judgment. I think if a boy picks out bad companions it shows there is something bad in himself.

She says I ought to keep giving you good advice, now that you are just starting in life, and charge you to be honest and truthful, and so forth. I tell her that would be as if I were to say to you on starting out on your journey, "Now, William Henry, don't put out your own eyes at the beginning, or cut the cords of your legs!" Do you see what I mean? A boy that is *not* honest and truthful puts out his own eyes and cripples himself at the very outset.

You do not know how we are all watching you and thinking of you, here at home. If you *should* go wrong, 'twould be a sad blow for both families. Perhaps I ought to tell you how I feel towards you, and how, ever since your mother's death, my heart has been bound up in you and Georgie. You would then know what a crushing thing it would be to me if you were found wanting in principle. But I am not very good either at talking or writing; so do remember, dear boy, that even when I don't say a word, I am thinking about you and loving you always. God bless you!

From your affectionate

Father
(Adapted.)

*Letter Study**Second Week*

- I. (a) Read silently for content. (b) Read orally for expression. (c) Study the form of the letter. (d) Construct a simple topic sentence from each paragraph. (e) Make an oral report on the contents of the father's letter. (f) Answer orally:

- (1) What does the father mean when he says, "and charge you to be honest?"
- (2) If a boy picks out bad companions, why does it follow that there must be something bad in himself?
- (3) This is really a charming letter, yet Mr. Carver says, "I am not very good either at talking or at writing." What does he really mean?
- (4) What figures of speech does Mr. Carver use in his letter?

- II. (a) Imagine yourself in the position of William Henry and then answer his father's letter. Remember that in answering, the letter should be "acknowledged," that is its contents should be fully noted. This is always implied in the word *answer*. Review the letter again and you will observe:

- (1) Grandmother is worrying on account of your associates.
- (2) Father cautions you to be honest and truthful.
- (3) Everybody at home is deeply concerned about you and father, especially, expresses to you his warmest love.

Some comment on these items must be incorporated in your answer. (b) Write your letter as naturally and as easily as if you were talking. (c) The teacher will give individual help where needed.

- III. (a) Some letters read for class criticism. (b) Interchange of letters for mutual correction. (c) Envelopes addressed.

*Model: Narrative**Third Week*

Examine the following plan or outline for a composition on "Wolves." See how aptly it covers the subject of wolves in general. Then read carefully Andrew Lang's composition which follows.

- I. Habitat. (a) Where found. (b) Where exterminated.
- II. Description. (a) Resemblance to dog. (b) Sense acuteness. (c) Characteristic gait.
- III. Haunts and Food. (a) Ordinarily. (b) In time of dire want.
- IV. Extent of his relations with man.

WOLVES ¹

Wolves are found in the northern parts of Asia and North America, and over the whole of Europe, except the British Isles, from which they were exterminated long ago. Some say Lochiel killed the last wolf in Scotland, in 1680.

In appearance, the wolf resembles the dog except that his eyes are set obliquely and nearer his nose. His coat is commonly of a tawny grey color, although it may be either black or white. As to size, wolves vary according to the climate. They have remarkably keen sight, hearing, and scent, and a very stealthy gait.

Wolves live in rocky caverns in the forest. They sleep by day like other beasts of prey, and go out at night to forage for food. They eat small birds, reptiles, rats, mice, and other small animals. They are partial to grapes and other kinds of fruit, without being particular as to whether they be green, ripe, or rotten: they do not disdain even dead bodies, or garbage of any sort. But in time of famine or prolonged snow, when these provisions fail and they feel the pinch of hunger, then woe betide the flocks of sheep or the human beings they

¹ Reprinted by permission of Longmans, Green & Co. From "The Animal Story Book," edited by Andrew Lang, copyright 1896.

*Model—Continued**Third Week*

may encounter. In 1450 wolves actually came into Paris and attacked the citizens. Even as late as the long and severe winter of 1845, wolves came into the plains of the Piedmont and the lower Alps in such numbers that the soldiery had to be called out to destroy them.

The wolf cannot be considered the friend of man, in any sense. It is true that there is value in his fur, but to secure it the beast must be chased or trapped. There have been instances where wolf cubs were domesticated, but it is, nevertheless, a fact that the wolf persistently shuns the society of man.

ANDREW LANG. (Adapted.)

Composition Study

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

Exterminated; obliquely; tawny grey; stealthy gait; reptiles; disdain; woe betide; soldiery; domesticated; persistently shuns.

- (d) Compare outline with the several paragraphs. (e) Answer orally:

- (1) Animals may resemble each other "in appearance;" in what other respect may they resemble each other?
- (2) Substitute other expressions for "As to size" and "it is nevertheless a fact."
- (3) You say *flock* of sheep; you would not say *flock* of wolves. What would you say?

- II. (a) Oral discussion preliminary to writing a similar composition on Bears, Foxes, Dogs, or a similar subject. (b) Using the outline preceding the model, write a composition on subject chosen.

- III. Treatment as heretofore.

*Official Correspondence**Fourth Week*

- Group A. A large tree near the curb of your property has recently been destroyed by lightning. Write to the park commissioner and ask that the tree be removed. In order that your letter may receive proper attention, you should suggest a good reason for the removal of the tree.
- Group B. A dog has been run over by a truck and lies dead near your home. Inform the Board of Health.
- Group C. After every rainstorm, your street corner is flooded and sewer gases infest your neighborhood. Inform the sewer commissioner of this fact.
- Group D. Your family is about to leave the town and, consequently, your house will be vacated for two months. Inform the captain of your police station and ask for special police protection for your premises.

Letter Study

- I. (a) The class having been divided into groups A, B, C, D, the pupils of each group write the letter assigned to their group. (b) As they finish, pupils transfer their work to blackboard. (c) Class criticism of blackboard work.
- II. (a) Each group is asked to write a letter which in the first period was assigned to one of the other groups. (b) Class criticism.
- III. (a) Each group again writes one of the letters which it has not already written. (b) Pupils address envelopes.

OFFICIAL ADDRESSES PRECEDING SALUTATION

Dr. John Brown,
President, Board of Health

Hon. George Smith,
Commissioner of Parks

Captain Peter Black,
Police Precinct, 137

Hon. Philip Jones,
Commissioner of Sewers

(a) Decline the relative pronouns. (b) Where the dash appears in each of the following sentences, insert the appropriate relative pronoun:

1. Time —— is once lost is never found again.
2. A young farmer —— name was Judkins was the first to enlist.
3. The skunk, —— name is much despised, is a valuable animal.
4. The skunk, —— was once the favorite animal of many Indians, may be easily raised in captivity.
5. It has often been said that Chesterfield was the politest man —— ever lived.
6. Guides —— travellers may hire are not always trustworthy.
7. Diogenes was the philosopher —— chose to live in a tub.
8. He only is a free man —— the truth makes free.
9. He only is a brave man —— cannot be swerved from his righteous principles.
10. He —— does all —— he can, does all —— can be expected.
11. —— pleased me most, and —— has been most frequently mentioned by visitors to Florence, was the profusion of flowers —— one constantly sees there.
12. One day I was guilty of an action ——, to say the least, was in very bad taste.
13. He —— is sensitive should consider well —— he slights.
14. How shall I curse him —— God hath not cursed?
15. Every laborer is entitled to —— he has earned.
16. I really do not understand —— he means.
17. I do not see for —— that order is intended.

*Model: Fable**Fifth Week*

THE NIGHTINGALE AND THE GLOWWORM

A nightingale that all day long
Had cheered the village with his song,
Nor yet at eve his note suspended,
Nor yet when eventide was ended,
Began to feel as well he might,
The keen demands of appetite,
When, looking eagerly around,
He spied far off upon the ground,
A something shining in the dark,
And knew the glowworm by his spark;
So, stooping down from hawthorn-top,
He thought to put him in his crop.
The worm, aware of his intent,
Harangued him thus, right eloquent:

“Did you admire my lamp,” quoth he,
“As much as I your minstrelsy,
You would abhor to do me wrong
As much as I to spoil your song;
For ’twas the self-same power divine
Taught you to sing, and me to shine,
That you with music, I with light,
Might beautify and cheer the night.”
The songster heard his short oration,
And, warbling out his approbation,
Released him, as my story tells,
And found a supper somewhere else.

Hence jarring sectaries may learn
Their real interest to discern;—
That brother should not war with brother,
And worry and devour each other:

Model—Continued

Fifth Week

But sing and shine by sweet consent,
 Till life's poor transient night is spent,
 Respecting in each other's case
 The gifts of nature and of grace.

Those Christians best deserve the name,
 Who studiously make peace their aim;
 Peace, both the duty and the prize
 Of him that creeps and him that flies.

WILLIAM COWPER.

Composition Study

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

Keen demands; hawthorn-top; harangued; eloquent;
 quoth; minstrelsy; power divine; oration; warbling out
 his approbation; jarring sectaries; transient.

- (d) Construct topic sentence of each stanza. (e) Reproduce orally in prose. (f) Answer orally:

- (1) How would you say the first two lines of the second stanza, in prose?
- (2) What words do you recall, that have the same stem as *abhor*?
- (3) What does the poet mean by "life's poor transient night?"
- (4) What is the difference between *duty* and *prize* as used in this poem?

- II. (a) Using your topic sentences only as guide, paraphrase the poem. (b) Transfer to blackboard.

III. Treatment as heretofore.

*Model: Description**Sixth Week*

THE CATSKILL AQUEDUCT

In the spring of 1912, a blast of dynamite opened up the rocky septum between two sections of tunnel under the Hudson River, thus completing the most difficult part of one of the most stupendous engineering feats ever undertaken. The two sections of tunnel, which thereupon became a single tunnel, lie eleven hundred feet below the surface of that river. The tunnel is three thousand feet in length and is bored through solid rock. When completed it will be lined with concrete and will constitute a gigantic water-pipe, every square foot of the surface of which will be subjected to a pressure of more than forty-six tons.

The water which will pass through this gigantic subterranean aqueduct will be brought from the Catskill Mountains. It will reach the west shore of the Hudson at a level about four hundred feet above the river; there the shaft through which it will flow makes a sheer drop of fifteen hundred feet to connect with a horizontal tunnel. At the east end the tunnel connects with another vertical shaft, thus completing the siphon.

The conduit finally leads under Manhattan Island, still at a depth of several hundred feet, to a terminus in Brooklyn.

WILLIAMS: The Wonders of Science
in Modern Life.

Composition Study

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

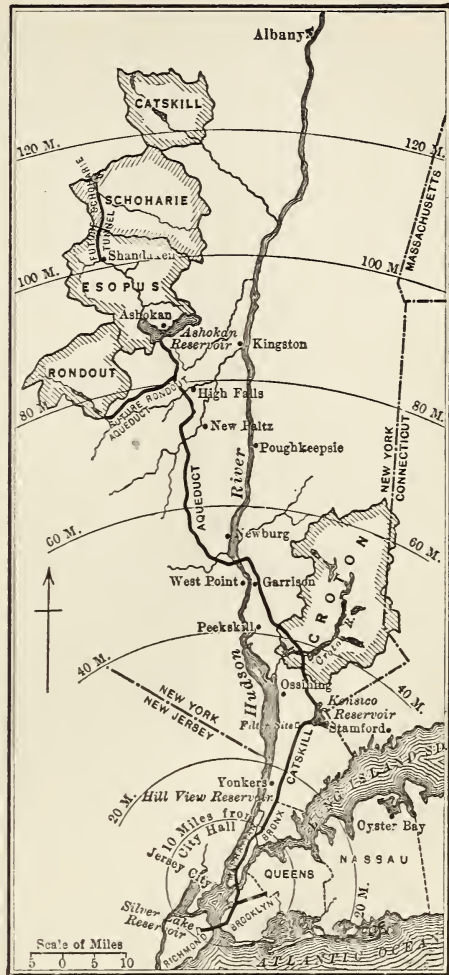
Septum; stupendous engineering feats; gigantic; pressure; subterranean; aqueduct; shaft; siphon; conduit.

Composition Study—Continued

Sixth Week

(d) Using map as guide, pupils describe orally the course of the Catskill Aqueduct. (e) Pupils write a simple description of the water supply of their city. Facts may be secured free of charge from the Department of Water Supply.

II. and III. Treatment as heretofore.



THE WILD MUSTARD SEED ¹

The wild mustard of Southern California is like that spoken of in the New Testament, in the branches of which the birds of the air may rest. It comes out of the earth, so slender a stem that dozens of stems can find a starting-point in an inch, and it darts up, a slender straight shoot, five, ten, twenty feet, with hundreds of fine feathery branches locking and interlocking with all the other hundreds around it, until it forms a network like lace. Then it bursts into yellow bloom still finer, more feathery, and lacelike.

The stems are so infinitesimally small, and of so dark a green, that at a short distance they do not show, and the cloud of blossoms seems floating in the air. With the clear blue sky behind it, it looks like a golden snow-storm.

The plant is a tyrant and a nuisance, — the terror of the farmer. It takes riotous possession of a whole field in a season. Once in, it is never out. For one plant this year there are a million the next. But it is impossible to wish that the land were freed from it; its gold is as distinct a value to the eye as the nugget gold is in the pocket.

Composition Study

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

New Testament; it darts up; slender shoot; locking and interlocking; infinitesimally; the plant is a tyrant; the terror of the farmer; riotous possession; nugget gold.

- (d) Construct topic sentence. (e) Reproduce orally. Before the second composition period pupils should prepare for similar composition on, e. g., "The Banyan Tree of East India."

¹ From "Ramona" by Helen Hunt Jackson. Copyright, 1884, by Roberts Brothers.

Composition Study—Continued

Seventh Week

(f) Answer orally:

- (1) This beautiful description is taken from "Ramona," an interesting historic novel. Read it. Besides furnishing you much enjoyment it will supplement your studies in American history.
- (2) Find examples of figures of speech in this extract.
- (3) The second sentence of the extract is very long; break it up into two sentences.

II. (a) Class talk on new subject. (b) Compositions written.
(c) Transcriptions on blackboard.

III. (a) Class criticism of blackboard work. (b) Interchange of compositions for mutual correction.

Supplement

The most common of our adjectives are misused by some people. Frequently, we hear expressions intended to be descriptive, which really mean nothing; e. g., We had an awfully nice time. Nothing can be "awfully nice;" and an educated person does not say "nice time." Examine this sentence:

"Our poets have all been literary men; but our literary men have not all been poets."

You will recognize the distinction between poets and literary men in general. We may in good English call this a *nice* distinction.

Substitute for the italicized words below correct descriptive expressions:

Mighty weak tea; *awfully* strong butter.

Splendid pudding; *splendid* horse.

Nice man, *nice* time, *nice* picture.

A *horrid* mistake; she is *perfectly* horrid.

I am *dreadfully* tired; he is *impossible*.

I just *adore* caramels, but I do *hate* chocolates.

Your cream is *just too lovely* for *anything*.

Wasn't that a *beautiful* catch?

*Model: Exhortation**Eighth Week*

SOCIAL LETTER

Lord Chesterfield writes to his son Philip in Poland, where he is sojourning under the guardianship of his tutor, Mr. Hart.

Dear Boy,

I received your letter of the 16th, and have, in consequence of it, written this day to Sir Charles Williams, to thank him for all the civilities he has shown you. Your first setting out at Court I find has been very favorable; and his Polish Majesty has distinguished you. I hope you received that mark of distinction with respect and with steadiness, which is the proper behavior of a man of fashion. People of low, obscure education cannot stand the rays of greatness; they are frightened out of their wits when great men speak to them. I have seen such men annihilated; when the king spoke to them they trembled, endeavored to put their hands in their pockets and, missing them, let their hats fall; in short, put themselves in every attitude but the right, that is, the easy and natural one.

The characteristic of a well-bred man is, to converse with his inferiors without insolence; with his superiors with respect and with ease; with his equals, whether he is acquainted with them or not, without the least concern of mind or awkwardness of body.

The tea-things, which Sir Charles Williams has given you, I would have you make a present of to your mother. Send them to her by Duval, when he returns. You owe her not only duty, but likewise your obligations for her care and tenderness; and consequently you cannot take too many opportunities of showing your gratitude.

I am impatient to receive your account of Dresden, and likewise your answers to the many questions that I asked you.

Adieu for this time, and God bless you!

CHESTERFIELD

*Composition Study**Eighth Week*

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

Civilities; distinguished you; steadiness; man of fashion; obscure education; annihilated; characteristic; insolence; concern; obligations; opportunities.

(d) Discuss form. (e) Reproduce orally the substance of the letter. (f) Answer orally:

- (1) Education implies not only knowledge and the power to use it, but also elegance or refinement of person. Chesterfield himself was a highly educated man. What traits does he lay stress on in his letter?
- (2) He does not mention "knowledge." Why?
- (3) What distinction does the writer make in conduct towards superiors, equals, and inferiors?
- (4) If you were asked to pick out the best written paragraph, which would you select?

II. (a) Teacher and pupils discuss:

- (1) The advantages of a good education.
- (2) The disadvantages of no education.

(b) Pupils are divided into two groups and the pupils of each group write a composition of two paragraphs on one of the preceding topics. (c) Pupils transfer to blackboard as they finish.

- III. (a) Pupils write composition on "Education, Its Advantages and Disadvantages." (b) Oral reading for class criticism.
(c) Interchange of papers for inspection and mutual correction.

Note—The pupil may make an imaginary visit in Dresden, and answer a similar letter sent to him by his father.

- Group A. While riding in a street car your mother lost an expensive leather bag containing valuables. She has informed the traction company of her loss. In reply, the company assures her that a leather bag is in its depot of lost articles, and that if she will send a more precise description of it and its contents, the bag will be forwarded to her. Write that description for your mother.
- Group B. The bag in the depot does not answer your description. The company permits you to post a notice in its waiting room. Write that notice offering a reward for the return of the bag and its contents.
- Group C. One of the valuables is an unendorsed check for \$75.50 made out by Luke Grant in favor of your mother and drawn on a bank of your city. Your mother should call up that bank at her earliest opportunity to stop payment on the check. If you do this for your mother, *write* exactly what you would say over the telephone.
- Group D. Draw a rectangle of the proportions of an ordinary check and its stub. Rule it and fill out the check and stub according to the data given to Group C.
-

Composition Study

- I. (a) Class having been divided into groups A, B, C, D, pupils proceed to do the work assigned. (b) Pupils, as they finish, transfer work to the blackboard. (c) Class criticism of blackboard work. (d) Pupils correct their papers.
- II. (a) Work is reassigned and pupils proceed as in first period. (b) Pupils exchange papers for inspection and mutual correction.
- III. (a) In this period each group writes a letter which was assigned to one of the other groups in the first and second periods. (b) Correction by pupils.

*Supplement**Ninth Week*

Read the following sentences and you will see that the sentences of each group may be combined into a single sentence. Thus:

Montcalm was seated on his horse. He was carried along by the dash of the fugitives. The fugitives were fast approaching the wall.

Montcalm, seated on his horse, was carried along by the dash of the fugitives who were fast approaching the wall.

In like manner, combine the following:

1. The lad pounded on the school door. He had an invitation for Ichabod. It was an invitation to attend a merry-making. The merry-making was to be held at Van Tassel's.
2. Ichabod was round shouldered. He was double-jointed. He had short curly hair. He had a bluff countenance. His countenance was unpleasant.
3. I loaded a shot gun. I rested the gun on the fence. I closed both eyes. I pulled the trigger.
4. A violent storm ravaged the shore. It dashed the boats up on the land. It capsized what refused to be lifted.
5. By the side of the road I found a little vireo's nest. It was five feet from the ground. It hung near the end of the branch.
6. A warm wind sprang up toward evening. It leveled our fort to the ground. The snow was over.
7. From the earliest times men have used lighted torches with which to signal. By means of them messages could be sent to distant points.
8. Jute fiber is much weaker than hemp. It is difficult to spin into fine threads. It loses its strength when exposed to dampness.
9. Cotton seeds are hulled. The kernels are ground up. The kernels yield twenty per cent of oil.

HOW TARGET BALL IS PLAYED

In target ball, a disc or target two feet in diameter is fixed parallel to a fence or wall and one foot clear of it. A concentric circle cut out of the disc, three inches in diameter, represents the bull's eye. A position two feet square immediately to the right or to the left of the target is the base of the player, called the target guard. Twenty feet from the fence, a base plot twenty-five feet long, six feet wide is marked off. This accommodates five players. The objective point of the game is to send a handball through the bull's eye.

The players, each provided with a handball, are aligned on the base plot to shoot in rapid succession. After three rounds of shots one of the players exchanges positions with the target guard. The game continues until every player has been target guard and all have had equal rounds of shots.

In delivering a ball the player must remain entirely within the base limits. A ball delivered otherwise is a foul shot and counts two points for the target guard.

The target guard is an opposing player whose position may be on either side of the target. His play is to foil every shot aimed at the target. He does this by batting the ball back with his hand. If, in returning the shots of the players, the ball should strike one of them the target guard is awarded three points.

Composition Study

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

Diameter; parallel; clear of; concentric; disc; accommodates; objective point; provided with; aligned; delivering ball; opposing player; foil; returning the shots.

*Composition Study—Continued**Tenth Week*

(d) Oral outlining of model. (e) Oral reproduction. (To ascertain whether the pupils have fully mastered the rules of the game the teacher should have them play it before the second composition period.)

- II. (a) Pupils choose some favorite game for similar exposition and make intelligent outline. (b) Some outlines transferred to blackboard for rapid discussion. (c) Pupils write exposition.
- III. (a) Some compositions read for oral discussion. (b) Interchange of compositions among pupils for inspection and further correction. (c) Second draft, where necessary. (d) Teacher's final inspection.
-

Supplement

Change the following direct quotations into the indirect form:

1. My good teacher often said, "Idleness is the mother of all evils."
2. When the sailors of the three ships pleaded to go home, Magellan's stern answer was, "I will go on if I have to eat the leather off the ship's yards."
3. "I will not be outdone by a spider," said Bruce. "I have lost six battles, but before long I will spin a web about those English, and make Scotland free."
4. Recently, when some one in the hearing of Edison spoke of the greatness of the inspiration that made possible his achievements, the inventor promptly replied: "Not so, my friend, and take my word for it, it was only five per cent inspiration, but ninety-five per cent perspiration."
5. Immediately after capturing Savannah, Sherman sent this famous message to President Lincoln: "I beg to present as a Christmas present the city of Savannah with one hundred and fifty guns, plenty of ammunition, and also twenty-five thousand bales of cotton."

*Model: Description**Eleventh Week*

THE APARTMENT AT BRACEBRIDGE HALL

While the mutual greetings were going on between young Bracebridge and his relatives, I had time to scan the apartment. I have called it a hall, for so it had certainly been in old times, and the squire had evidently endeavored to restore it to something of its primitive state. Over the heavy projecting fireplace was suspended a picture of a warrior in armor, standing by a white horse, and on the opposite wall hung a helmet, buckler, and lance.

At one end, an enormous pair of antlers were inserted in the wall, the branches serving as hooks on which to suspend hats, whips and spurs; and in the corners of the apartment were fowling pieces, fishing-rods, and other sporting implements. The furniture was of the cumbrous workmanship of former days, though some articles of modern convenience had been added; and the oaken floors had been carpeted, so that the whole presented an odd mixture of parlor and hall.

The grate had been removed from the wide overwhelming fireplace to make way for a fire of wood, in the midst of which was an enormous log, glowing and blazing, and shedding forth a vast volume of light and heat: this I understand was the Yule log, which the squire was particular in having brought in and illumined on Christmas eve according to ancient custom.

IRVING: "Sketch Book."

Composition Study

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

Squire; primitive state; projecting; buckler; inserted; implements; cumbrous workmanship; overwhelming; Yule log; illumined; ancient custom.

Composition Study—Continued

Eleventh Week

(d) Construct topic sentence of each paragraph. (e) For a better appreciation of this beautiful description, imagine your classroom to be Bracebridge Hall and let your oral description designate in this imaginary hall all the objects mentioned by Irving. (f) Answer orally:

- (1) What familiar words have the same stem as *suspend*?
- (2) What gave occasion to this meeting of Bracebridge and his relatives?
- (3) What difference do you see between *glowing* and *blazing*?
- (4) There is no mention of electric lights, gas lights, or lamps. How do you account for this omission?

II. (a) Class-talk preparatory to description of similar topic; e. g., the antique room of some mansion, the reception room of some historic homestead, or some interesting room of the pupil's own home. (b) Compositions written.

III. (a) Reading of compositions for class criticism. (b) Interchange of papers among pupils for mutual correction.

Supplement

prattle	fritter	glimmer	notch	clutch
batter	gamble	grapple	straddle	chatter
dribble	sputter	ramble	search	whittle

Where the dash occurs, insert the derivative from the list above which will diminish, intensify, or repeat the significance of the preceding word. Thus:

claim	clamor	climb	clamber	wink	twinkle
beat	————	cling	————	drop	————
spit	————	stride	————	nick	————
prate	————	game	————	chat	————
seek	————	fret	————	gleam	————
roam	————	whet	————	grip	————

Model: Amplification

Twelfth Week

UNDUE GRIEF

A man had lost his wife and child, and, in his distraction, secluded himself in a haystack, and for a long time refused to be comforted.

(Amplified)

A man blessed with the best gifts of this world, suddenly lost his wife and child. In his distraction he fled to his barn and lay on the hay pile, refusing to be comforted. As he lay there brooding over his loss the swallows twittered merrily above him. "How much happier such care-free birds must be than I," he muttered to himself, and he envied them their bliss.

(Further Amplified) Note how well Miss Alcott develops the same idea.

A man lay on a pile of new-made hay in a great barn, looking up at the swallows who darted and twittered above him. He envied the cheerful little creatures; for he wasn't a happy man, though he had many friends, much money, and the beautiful gift of writing songs that everybody loved to sing. He had lost his wife and little child and would not be comforted, but lived alone and went about with such a gloomy face that no one liked to speak to him. He took no notice of friends and neighbors; used his money neither for himself nor others; found no beauty in the world, no happiness anywhere. As he lay alone on the sweet smelling hay, with the afternoon sunshine streaming in, and the busy birds chirping overhead, he said, sadly, to himself:

"Happy swallows, I wish I were one of you; for you have no pains or sorrows, and your cares are very light. All summer you live gayly together; and when winter comes, you will fly away to the lovely South, unseparated still."

*Composition Study**Twelfth Week*

- I. (a) Read carefully the model composition in its first form.
(b) Read the first amplification of the composition, and note in what particulars the original sentence has been expanded.
(c) Read the version of Miss Alcott, noting further expansion and beautiful descriptions. (d) Reproduce orally.
- II. The swallows who had been listening to the man's complaint, criticised him severely for it. Each said considerably more than is stated in the dialogue below. This is given as a suggestion upon which the pupils may work.
(a) Pupils are divided into five groups, the first four of which impersonate the swallows, and the fifth, the man.

1ST SWALLOW: Neighbors, do you hear what that lazy creature down there is saying? We work harder than he does any day.

2D SWALLOW: Cares, indeed! I wish he'd undertake to feed and teach my brood.

3D SWALLOW: If he only knew how my nest fell and all my children were killed, and how my dear husband was shot.

4TH SWALLOW: Now look at that man; see how he wastes his life. There never was any man with a better chance for doing good.

THE MAN: Thank you, neighbors, and good-night.

Then the man left the barn, his face beaming with a smile, the first in many a day.

(b) Groups amplify statements assigned. (c) Pupils transfer to blackboard.
- III. (a) Criticism of blackboard work. (b) Pupils each combine the work of the five groups so as to form an intelligent sequel to the story introduced by the model.

Model: Social Letter

Thirteenth Week

1953 84th St.,
Brooklyn, N. Y.,
Nov. 15, 1915

My dear Blanche,

Our class attended a lecture in the Children's Museum yesterday, and I feel as if I must write at once to tell you all about it.

We left school at two o'clock and thus succeeded in getting to the Museum quite early. This gave us time for seeing the exhibits.

The first thing that attracted me was a large table containing a model of a modern iron foundry. Here could be seen the iron ore, the coal, the charcoal, the smelting furnace, the casts, the slag, the workmen, the cars, the tracks, and the dynamo,—all in miniature. The plant was brilliantly lighted by electricity generated on the miniature premises. I could almost see the iron leave the ore and proceed on its way for the numerous uses for which it is made to serve.

I spent the remainder of my spare time in walking through the many departments of the Museum, observing the curious specimens of coins, metals, minerals, gems, fabrics, homes of foreign peoples, etc. The boys of the class were much interested in the cross sections of the Monitor and the Merrimac, also in miniature; I am quite sure they could now tell you all about those two noted warships.

At four o'clock we took seats in the hall of the Museum to listen to a lecture on levers. The three classes of levers were first recalled, then thoroughly explained. Illustrations, stereopticon views, and objects were called into service; in fact, the lecturer simply *made* us understand the laws of levers. You have studied this subject, hence you will understand how profitable the lecture was to me.

*Model—Continued**Thirteenth Week*

I shall write to you again next week, after the second lecture. Martha often inquires for you and speaks of you in the kindest manner.

How are the dear ones at home? Give them all my sincere greetings.

Your devoted cousin,
Marie

Letter Study

- I. (a) Read silently for content. (b) Discuss form, especially punctuation. (c) Report orally on contents of letter.
- II. (a) You will now answer your cousin's letter. Remember that the acknowledgment of a social letter includes at least a passing comment on its contents. This done, proceed to tell of a similar lecture you have recently attended, of a visit you have made to a museum, an entertainment you have attended, or a debate in which you have taken part, etc. (b) Time permitting, pupils who finish first will copy on blackboard such paragraphs as the teacher may select.
- III. (a) Oral criticism of blackboard work. (b) Interchange of letters among pupils for inspection and further correction. (c) Oral reading of several letters. (d) Addressing of envelopes.

Note—The folding of a letter is dependent upon the relative size of its envelope. The envelope that calls for the least number of creases is always to be preferred in social correspondence. For one folding, turn the bottom of the letter up; for more than one folding, the letter should be adjusted and inserted in such a way that the receiver may, on opening the envelope, unfold the letter in the simplest and quickest way possible.

Model: Description

Fourteenth Week

THE RED RIVER VALLEY

The Red River Valley, a vast depression measuring more than three hundred miles in length and twenty-five to seventy miles in width, was once the bed of a post-glacial lake, which scientific men have since named Lake Agassiz. The lake existed for more than a thousand years, was hundreds of miles in length and covered an area larger than lakes Ontario, Erie, Huron, Michigan, and Superior combined.

The valley divides itself equally between Minnesota and North Dakota, the Red River serving as a boundary between the states. As there are practically no obstructions, the whole valley takes the appearance of an enormous wheat field, as far as the eye can range; in the early summer it is a sea of waving green, in later summer, an ocean of mottled gold. In harvest time, a great array of threshing machines reaches to the horizon.

The first settlement of the Red River Valley dates back to 1780. A colony was established at Pembina by Lord Selkirk in 1801. Where Fargo now stands a great buffalo hunt took place in 1840, when two thousand of these valuable animals were foolishly slaughtered.

The valley is now well populated. Besides Fargo, some of the more prominent towns are Grand Forks and Grafton, in North Dakota; Moorhead and Crookston, in Minnesota; and Winnipeg, an important commercial centre in Manitoba. There is considerable trade activity between the United States and Canada at this point; for the bulk of the Central Canadian fur and lumber export is transported on the Red River.

*Composition Study**Fourteenth Week*

- I. (a) Read silently for content. (b) Read orally for expression.
 (c) Construct topic sentence. (d) Reproduce orally. (e) Answer orally:

- (1) What is the meaning of *post* in *post-glacial*?
- (2) What is the pure English word for *glacial*?
- (3) If we say the first paragraph is historic, what should we say of the second paragraph?
- (4) Reproduce some beautiful figurative expressions in this paragraph.
- (5) Find on your map the cities mentioned in the third paragraph.

- II. (a) Pupils discuss similar topic, e. g., The Great Basin, The Superior Highlands, The Upper Mississippi Valley (once covered by a vast shallow sea), etc. (b) Pupils make outline and then write composition on subject selected.

- III. Treatment as heretofore.

Supplement

Where the dash appears in list II, insert the appropriate adjective found in list I.

- I. ripe, feeble, choice, leisure, precious, counterfeit, courteous, wholesome, enterprising, glaring, awful, raging, enchanting, fragrant, delightful, delicious, tropical, dense, cheerful, volcanic, meandering, thrilling, profitable, shocking, prompt, mealy, gorgeous, docile.
- II. — jam — fruit — climate — time
 — coin — jewels — health — uniforms
 — town — storm — scenery — flowers
 — reply — crime — carnage — business
 — food — smoke — conduct — headlines
 — stream — books — potatoes — adventure
 — music — children — request — eruption

*Model: Description**Fifteenth Week*

THE WREN

This tiny bird is a lover of tall trees, especially of the great fir trees of the Vosges and the pines in which the wind makes such grand music. There he loves to sway and rock, with the waving sea of the forest below; there he builds his little marvel of a nest, a hollow ball of daintily woven moss and spiders' webs, lined with the warmest and softest down culled from the poplar catkins, the ripe heads of thistles, and the cottony seeds of the willow herb. The only entrance to this cozy nest is by a tiny hole in one side. Here the female lays her eggs no bigger than peas, from seven to eleven at a time.

The wren has both royal and plebeian blood in his small body: his size, his industrious ways, and his cheery temper stamp him as one of the people; but for all that he wears a crown, and reigns, after a fashion of his own, in the woods. In winter, when all the singing-birds have gone, there is the wren darting backward and forward, glancing like a will-o'-the-wisp through the masses of the sleeping trees. Above the underwood, white with snow, he every now and then lifts his pretty, yellow-crested head; lightly and deftly he passes through the thickest brushwood. The bird-catcher's net has no terrors for him, as he slips through its closest meshes. The cold of winter seems only to quicken his warm blood, and he stands ten degrees of it bravely.

When the streams are frozen into silence, and not even a field-mouse is astir, the wood-cutter, as he blows his fingers to get a firmer grip of the axe, hears a merry cry and sees a dainty creature with red-gold crest flash past; it is the familiar spirit of the woods, the wren, flouting snow and wind. The brave little bird's shrill note makes the old wood-cutter less lonely and he sets to work again with fresh courage.

THEURIET: "Nos Oiseaux." (Adapted.)

Composition Study

Fifteenth Week

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

Vosges; waving sea of the forest; culled; cottony; will-o'-the-wisp; underwood; deftly; meshes; flouting.

(d) Construct topic sentence. (e) Answer orally:

- (1) How did Theuriet feel towards this little bird?
- (2) What distinction is implied between *royal* and *plebeian* blood?
- (3) According to the author what is marvelous about the wren's nest?
- (4) What does Theuriet suggest as reasons why the wren does not go south for the winter?
- (5) Select from the model passages you like best.

II. (a) Pupils prepare outline for similar composition on a bird about which they have, or can easily obtain, information. A good choice of subject would be "The Habits of the Little Wren." No bird has endeared itself more. In Europe it is called "the little king," and in France especially it is spoken of as "God's little hen." Here, as in many other countries, to kill the bird or to rob its nest is considered a punishable deed. It has earned the affections of mankind because of its *sweet music*, its *motherly instincts*, its *industrious ways*, its *bravery*, and its *companionableness*.

(b) Pupils write compositions. The following outline is suggested for a composition on "The Habits of the Little Wren."

- (1) How it builds its nest, furnishes it, defends it.
- (2) Its daily routine, work, cleanliness, and cheerfulness.
- (3) Its intense motherly instincts: its missions of charity to other birds; its adoption of neglected broods of other birds; its sacrifice of its own life for its offspring.

III. Treatment as heretofore.

Model: Exposition

Sixteenth Week

THE FIRELESS COOKER

The fireless cooker, so called because of its property to cook without fire, is a chest so constructed that when closed its contents are completely insulated from the air without.

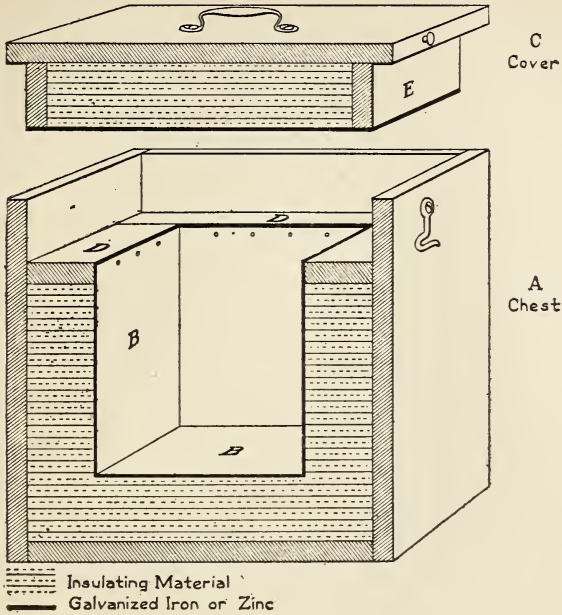
The efficiency of the fireless cooker is based on the simple principle that certain substances conduct heat less readily than others. A brick of ice cream shut up in a fireless cooker will retain its temperature and form almost indefinitely. A pot of soup properly insulated within it will retain its heat just so long as it remains insulated from the air without.

The drawing on the opposite page is a vertical-plane section, through the middle, of a portable fireless cooker the size of an eighteen-inch cube. It consists of a main chest (A) seventeen inches high, and a cubical galvanized receptacle (B) having a ten-inch edge and a tightly fitting cover.

The chest is made of one-inch board. Within it, three inches from the top, a frame (D) three inches wide is attached. From the frame the galvanized receptacle is suspended. Between the receptacle and the chest are alternate layers of paper and fine ashes.

The cover consists of a box (E) sixteen inches square and three inches deep, surmounted by an eighteen-inch top. It is padded and packed like the chest, closed up with a sheet of galvanized iron, and tightly secured to the chest by means of hooks.

Note—The writing of this composition might be anticipated a month. Time would thus be given the boys to make a cooker in their workshop. The description above could then be verified by actual inspection. In the absence of a specimen, the teacher and pupils should improvise a crude object resembling the cooker; and as their assignment for the week the pupils might describe it or some other device illustrative of the same principle; e. g., the thermos bottle.

*Model—Continued**Sixteenth Week**Supplement*

Using words in section I, tell the attributes usually predicated of the animals named in section II.

- I. swift, slow, voracious, ferocious, meek, destructive, faithful, slimy, rapacious, musical, imitative, long-legged, industrious, sure-footed, patient, shy, intelligent, timid.
- II. The horse is — The eel is — The tiger is —
 The rabbit is — The ostrich is — The deer is —
 The goat is — The parrot is — The eagle is —
 The snail is — The hog is — The lark is —
 The bee is — The condor is — The lamb is —
 The dog is — The mule is — The wolf is —

*Model: Exhortation**Seventeenth Week*

IF I WERE A BOY AGAIN

When we are no longer young we look back and see where we might have done better and learned more; and the things we have neglected rise up and mortify us every day of our lives. May I enumerate some of the more important matters, about which I would be more particular if I were a boy again?

I would learn the art of using tools. I think I would insist on learning some trade, even if I knew there would be no occasion to follow it when I grew up. What a pleasure it is in after life to be able to "make something," as the saying is, to construct a neat box, or a pretty cabinet for a sister's library; or frame a favorite engraving for a Christmas present to a dear kind mother. What a loss not to know how to mend a chair that refuses to stand up strong only because it needs a few tacks and a bit of leather here and there! Some of us cannot even drive a nail straight; and should we attempt to saw off an obtrusive piece of wood, ten to one we should lose a finger in the operation.

I think I would ask permission, if I happened to be born in the city, to have the opportunity of passing all my vacations in the country, that I might learn the names of the trees and flowers and birds. As a people, we are sadly ignorant of all accurate rural knowledge. It is inexcusable in a grown-up person, like my amiable neighbor Simpkins, who lives from May to November in a beautiful wooded country, not to know a maple from a beech, or a bobolink from a catbird. What right has a human being, while the air is full of bird-music, to be wholly ignorant of the performer's name? We are fully posted with regard to all noted opera singers; and why should we know nothing of the owners of voices that far transcend the vocal powers of Jenny Lind and Christine Nilsson?

- I. (a) Read silently for content. (b) Read orally for expression. (c) Give the meaning or synonymous equivalent of the following: Enumerate; engraving; obtrusive; opportunity; accurate rural knowledge; wholly ignorant; performer's; opera; transcend.
- (d) Construct topic sentences. (e) Report orally on the contents of model. (f) Answer orally:
- (1) Why would Mr. Fields have us learn the art of using tools?
 - (2) What poem of O. W. Holmes's suggests that he knew something of the wheelwright's trade?
 - (3) How do you account for Simpkins' ignorance of plants and birds though he regularly passed six months of the brighter part of the year in the country?
 - (4) Read the selection again and look for one *beautiful expression* and one *strong expression*.
- II. (a) Discussion preparatory to composition on "How the City Boy (or Girl) Should Spend His Leisure," or "How the Country Boy (or Girl) Should Spend His Leisure."
- (b) The matter of the discussion might be organized into two paragraphs treating—
1. Intensive observation of things with which they are constantly thrown in contact.
Visitation to places highly informational; e. g., to factories, power houses, museums, printing presses, lectures, etc.
 2. The actual construction of useful objects or the managing of certain processes; e. g., cooking, baking, etc.
- III. (a) Oral reading of specimen composition for class discussion and criticism. (b) Interchange of papers among pupils for further corrections.

Model: Exhortation

Eighteenth Week

IF I WERE A BOY AGAIN—Continued

If I were a boy again I would have a blank book in which I would record, before going to bed, every day's events just as they occurred to me personally. I would note down the habits of birds and animals as I saw them. If the horse fell ill, and what cured him when he grew better; if the cat or dog showed any peculiar traits; all should be chronicled in my diary. Nothing worth recording should escape.

If I were a boy again I would know more about the history of my own country than is usual, I am sorry to say, with young Americans. When in England, I have always been impressed with the minute and accurate historic knowledge constantly observable in young English lads of average intelligence and culture. They not only have a clear and available store of historical dates at hand but they have a wonderfully good idea of the policy of government adopted by all the prominent statesmen in different eras. If the history of any country is worth an earnest study, it is surely the history of our own land; and we cannot begin too early in our lives to master it fully.

If I were a boy again, I would demand of myself more courtesy towards my companions and friends; indeed, I would rigorously exact it of myself towards strangers as well. The small courtesies, interspersed along the rough roads of life, are like the English sparrows now singing to us all winter long, and making that season of ice and snow more endurable to everybody. But I have talked long enough, and this shall be my parting paragraph. Instead of trying so hard to *be* happy, as if that were the sole purpose of life, I would, if I were a boy again, try still harder to *deserve* happiness.

JAMES T. FIELDS: "Underbrush." (Adapted.)

*Composition Study**Eighteenth Week*

- I. (a) Read silently for content. (b) Read orally for expression. (c) Give meaning or synonymous equivalent of the following: Peculiar; chronicled; impressed; available; policy of government; statesmen; rigorously. (d) Construct topic sentence for each paragraph. (e) Report on contents orally. (f) Answer orally:
- (1) Why would the author have children keep diaries?
 - (2) Ask your teacher to tell you about some of the famous people who have kept diaries and the advantages which that practice served.
 - (3) What historical dates can you recall?
 - (4) Why is it that some children have such confused notions about historical facts?
 - (5) Which of the paragraphs do you like best? Why?

II. Class divided into four groups for the following assignments:

Group 1. Write a diary of a week's incidents.

Group 2. Write a paragraph on the recent events of our country.

Group 3. Write a paragraph on the current events of a foreign country.

Group 4. We wish to have holiday cards printed for the upper grade children of this school. We shall head these cards "Courteous Conduct." Under this title we shall enter six very important rules of common politeness. Word this card for us.

III. Treatment as heretofore.

Supplement

Supply an adjective that will correspond to each noun given below. Thus: peril, *perilous*.

nature	storm	sphere	feast	honor	angle
giant	spirit	joke	mischief	humor	muscle
pore	esteem	patriot	science	commerce	athlete

THE MAN WITHOUT A COUNTRY

The chief character of this short but fascinating story is Philip Nolan, a young officer in the Legion of the West. In 1807 Nolan, then at Fort Massae, became entangled in the plots of Aaron Burr and with the others of the faction was court-martialed. When asked what he had to say before sentence should be passed, Nolan uttered this awful oath: "Damn the United States! I wish I may never hear of the United States again!" After a short conference with the court, Colonel Morgan, the presiding judge, pronounced sentence to the effect that Philip Nolan should have his wish.

Nolan was taken to New Orleans, delivered to the naval command, and subsequently committed to a government vessel on a long cruise. He was treated with the consideration due his rank, the only restriction placed upon him being that he should never again see or hear of the United States. Orders to this effect were transferred from boat to boat for the fifty-seven years that he lived. Nolan's pride buoyed him up remarkably until one afternoon as he was entertaining the crew with Scott's "Lay of the Last Minstrel" he innocently read off the fifth canto. Nolan's pride broke completely, and an intense love for his country grew in its place.

Thrilling incidents of his cruises were the encounter with the British sloop and the quelling of a mutiny on a slave ship. These and minor events proved Nolan's complete repentance. The climax came when Nolan on his deathbed begged Fred Ingham to speak just once about the country he had so basely spurned.

There are many beautiful passages running through this story, the most touching among which are Nolan's address to the negro slaves, his advice to Ingham after the mutiny,

the deathbed interview, and the epitaph which Nolan would have his countrymen accept as his legacy to posterity.

Composition Study

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

Fascinating; faction; court-martialed; consideration; sloop; repentance.

- (d) Construct topic sentence. (e) Answer orally:

- (1) What is the difference between a court-martial and any other tribunal?
- (2) What happened to Aaron Burr?
- (3) Many readers have said that this is a story of fact, though the author has insisted that it is a fiction. How do you account for the opinion of the people?
- (4) Do you consider the sentence of the court-martial just?

- II. (a) Make a similar report on some book you have read. Let the following plan direct your paragraphing:

1. The plot as seen in its causes—the principal causes and the less important; the persons and the facts that contribute in the making of the story.
2. The plot as seen in its development—persons and facts in their relation to each other.
3. The plot as seen in its results—climaxes; end.
4. Beautiful passages—comment.

- III. Treatment as heretofore.

*Model: Narrative**Twentieth Week*

ANÆSTHESIA

In the days prior to the use of anæsthetics the operations of dental surgery were attended by much pain. As far back as 1840 Dr. William T. Morton, a dentist of Boston, was working zealously in quest of some drug that would deaden pain during an operation. In the course of his investigation he became acquainted with the effects of ether.

On one occasion he applied it in the treatment of a very sensitive tooth. Observing how successfully the gums were benumbed by the ether he conceived the idea of subjecting the entire body to the influence of this drug. Although the effects of inhaling ether were in part known to him, he was not sure to what extent the inhalation was safe. After a long series of experiments with various animals Dr. Morton succeeded in fully determining the narcotic power of ether.

On October 16, 1846, he made his first public demonstration of the new discovery. This took place in the operating room of the Massachusetts General Hospital, Boston, when he painlessly removed a tumor from the jaw of a patient. The operation was wholly convincing to the medical profession, and it created a profound public interest. Dr. Morton was brought into immediate prominence. His services were speedily recognized by the medical men of every country and most heartily welcomed by suffering mankind.

Shortly after the public demonstration the new process was named *anæsthetic* or *anæsthesia*, meaning *non-perception*, words coined from the Greek by Oliver Wendell Holmes, the American poet and physician, who was then living in Boston; and these words have since become the established terms of the subject.

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*Composition Study**Twentieth Week*

- I. (a) Read silently for content. (b) Read orally for expression.
 (c) Give the meaning or synonymous equivalent of the following:
 Dental surgery; zealously; ether; benumbed; under the influence of this drug; inhalation; narcotic; tumor; prominence; non-perception.
- (d) Construct topic sentence. (e) Reproduce orally. (f) Answer orally:
- (1) With what gases are people most familiar?
 - (2) When your classroom is not properly ventilated what kind of gas accumulates?
 - (3) What kind of gas does the dentist usually give?
 - (4) State the following quotation in very simple language: "This operation was wholly convincing to the medical profession."
 - (5) What does the expression "ethereal sky" mean?
- II. (a) To master the uncommon words in the model, read it again carefully.
 (b) Reproduce the model in writing.
- III. Treatment as heretofore.

Supplement

Phrasal expressions may often be simplified. Thus, for *sounds of the nose*, we may say *nasal sounds*. Simplify the following expressions:

Aid of a friend; discovery in science; law of the State; a treaty regulating commerce; motion in a circle; people given to telling the truth; institutions for purposes of charity; an ordinance of our municipality; exercise of the muscles; demands within reason; sayings of wit; immigrants from Italy; regulations prompted by necessity; sunsets resembling those of autumn; a night of rest; a mechanic without skill; a man of courage; people with kind hearts; a boy bent on mischief.



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