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COMPOSITION  
BOOK  
BY GRADES  
SIXTH YEAR

O'SHEA-EICHMANN

NEW YORK  
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1912

6TH YEAR







# COMPOSITION BOOK

## BY GRADES

### SIXTH YEAR

BY

WILLIAM J. O'SHEA

DISTRICT SUPERINTENDENT OF PUBLIC SCHOOLS

NEW YORK CITY

AND

ANDREW E. EICHMANN

PRINCIPAL OF PUBLIC SCHOOL NO. 97 BROOKLYN



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## PREFACE

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

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

This series of books aims to help the teacher by providing a systematic arrangement of subject matter, thus saving her the labor of searching for suitable

material and, at the same time, furnishing her pupils with methodical instruction.

While, at first sight, the plan followed in these books may appear somewhat rigid, it is, in fact, exceedingly flexible and allows abundant opportunity for the originality of the ambitious teacher. The plan does, however, lend itself best to three lessons of thirty minutes each, per week—the first, to be devoted to the study of the model and its reproduction in the pupils' own words; the second, generally to the preparation of an original composition, with incidental blackboard work, along the lines of the presented model; and the third, to a criticism of the pupils' original compositions and, if necessary, the writing of second copies, after corrections have been approved by the teacher.

In addition to a model, a supplementary oral drill is provided for nearly every week in the school term. Each drill is intended to increase the vocabulary of the pupils and to afford practice in using the correct word or phrase at the proper time—in short, to help prepare the way for the correct use of oral and written language.



SIXTH YEAR—FIRST HALF

*Model: Description*

*First Week*

### THE DRUGGIST

The business of the druggist is chiefly to compound medicines from prescriptions. Consequently, he knows the names of drugs and the way to mix them. He is also permitted to sell poisons, but only according to law. In weighing medicines, the druggist uses the apothecary's weight.

The druggist must be educated and licensed; and to have a good trade, he must also be kind and courteous.

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#### *Illustration*

### THE GROCER

The chief business of the grocer is to sell teas, sugar, spices, and the like. He frequently deals also in bread, candies, and fruit. In weighing, the grocer uses the avoirdupois scales.

The grocer does not need a license. He must, however, be intelligent and courteous in dealing with his customers if he wishes to retain their trade.

*Composition Study**First Week*

- I.
  - a. Oral reading.
  - b. Class-talk on form.
  - c. Oral reproduction.
- II.
  - a. Pupils note how "The Grocer" as a composition subject is adaptable to the model.
  - b. Pupils write composition on "The Butcher" or similar subject. (The compositions should first be developed orally, with free use of blackboard.)
- III.
  - a. Some compositions read.
  - b. Corrections by pupils with aid of teacher.
  - c. Poorly constructed compositions rewritten after revision.

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

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

If the pupil's first draft is satisfactory, a second draft should not be insisted upon. Pupils should not be permitted to recopy errors made in the original compositions.

*Model:* Narration

*Second Week*

### JOHN PAUL JONES DURING THE WAR

When Paul Jones offered his services to Congress, in our fight for independence, he was twenty-eight years of age. Two years later he was made captain of the memorable battleship "Alfred." From the masts of this ship, and by his order, our beloved flag was unfurled on the ocean for the first time.

For his gallant deeds Congress voted him the thanks of the nation, as well as a gold medal and a commission as commander of the "America."

His valor and achievements won for him the title of "Father of the American Navy."

---

#### *Composition Study*

- I. *a.* Oral reading.  
*b.* Class-talk on form.  
*c.* Blackboard work to encourage original expression.
- II. *a.* Class-talk on new subject, "Patrick Henry Speaks for Independence," or "Nathan Hale, the Patriot."  
*b.* Pupils write simple compositions.
- III. *a.* Some compositions read.  
*b.* Corrections as before.  
*c.* Poorly constructed compositions rewritten after revision.

## THE COMMA

Rule I. The comma is used to separate the noun of direct address from the rest of the sentence.

In the following sentences, the words of address, which are printed in italics, are separated by commas from the other words:

Build thee more stately mansions, *O my soul*,  
As the swift seasons roll!

*The Chambered Nautilus.*

As the hart panteth after the water brooks, so my soul  
panteth after thee, *O God*.

*Psalms.*

*My lords*, we are called upon as members of this house, as men, as Christians, to protest against such barbarity.

WILLIAM PITT.

In like manner, punctuate the following:

1. Remember children that lost time never returns.
2. Blessing on thee little man  
Barefoot boy with cheeks of tan!

WHITTIER.

3. Shine out Oh Blessed Star!
4. The book of nature my dear child can be read  
even by those who have studied very little.

*Model: Exposition**Third Week*

### HOW TO GET ON AND OFF A CAR

When about to board a car, take hold of the rail with the right hand and face slightly in the direction in which the car is going. Then step on the lowest step of the car, and ascend as you would an ordinary staircase.

When alighting, use the left hand in taking hold of the rail, face as before in the direction of the car's motion, wait until the car stops, and then step off.

Remember never to get on or off a car while it is in motion. Many people have been injured by not heeding this caution.

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#### *Composition Study*

- I. *a.* Oral reading.  
*b.* Class-talk on form.  
*c.* Written reproduction of model from memory.
- II. *a.* Pupils write composition on "How to Mount, and Dismount from a Wheel."  
*b.* Some compositions criticized on blackboard.
- III. *a.* Some compositions read.  
*b.* Correction by pupils under direction of teacher.  
*c.* Poorly constructed compositions rewritten after revision.

## USE OF THE ADJECTIVE

old	older	oldest
large	larger	largest
good	better	best
great	greater	greatest
choice	choicer	choicest
important	more important	most important
valuable	less valuable	least valuable

When we are describing a person or thing, we use the adjective.

Where the dash occurs in the following sentences, insert the proper form of the adjective:

- (old) 1. London is —— than New York City.
- (great) 2. The —— dairy state in the Union is Iowa.
- (large) 3. It yields a —— quantity of dairy products than any other state in the Union.
- (great) 4. Chicago is a —— meat-packing center than Omaha.
- (valuable) 5. Cotton may be —— than other farm products, but it is the —— cash crop of the American farmer.
- (good) 6. Gloucester is the —— market of the codfish industry in the United States.

*Model:* Dialogue

*Fourth Week*

## CONVERSATION BETWEEN THE OLD YEAR AND THE NEW

“Old Year,” called a young voice from space, “how much longer are you going to stay on earth? You know I cannot come down until you go away.”

“Not very long, my child,” answered a feeble voice. “I shall very soon go to join the years that have gone before me.”

“Well,” said the young voice, “before you go, will you tell me how you have spent your life?”

“Time will permit me to tell you only a few of my adventures,” replied the Old Year. “When I arrived on earth, I was joyfully greeted and named ‘1911 A. D.’ I have done some good things, but I have also been guilty of some deeds for which I am sorry. For instance, I have plunged two countries—Turkey and Italy—into a war. Like my brother, the year 1861, I have also brought about a civil war. This war, which is now being waged in China, was started by me. I do hope that you will bless the earth with peace.”

He was about to continue the story when the ringing of distant bells was heard. He counted the strokes. There were just twelve. “Now,” he said, turning toward the New Year, “you may come down, for I am going away.”



*Model:* Dialogue (Continued)

*Fourth Week*

The New Year needed no second bidding. In a single bound he was on earth and greeted as the "Year 1912."

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### *Composition Study*

- I. *a.* Oral reading.
    - b.* Class-talk on form.
    - c.* Oral reproduction. (Dramatization.)
  - II. *a.* Discussion of historical events of another year.
    - b.* Oral conversation, similar to model. Blackboard help.
    - c.* Pupils write.
  - III. Treatment as heretofore.
- 

### *Supplement: Oral Drill*

#### THE COMMA

Rule II. When a verb is omitted, to avoid repetition, the omission is indicated by a comma. Thus,  
Wise men sometimes change their minds; fools, never.

In like manner, punctuate the following:

1. "Reading maketh a full man; conference a ready man; writing an exact man."
2. The rose is the national emblem of England; the shamrock of Ireland; the thistle of Scotland; the leek of Wales; and the lily of France.

*Model:* Letter

*Fifth Week*

496 First Street,  
St. Louis,  
March 19, 1913

Dear Cousin Margaret,

The pupils of our class will attend a lecture in the Museum Hall of Shaw's Botanical Garden next Saturday. The subject will be "Ferns." I should like to have you with us.

We are to meet our teacher at Tower Grove at nine o'clock sharp, and walk to the museum with her.

If you will join us, let me know and I will call for you.

Your affectionate cousin,

George

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*Composition Study*

- I. *a.* Oral reading. Class-talk on form.  
*b.* Pupils write letter from dictation.
- II. *a.* Cousin Margaret decides to join George. Pupils write reply.  
*b.* Blackboard criticism.
- III. *a.* Some letters read.  
*b.* Treatment as heretofore.  
*c.* Pupils address envelopes.

*Supplement: Oral Drill**Fifth Week*

Combine each of the following groups of sentences into a single sentence, by using the connecting word found in the margin and by making other incidental changes in the text:

- (which) 1. New York City is situated at the mouth of the Hudson River. This river is sometimes called "the Rhine of America."
- (although) 2. Potatoes are raised chiefly for food. They are also used in the manufacture of starch, glucose, and alcohol.
- (but) 3. The tomato may now be seen in nearly every vegetable garden. Before the discovery of America, it was not known in civilized countries.
- (where) 4. Lettuce is cultivated in the South. It is there put into barrels and shipped northward.
- (which) 5. Celery is raised in great abundance in Kalamazoo, Michigan. Kalamazoo is, on that account, sometimes called the "Celery City."
- (because)  
(whom) 6. The Union soldiers won the battle. They were spurred on to victory by their general. They had great confidence in him.

*Model: Biography**Sixth Week*

## JOHN ADAMS

John Adams, one of the signers of the Declaration of Independence, was a native of the old Massachusetts Bay Colony. As a boy, John studied at Harvard College, and, in time, became a lawyer.

When the Revolutionary War broke out, Mr. Adams was sent to Holland and France to keep those countries friendly to the American colonies. When Washington became President, Mr. Adams served as Vice-President. Later, he succeeded Washington as President of the United States.

Upon the expiration of his term of office, Mr. Adams retired to his farm at Quincy, Massachusetts, where, on July 4, 1818, he died at the age of ninety.

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*Composition Study*

- I. *a.* Oral reading. Oral outlining. Oral reproduction.
  - b.* Pupils make outline for composition on "Thomas Jefferson."
- II. Pupils write composition on "Thomas Jefferson."

*Notes:*

Parents, wealthy. Graduate of William and Mary's College. Chief author of the Declaration of Independence. Governor of Virginia. Minister to France after the Revolution. Washington's

*Composition Study (Continued)**Sixth Week*

Secretary of State. Third President. His death at Monticello on same day as that of Adams.

III. Treatment as heretofore.

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*Supplement: Oral Drill*

Where the dash occurs in the sentences below, insert the appropriate preposition taken from the following list:

in	through	on	to	of
from	into	among	with	between

1. The Mississippi has its source ——— Lake Itasca and flows ——— the Great Central Plain ——— the Gulf of Mexico.
2. The stars ——— the heavens differ ——— one another as the pebbles ——— the seashore.
3. The kind-hearted little fellow broke the bread ——— four pieces and divided it ——— his four hungry playmates.
4. Great thinkers do not always agree ——— each other even ——— very important subjects.
5. Good fellowship existed ——— Penn and the Indians ——— the Delaware.
6. André was accused ——— being a spy and was accordingly hanged.

*Model: Description*

*Seventh Week*

## IVORY

The substance of which the teeth and the tusks of elephants are made is called true ivory. On account of its whiteness and hardness, the ivory obtained from the tusks of the African elephant is considered the best. To supply the demand for this article of trade, many thousand elephants are killed by slaves in Africa every year. The teeth, tusks, and horns of some animals, like the walrus and narwhal, are made of a similar substance.

Because of its hardness and its beauty when polished, ivory is used for making ornaments and works of art. It is also used for knife handles, backs of brushes, combs, piano keys, and billiard balls.

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### *Composition Study*

- I. *a.* Oral reading. Class-talk on form.
- b.* Oral outlining. Oral reproduction.
- II. Pupils write composition on "The Hair of Animals."

#### *Notes:*

Some is coarser, some finer than human hair.

Uses, unlimited:

Rabbit hair, for felt hats.

Horses' manes and tails, for violin bows.

Cows' short hair, for plaster mixture.

Hogs' hair, for coarse brushes.

Camels' hair, for fine brushes.

*Composition Study (Continued)*      *Seventh Week*

Goats' hair, for rough blankets and carpets.

Sheep's hair, for wool.

III. Treatment as heretofore.

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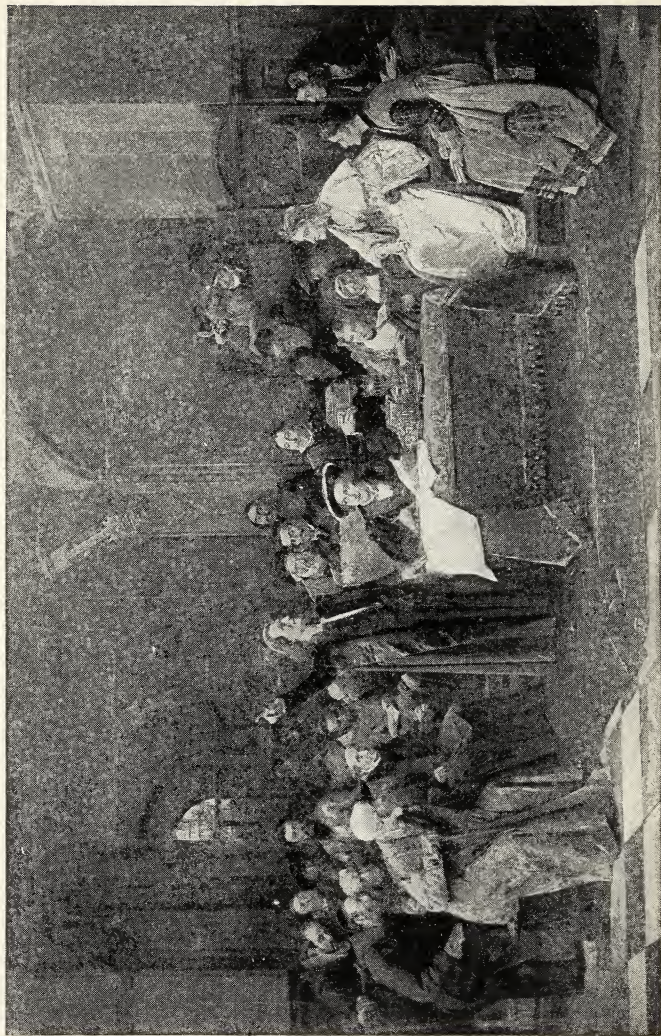
*Supplement: Oral Drill*

Reconstruct the following sentences so that the object of each will become the subject. Thus,

Julia Ward Howe wrote the "Battle Hymn of the Republic."

The "Battle Hymn of the Republic" was written by Julia Ward Howe.

1. Michael Angelo drew the plans of the great St. Peter's.
2. The governor hid the Charter in the hollow of an oak tree.
3. The Germans grow grapes on the banks of the Rhine.
4. Six hundred years ago, people knew nothing of gunpowder.
5. The people of Israel ate manna in the desert.
6. The people of Denmark speak Danish.
7. Boiling water broke the little tumbler.
8. As an experiment, Franklin flew a kite during a thunderstorm.



COLUMBUS AT THE COURT OF ISABELLA

From the painting by Brozik



*Model:* Description of a Picture      *Eighth Week.*

## COLUMBUS AT THE COURT OF ISABELLA

The picture known as "Columbus at the Court of Isabella" represents a scene in one of the royal reception halls of Spain. The central figure is Columbus. Facing him is Isabella, seated upon a throne. To the right, left, and rear of Columbus is a host of learned men.

Columbus is telling what he thinks about the shape of the earth, and is also explaining his plans for the voyage he is to take. All are listening with great attention.

On the table are seen the jewels which the good queen pledges in order to pay the expenses of the expedition that Columbus proposes to conduct.

### *Composition Study*

- I. *a.* Oral reading. Class verifies from picture.  
*b.* Class-talk on form. Oral outlining.
- II. *a.* Teacher assigns new picture. Oral description of same.  
*b.* Pupils write composition. Free use of blackboard.
- III. *a.* Some compositions read.  
*b.* Corrections by pupils with aid of teacher.  
*c.* Poorly constructed compositions rewritten after revision.

*Model: Letter**Ninth Week*

S. S. Havana,  
Harbor Trinidad,  
April 7, 1913

My dear Mother,

We arrived here yesterday just about sun-down. The trip was most delightful. My health has already improved so much that I scarcely think myself the same person I was a week ago.

We hope to land immediately after dinner. Then some of us expect to drive to the wonderful tar lake. From my cabin window I can see some of the larger buildings of Port of Spain. They seem to be made of white marble. To the rear of the city are three large cone-shaped mounds. They make a background to a beautiful picture.

The steamer is scheduled to leave here on the fifteenth of this month. Until then I shall write you every day.

I hope, dear mother, that you, father, and my dear brothers and sisters are all well.

Your loving son,  
Frank

*Composition Study**Ninth Week*

- I. *a.* Oral reading. Class-talk on form.  
*b.* Dictation of letter.
  - II. Pupils write similarly about a trip to the Bermuda Islands. Blackboard criticism.
  - III. *a.* Some letters read.  
*b.* Corrections by pupils with aid of teacher.  
*c.* Poorly constructed letters rewritten after revision.  
*d.* Envelopes addressed.
- 

*Supplement: Oral Drill*

## THE COMMA

Rule III. The comma is used to separate words, phrases, or clauses from the nouns they explain or modify. Thus,

Æsop, the author of Æsop's Fables, was a slave.

In like manner, punctuate the following:

1. New York City the metropolis of the western hemisphere is one of the largest cities in the world.
2. Santa Fe the second oldest city in the United States is the capital of New Mexico.
3. Virginia the Old Dominion state has given us some of our greatest Presidents.
4. Henry W. Longfellow the great American poet wrote Evangeline Miles Standish and other poems.

*Model: Description**Tenth Week*

## WINTER IN NORWAY

The attractions of the snow season in Norway are so great that many Norwegians prefer winter to summer. Old and young alike take an active interest in the outdoor frolics of that country.

The chief sports are skating, tobogganing, hill-sliding, ice-pegging, and skiing. Tobogganing is a very general pastime. It is enjoyed usually by moonlight or by torchlight. Hill-sliding is done on snow-skates. Ice-pegging is common on inlets and rivers. The ice-pegger, seated on a box sleigh, propels himself by means of spiked canes.

Skiing is by far the most attractive of the Norwegian sports. The great Ski Race takes place annually in Christiania.

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*Composition Study*

- I. *a.* Oral reading. Class-talk on form.  
*b.* Oral outlining. Oral reproduction.
- II. *a.* Oral preparation for similar composition on "Winter in my Country" or "Summer at the Seashore."  
*b.* Blackboard exercise.  
*c.* Pupils write simple description.
- III. Treatment as heretofore.

*Composition Study* (Continued)*Tenth Week**Supplement: Oral Drill*

Mistakes in English are frequently made by using adjectives instead of adverbs to modify verbs. Adverbs are generally formed from adjectives by adding *ly*, as may be seen from the following lists:

<i>Adjective</i>	<i>Adverb</i>	<i>Adjective</i>	<i>Adverb</i>
bad	badly	beautiful	beautifully
serious	seriously	gentle	gently
skillful	skillfully	swift	swiftly
loud	loudly	sly	slyly
greedy	greedily	bright	brightly

Select an appropriate adverb from the above list and insert it in place of the dash in each of the following sentences:

1. The pianist's fingers moved ——— over the keyboard.
2. The driver was ——— hurt in the runaway.
3. The lion roared ——— and frightened the children.
4. Hogs eat ——— and, on that account, we call them gluttonous.
5. The boat was so ——— damaged that it became useless.
6. The sun shone ——— and the snow made the light painful to the eyes.
7. The pitcher threw the ball so ——— that not a batter had a chance to make a hit.

*Model: Monologue*

*Eleventh Week*

### WHISPERS FROM A GLOWWORM

As you may know, I belong to the beetle kingdom. In fact, I am looked upon by my associates as a perfect specimen.

My duties are numerous. I signal to the diligent plowman that he must rest his weary limbs, and to the children at home that it is time for them to be in bed. By the glint of my lamp I follow them to their bedrooms to watch them at their prayers. I steer the footsteps of the traveler along the paths of bewildering forests. I delight to loiter in shady nooks to catch the words of my dear friends, and to hear the sweet melodies on the banks of babbling brooks.

You wonder at my light. So have others before you. But my light will always be a secret with me. For this I am honored by your poets and songsters. Learn from me not to unbosom yourself to the curious or to every idle passerby.

---

#### *Composition Study*

- I. *a.* Oral reading.
- b.* Class-talk on form.
- c.* Oral outlining.
- d.* Oral reproduction. (The teacher should read for the pupils, Hawthorne's "A Rill from the Town Pump".)

*Composition Study (Continued)      Eleventh Week*

- II. Pupils improvise short monologue on "Whisperings from the Moon" or "My Many Drivers" (horse).
- III. Treatment as heretofore.
- 

*Supplement: Oral Drill*

The words *each*, *every*, *either*, and *neither* are singular, and therefore require a verb that will agree with them in the same number.

Where the dash occurs in the sentences below, insert *is*, *was*, or *has*:

1. Every one of us —— bound to obey the law.
2. Neither money nor prosperity —— of much value to a man who loses his good name.
3. Neither time nor material —— wasted by bees.
4. Neither a foreigner nor a foreign-born citizen of our republic —— eligible for President.
5. Every patriot —— expected to shoulder a gun in the cause of independence.
6. Every blade of grass —— made by the Almighty.
7. Every one of Longfellow's principal poems —— been read by our class.
8. Each senator and each member of the House —— allowed to vote on all bills.

*Model: Report**Twelfth Week*

## FRANK'S LOG BOOK

July 1. The weather has been fine. The sky was never more beautiful. We have had a slight breeze, caused by the speed of the boat. The steamer has made an average of twenty-four knots.

July 2. Intense heat has prevailed from early morning. Before noon, the atmosphere was hazy. By four o'clock the western sky had become overcast. A fearful thunderstorm overtook us at five. No accidents occurred. By the captain's report, we had, by six o'clock, covered three hundred fifty miles.

July 3. The temperature has swayed in the sixties all day. Early in the morning the wind shifted to the north. Towards sun-down the Bermudas came in sight. The steamer then showed her best speed—twenty-six knots.

---

*Composition Study*

- I. *a.* Oral reading. Class-talk on form.  
*b.* Dictation of first two paragraphs.  
*c.* Correction of dictation by pupils.
- II. *a.* Oral preparation for report similar to model, on "A Trip from Chicago to New Orleans."  
*b.* Pupils write report.
- III. Treatment as heretofore.



## THE COMMA

Rule IV. The comma is used to separate words or sections of a sentence in a series. When a conjunction is used to connect the last two words of the series, the comma is used before the conjunction.

In the following sentences the words in italics come under the above rule:

*Faith, hope, and charity* are called virtues.

The *fruits, flowers, and shrubs* sent forth grateful perfumes.

IRVING.

Punctuate the following:

1. Longfellow Holmes Whittier and Bryant are known as the great American poets.
2. Coal iron petroleum copper silver and gold are found in the mines of the United States.
3. Peace joy and comfort will enter into your lives if you are honorable industrious and faithful.
4. In the study of animals we consider among other things whether they live singly in pairs or in communities.
5. New York Philadelphia Chicago and Boston are among the most important cities of the United States.
6. Water is frequently seen in the form of ice snow hail and steam.

*Model:* Letter to Parent

*Thirteenth Week*

565 Chester Avenue,  
Philadelphia,  
July 4, 1913

My dear Father,

We had no fireworks to-day, the Mayor having prohibited them; but we had a monster parade instead.

The procession started at Columbia Avenue and moved south, headed by a large band. At Girard Avenue, the boys of Girard College were lined up to represent the army of France during the Revolutionary War. At Mt. Vernon Street, forty-eight squads of high school girls in white and blue, representing the states of the Union, joined the procession. They were followed by a company of high school boys in Indian outfit. At Spring Garden Street, an array of brilliant floats picturing episodes of the war, slowly moved into line. This gorgeous sight was followed by an army of societies and civic bodies heading for Independence Hall, to be reviewed there by the Mayor.

I do not recall ever having spent a more interesting Fourth.

Have you received my letter of last week?

Mother and Edmund send love, and so does

Your affectionate son,

Milton

*Composition Study**Thirteenth Week*

- I. *a.* Oral reading. Class-talk on form.  
*b.* Teacher and pupils together recast the letter, varying the language where it can conveniently be done.
  - II. *a.* Oral preparation of letter containing similar description; e. g. an entertainment, a naval parade, a display of school work.  
*b.* Pupils write letter.
  - III. *a.* Some letters read.  
*b.* Corrections by pupils with aid of teacher.  
*c.* Pupils address envelopes.
- 

*Supplement: Oral Drill*

Change the following direct construction into indirect construction. Thus,

Nathan Hale's last words were: "My only regret is that I have but one life to give for my country."

In Nathan Hale's last words he expressed regret that he had but one life to give for his country.

1. "A man's home is his castle," said James Otis of Boston.
2. Franklin said: "Now, gentlemen, we must hang together or we are likely to hang separately!"
3. "Don't give up the ship!" shouted Captain Lawrence to his brave crew.
4. Prescott's command was: "Don't shoot until you can see the whites of their eyes."

*Model:* Description

*Fourteenth Week*

## CITY GOVERNMENT

The government of most cities is divided into three distinct departments; namely, the legislative, the judicial, and the executive. In this respect, city governments resemble the national government.

The legislative power is vested in a municipal body, generally called the Board of Aldermen, which makes city ordinances.

The judicial power is vested in city judges, who try only minor cases.

The chief executive of a municipality is the mayor, whose most important duty is to see that all the laws and city ordinances are obeyed.

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### *Composition Study*

- I. *a.* Oral reading. Class-talk on form.
- b.* Oral outlining. Oral reproduction.
- II. Pupils write composition on "The National Government."

#### *Notes:*

1. Federal government.
2. Legislative body: Senate and House of Representatives.
3. Judicial: Chief Justice; eight associates.
4. Executive: President and cabinet.

*Composition Study (Continued) Fourteenth Week*

Or similar topic: "The State Government."

*Notes:*

1. Legislature: Senate, Assembly.
2. Judiciary: Court of Appeals, etc.
3. Executive: Governor; his staff.

III. Treatment as heretofore.

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*Supplement: Oral Drill*

## THE USE OF THAN

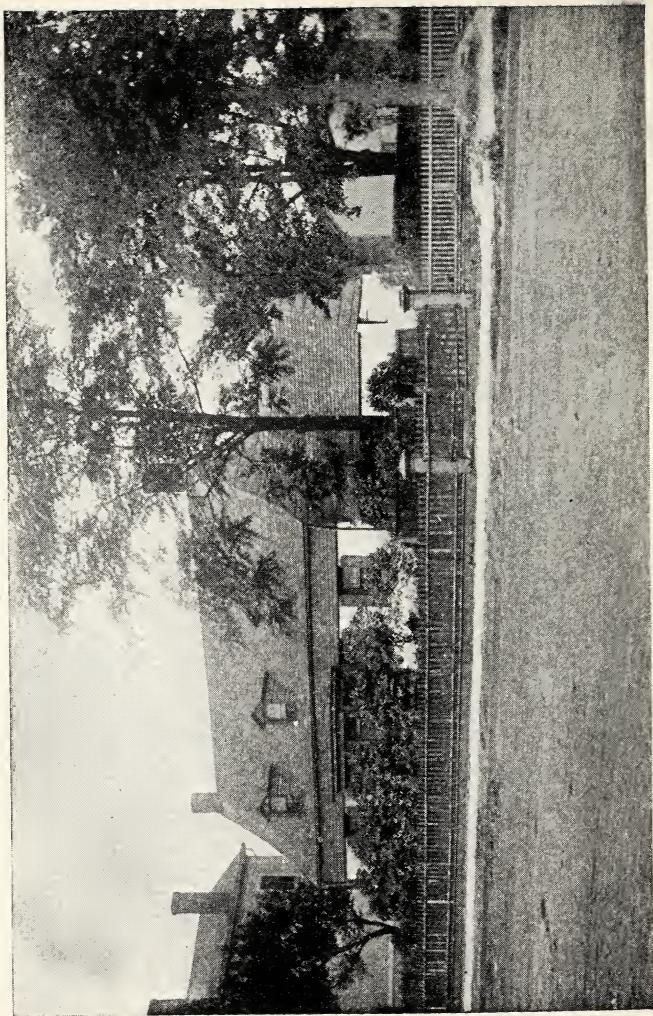
After *than* we sometimes use the subject form of the pronoun and sometimes the object form. We tell which is the right form to use, by repeating the verb after *than*. Thus,

Mildred is more advanced than *I* (am).

My teacher helped her more than (she helped) *me*.

Use the correct form of the personal pronoun:

- we* or *us*
1. Our friends in the country seem to have better health than ——.
  2. The very sunshine appears to benefit them more than ——.
- he* or *him*
3. A patriot is a treasure. Who is more manly than ——?
  4. Columbus was not a Spaniard; yet Isabella assisted none of her country's explorers more than ——.



THE OLD VAN BRUNT HOUSE IN BROOKLYN

*Model: An Historic Landmark      Fifteenth Week*

## THE OLD VAN BRUNT HOMESTEAD

In 1776, just before the battle of Long Island, General Howe landed his thirty-five thousand "red-coats" on Dyker Meadow beach and soon selected the Van Brunt house as his headquarters. On a window-pane of this old homestead is still to be seen the name of Abby Van Brunt, who was secretly married to one of Howe's officers. It is said that before departing with his bride, the officer scratched his lady's name on the glass with his diamond ring.

The present owner of the house is a descendant of the original Adrian Van Brunt.

---

### *Composition Study*

- I. *a.* Oral reading. Class-talk on form.  
*b.* Oral reproduction. Oral outlining.
- II. *a.* Teacher and pupils make outline in preparation for a description of some other landmark.  
*b.* Pupils write composition.
- III. *a.* Some compositions read.  
*b.* Corrections by pupils with aid of teacher.  
*c.* Faulty compositions rewritten after revision.

*Model: Notice**Sixteenth Week*

## LOST

A black leather chatelaine purse, containing an amethyst ring, two bills, some loose change, and letters addressed to the owner, was lost somewhere in Jackson Park on the afternoon of May 30.

The finder is respectfully requested to return the same to Miss Nora Clayton, 22 Thomas Circle, Washington.

Generous reward is offered.

---

*Composition Study*

- I. *a.* Oral reading. Oral outlining. Oral reproduction.  
*b.* Dictation of model.  
*c.* Correction by pupils.
- II. *a.* Teacher and pupils, working together, prepare an advertisement for the return of a lost dog.  
*b.* Pupils, unaided, then write similar notice regarding pencil box lost in street.
- III. *a.* Some of the notices read and criticised by teacher and pupils.  
*b.* Poorly constructed compositions rewritten after revision.



*Supplement: Oral Drill**Sixteenth Week*

In the following selection, supply the comma where it should appear and give reasons:

### ABOUT MONEY

Any article of value may be used as money. Tin iron and lead were once used for money by the countries of Europe. The Germans and Romans of old used cattle as their medium of exchange. Our word *pecuniary* comes from a Latin word meaning *cattle*. Our word *salary* is from *sal* the Latin word for *salt*. The Roman soldiers were for years paid in salt. For a long time silk was the money used by the Chinese and slaves in dealing with Anglo-Saxons.

During the Colonial period in America we find tobacco used as money in Virginia; codfish in Newfoundland; bullets in Massachusetts; sugar in the West Indies; soap in Mexico; and wampum among the Indians.

The standard of exchange in the United States is the gold dollar. Its weight is 25.8 grains Troy. As 2.58 grains of this is alloy the weight of the pure gold in the gold dollar is exactly 23.22 grains. This is the standard of weight used by our government in weighing gold for coinage.

*Model: Description**Seventeenth Week*

## NIAGARA FALLS

About fifteen miles from its source, the Niagara River begins to descend with great rapidity, and then, making a grand curve, it plunges over the high cliffs of the Allegheny Plateau into an abyss one hundred sixty-five feet below. This great waterfall forms a remarkably beautiful, awe-inspiring spectacle, often described as one of the scenic marvels of the world. The cataract is called Niagara Falls. It is divided into two portions as it descends over the great precipice; one is known as the American Falls, and the other as the Canadian Falls.

The space between the Falls and the rocky wall over which the water sweeps is known as the "Cave of the Winds." Many visitors clothe themselves in rubber suits, descend to the ledge of rocks near the foot of the Falls, and enjoy the experience of viewing the enormous volume of water passing over them.

It is said that millions of people from the American continent and from Europe visit Niagara annually.

---

*Composition Study*

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

*Composition Study (Continued) Seventeenth Week*

- II. *a.* Class-talk on "Yosemite Valley" or "Ausable Chasm." Blackboard help.  
*b.* Pupils write on subject selected.
- III. *a.* As many compositions read as time will permit.  
*b.* Treatment as heretofore.
- 

*Supplement: Oral Drill*

Note the words of opposite meaning in the columns below, and finish the list:

praise	blame	joy	sorrow
motion	rest	friend	foe
exit	_____	friendship	_____
outlet	_____	blessing	_____
famine	_____	respect	_____
bravery	_____	liberty	_____
virtue	_____	success	_____
pleasure	_____	strength	_____
bright	_____	dangerous	_____
wealthy	_____	precious	_____
internal	_____	rare	_____
heroic	_____	powerful	_____
construct	_____	exhale	_____
accept	_____	injure	_____
allow	_____	admit	_____
ascend	_____	advance	_____

*Model:* Description

*Eighteenth Week*

### THE HORSE-CHESTNUT LEAF

The horse-chestnut leaf is composed of several leaflets; therefore, it is a compound leaf. The specimen before me has seven leaflets; that is, seven little blades united at the tip of the footstalk, or petiole. Extending through the full length of each blade is a rib called the mid-vein. Springing obliquely from the mid-vein, on both sides, are numerous little veins running parallel to each other. The whole edge is toothed, giving the leaf the appearance of a coarse feather.

The chestnut leaf belongs to the finger-shaped class. Its blades, or lobes, are more distinct from each other than those of the hand-shaped class. The difference is at once seen when we compare it with the maple leaf.

---

#### *Composition Study*

- I. *a.* Oral reading.
- b.* Class-talk on form.
- c.* Oral outlining.
- d.* Pupils examine specimen to verify the description.
- II. *a.* Class discussion on new subject: "The Maple Leaf."

#### *Notes:*

1. Maple leaf is a simple leaf; only one blade to a petiole.
2. Large veins and veinlets.
3. Not toothed.

*Composition Study (Continued) Eighteenth Week*

4. Hand-shaped (crude resemblance to forearm, hand, and fingers).
    - b. Pupils write description of the maple leaf.
  - III.
    - a. Some compositions read.
    - b. Corrections by pupils with aid of teacher.
    - c. Poorly constructed compositions rewritten after revision.
- 

*Supplement: Oral Drill*

Where the dash occurs in the sentences below, insert the correct form of the verb in the margin:

- (write) 1. The "Star Spangled Banner" was \_\_\_\_\_ by F. S. Key. He \_\_\_\_\_ it during the bombardment of Fort McHenry.
- (eat) 2. The early settlers \_\_\_\_\_ sparingly. Venison was, perhaps, the only delicacy \_\_\_\_\_ by them.
- (drink) 3. Mineral water was \_\_\_\_\_ every morning by the visitors to the Saratoga Springs. Some \_\_\_\_\_ the waters frequently during the day.
- (sing) 4. Before departing, the jolly company \_\_\_\_\_ "Auld Lang Syne." Then "Home Sweet Home" was \_\_\_\_\_.
- (break) 5. The first tables of the law were \_\_\_\_\_ by Moses. He \_\_\_\_\_ them by dashing them on the ground.

*Model: Description**Nineteenth Week*

## A VIEW OF VENICE

Early one morning, two summers ago, my father and I boarded at Ravenna a small day-boat bound for Venice. We were nearing Venice as the night approached. What splendor we then beheld! I was completely entranced over the strange but charming sight. Lights were flickering from all directions. It seemed as if every star in the heavens had come down to play in the sea. In the distance we saw the dim outline of the great St. Marks. Around us were little black skiffs gliding busily over the unruffled waters.

All along the route, on both sides of the Grand Canal, magnificent buildings loomed up before us. When at last we steered into the great Plaza, it seemed as if some royal court had opened to receive us.

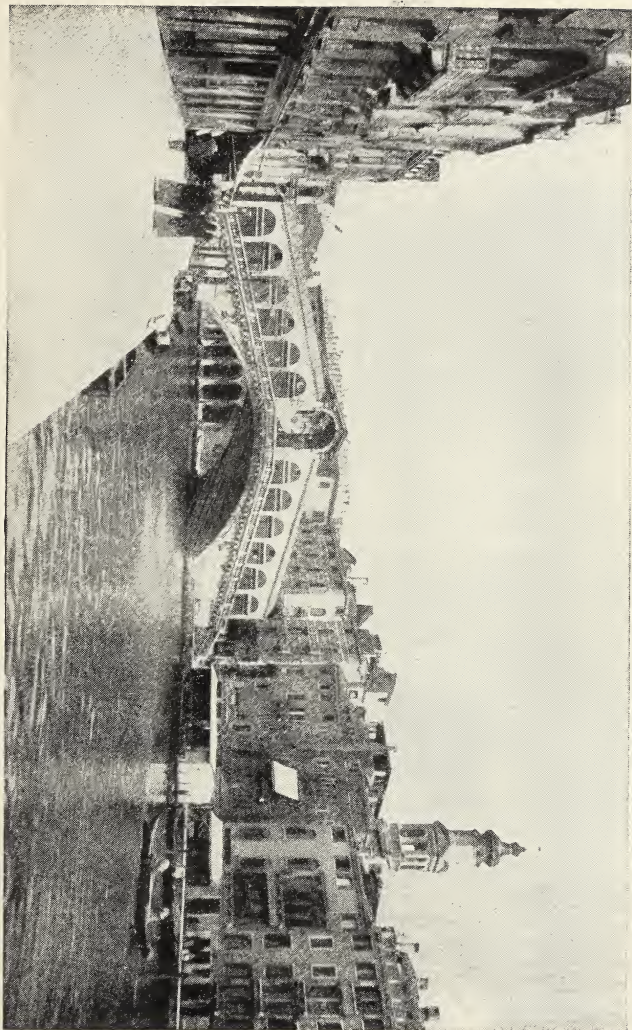
Venice is, indeed, the "Queen of Europe."

---

*Composition Study*

- I. *a.* Oral reading. Class-talk on form.
- b.* Oral outlining. Oral reproduction.
- II. *a.* Pupils make outline for similar description; e. g. "A Trip up the Hudson" or "A Sail down the St. Lawrence."
- b.* Pupils write original description.
- III. Treatment as heretofore.

THE GRAND CANAL IN VENICE



*Model:* Letter

*Twentieth Week*

400 Center Street,  
Newark,

June 23, 1913

Mr. James Carmody, Manager,  
Francis H. Legget Company,  
New York City

Dear Sir,

I beg to apply for the position of messenger, now vacant in your establishment.

I am fourteen years of age, live with my parents, and have in my possession the necessary working papers.

I have just finished my sixth grade in the Garfield School, Newark, and have my teacher's permission to say that my record, while in her class, was one of the best.

Your superintendent, Mr. Frank Brown, has known me for a long time, and will, I think, recommend me as competent, honest, and industrious.

If you decide to employ me, I assure you that I shall do all in my power to merit your approval.

Very respectfully yours,  
Frank Conroy



*Composition Study**Twentieth Week*

- I. *a.* Oral reading. Class-talk on form.  
*b.* Dictation of model. Corrections by pupils.
  - II. *a.* Blackboard exercises preparatory to the writing of a similar letter.  
*b.* Pupils write original letters.
  - III. Treatment as heretofore.
- 

*Supplement: Oral Drill*

Where the dash occurs in the following sentences, insert the appropriate form of the verb found in the margin:

- (go) 1. The Congressmen had —— to their respective homes before the visiting party arrived at the capitol. The little pages —— home at the same time.
- (throw) 2. The shock of the collision —— the standing passengers to the floor. The other passengers were —— from their seats.
- (tear) 3. Upon emerging from the scrimmage, Clyde discovered his coat was —— . Harold —— his stockings during the same game.
- (fall) 4. In less than an hour, sixty thousand people had —— victims of the awful Lisbon earthquake. Houses and animals —— into the big fissures made in the earth.
- (rise) 5. After the war, the price of food stuffs —— as they had never —— before.



SIXTH YEAR—SECOND HALF

*Model: Narration**First Week*

## A VISIT TO FORT McHENRY

While I was attending school in Baltimore, a number of students, including myself, visited the historic fortification at Fort McHenry. As the commandant expected us, he had already detailed a guide for us.

We were first escorted to the quarters of the artillery and to the drill field, near by. There we saw how the garrison lived. We were then led along a zigzag road to another part of the fort to view the heavy guns in position to be operated. Here the guide took special pains to explain the range and power of those deadly machines. Farther on, he called our attention to odd-looking pieces of ammunition, which were trophies captured at different times and places during the several wars of our country.

But the most interesting incident occurred at the flag pole. As we stood about it, watching "Old Glory" streaming in the breeze, the military band began to play "The Star Spangled Banner." Reverently we raised our hats and sang three stanzas of our beloved anthem.

We then returned to our homes, happy in the recollection of an afternoon pleasantly and profitably spent.

*Composition Study**First Week*

- I. Oral reading. Class-talk on form. Oral outlining.  
In the model, the following would be appropriate headings for paragraph divisions:

Introduction.

Inspection of the fort.

An interesting incident.

Concluding remarks.

In studying other models, pupils should be encouraged to suggest for each paragraph a word, phrase, or clause that expresses the thought contained therein.

- II. Pupils write composition on similar subject.  
III. Treatment as heretofore.
- 

*Supplement: Oral Drill*

In the sentences below, simplify the expressions in italics, by substituting an adverb equivalent in meaning. Thus,

Be considerate and polite *at all times*.

Be considerate and polite always.

1. A patient man suffers *in silence*.
2. We should listen *with attention* to the advice of cultured persons.
3. Acquire the habit of speaking *with a distinct enunciation*.
4. What is done *in haste* is apt to be done improperly.

*Model:* Description

*Second Week*

## METEORS

Meteors are stones or fragments of metal dashing through space. They are occasionally, but incorrectly, called shooting stars.

Meteors are most frequently seen in the nights of August and November. During these two months, the sky is, at times, brilliant with meteors. The fragments, in their flight through the heavens, attain a white heat, give out light, and strike somewhere, or disappear into space. Some of them are of tremendous size and weight.

Specimens are abundant. There is scarcely a museum in this country that cannot show a meteor.

---

### *Composition Study*

- I. *a.* Oral reading. Class-talk on form. Oral outlining.
- b.* Dictation. Correction by pupils.
- II. *a.* Class-talk in preparation for new subject, "Volcanoes."

#### *Notes:*

1. Vents in earth's crust, through which molten or powdered lava is ejected. Cone, crater, lava.
2. Cause: heat, gas, steam, earthquake.
3. Effect: pumice stone and mineral dust hurled ten or more miles high, and sometimes scat-

*Composition Study (Continued)*      *Second Week*

tered over entire continent; volumes of lava sent many miles away; whole towns buried.

4. Number and location: about four hundred in all; frequently found near some ocean; majority on islands in the Pacific.
5. Noted volcanoes: Vesuvius, Hecla, Etna, Pele, Cotopaxi.

b. Pupils write composition.

III. Treatment as heretofore.

---

*Supplement: Oral Drill*

In the sentences below, simplify the italicized expressions by substituting an adjective or adverb equivalent in meaning. Thus,

What I have honestly paid for is mine *by right*.

What I have honestly paid for is rightfully mine. .

1. Electrical storms are due to disturbances *of the atmosphere*.
2. To save the life of a fellow-man at the risk of one's own, is certainly an act *of bravery*.
3. The union of the colonies in a common cause resulted at last *in advantage* to all.
4. By flapping their wings *in a boisterous manner* and cackling *in a most excited manner*, a flock of geese once saved Rome.
5. Refined people do not laugh *in a boisterous manner*.

*Model: Description**Third Week*

## THE SAGACITY OF THE SPIDER

Of all the solitary insects I have ever remarked, the spider is the most sagacious, and its actions seem to me almost to exceed belief. This insect is designed by nature for a state of war, not only upon other insects, but also upon its own kind. For this state, nature seems perfectly well to have formed it. Its head and breast are covered with a strong natural coat of mail which fortifies it against attempts of every other insect, and its trunk is enveloped in a soft pliant skin which eludes the sting even of a wasp. Its legs are terminated by strong claws, not unlike those of a lobster, and serve, like spears, to keep every assailant at a distance.

Not less equipped for observation than for attack or defense, it has several eyes, large and transparent, and covered with a horny substance, which, however, does not impede its vision. Besides this, it is furnished with forceps above the mouth, which serve to kill or secure the prey already caught in its claws or its net.

GOLDSMITH.

---

*Composition Study*I. *a.* Oral reading.*b.* Class-talk on form. Oral outlining.



*Composition Study (Continued)**Third Week*

- II. Class-talk and outlining in preparation for new subject;  
e. g. "The Sagacity of the Saint Bernard."
- III. Treatment as heretofore.
- 

*Supplement: Oral Drill*

Supplement the statements below, by supplying for each an additional statement. Thus,

Steam has been an important power in operating machinery; nevertheless ———.

Steam has been an important power in operating machinery; nevertheless, *electricity is gradually replacing it.*

1. The Indians made so many savage attacks on the Pilgrims, that the latter ———.
2. No American is eligible for the presidency, unless ———.
3. Bell-diving is an unusually dangerous occupation; therefore, high wages ———.
4. The city provides free education for its children, so that ———.
5. The government levies a duty on nearly all imported goods in order to ———.
6. In order to prevent the immigration of undesirable aliens, the Immigration Bureau ———.
7. Our new methods of fertilization have improved the soil so thoroughly that, as a result, ———.

*Model: Letter**Fourth Week*

400 Braddock Place,  
Pittsburg, Pa.

Nov. 23, 1913

Dear Elizabeth,

Margaret Girard, the dearest friend I have here, is moving to Philadelphia. Her family will be in your neighborhood before the end of this month.

Margaret has been my only playmate since I came to Pittsburg. She knows all the Philadelphia school games, and will, of course, show you the games we play here. She will call at your house some evening with a note from me. Won't you kindly make her feel at home? I am quite sure you will grow fond of her.

Now that Margaret leaves me, I know I shall be homesick again for the Mount Vernon School. However, I may go to Philadelphia with mother during the Easter holidays, and, perhaps, surprise you both in school.

Give my love to Marie Clarkson and Rose Thatcher, and remind them of the good times we had together.

Wishing you many pleasant hours with one of the best friends I have ever had, I am still

Your loving friend,  
Florence

*Composition Study**Fourth Week*

- I. *a.* Oral reading. Class-talk on form.  
*b.* Class discussion of material for answer to this letter.
  - II. Answers written by pupils.
  - III. Treatment as heretofore.
- 

*Supplement: Oral Drill*

When words and phrases, parenthetical in character, break the connection between closely related parts of a sentence, they should be set off by commas.

Note commas before and after italicized words:

The approbation of God is, *undoubtedly*, the highest reward of a good life.

The genuine patriot is, *in fact*, the man who is, *at all times*, ready to serve his country.

Apply the above rule to the following:

1. The life of Lincoln is perhaps one of the most striking illustrations of opportunity well used.
2. Success in life is strictly speaking the measure of our achievements in the world of higher ideals.
3. The result of an unjust act is unfortunately not always apparent. Similarly the effect of a good act is at times obscured for the moment.

Pupils write sentences in which will appear these words or phrases: *however*, *nevertheless*, *in short*, *of course*, *no doubt*.

*Model: Narration**Fifth Week*

## A MOONLIGHT EXPERIENCE

One night, some years ago, while I was sitting at my bedroom window enjoying the evening breeze and idly musing, my eyes were suddenly attracted to the moon rising in the east. The evening was delightfully cool. All was still, save for the shrill notes of the katydid or the creak of a locust. These, however, did not disturb my thoughts. I fancied myself in the company of the great men of olden times; for, hundreds and thousands of years ago, they studied and admired this same moon in the heavens.

I must have been in this reverie an hour when faint music in the distance attracted me. Looking directly ahead, I spied a traveler on the slope of a hill about a quarter of a mile distant. He was descending and approaching me. His song was becoming more and more distinct. I listened intently. At last, I recognized the sweet strains of a familiar plantation song, "My Old Kentucky Home." I cannot describe the great emotion that stirred me.

---

*Composition Study*

- I. a. Oral reading. Class-talk on form.
- b. Oral reproduction of model (in third person).

*Composition Study (Continued)**Fifth Week*

- II. a. Class-talk in preparation for composition on "The Rainbow" or "Sunset over the Hills."  
 b. Pupils write original descriptions.
- III. Treatment as heretofore.
- 

*Supplement: Oral Drill*

Memorize the declension of these *relative pronouns*:

Singular	{	Nominative—	who	which	what
		Possessive —	whose	whose	———
		Objective —	whom	which	what

The plural forms are the same as the singular forms.

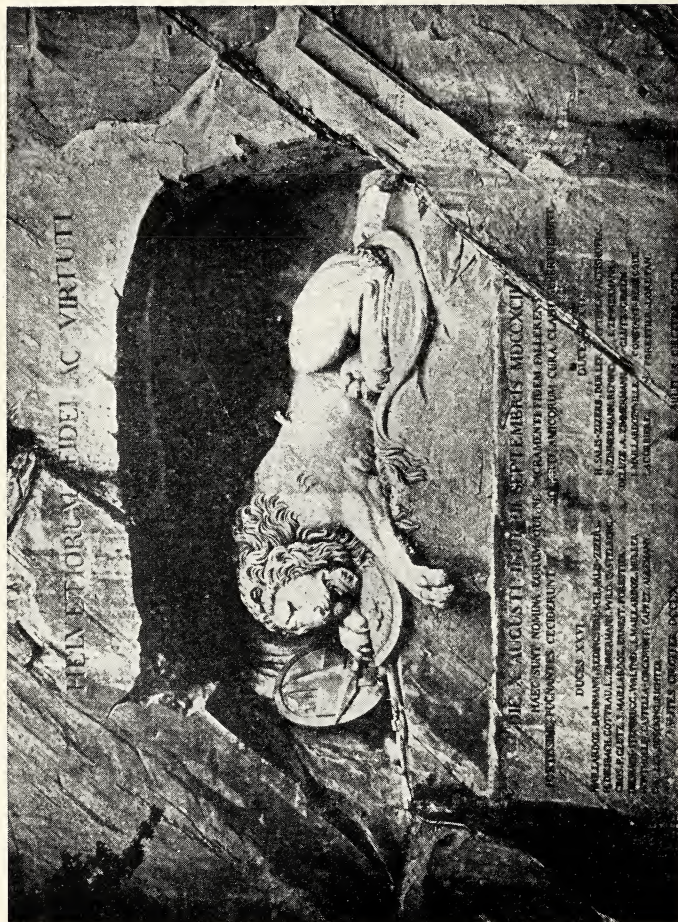
*Who* is used when the antecedent indicates a person.

*Which* is used when the antecedent indicates an animal or thing.

*What* is used usually when the antecedent indicates a thing.

Insert the appropriate relative pronoun:

- Solomon, —— wrote many instructive sayings, was a very wise man.
- The worm —— you spurn at your feet is, in many respects, a useful animal.
- We love the company of those —— love us, and —— ways and thoughts are most like ours.
- It is our duty not to recommend those —— we ourselves cannot trust.



THE LION OF LUCERNE

*Model:* Description of a Picture      *Sixth Week*

## THE LION OF LUCERNE

The picture entitled "The Lion of Lucerne" is that of a lion vanquished after a gallant fight. The expression on his face shows the agony he must have suffered. The broken shaft of the lance protruding from the upper left side of the animal, tells the tale of sure death. The position of the lion shows that he has not surrendered, even in death.

The emblems on the shield are those of France. The Latin inscription above, when translated, reads as follows: "To the Loyalty and Valor of the Swiss." It suggests the story of the encounter, which is told in the lines engraved on the base.

**HISTORY.** The original of this picture is a piece of statuary hewn out of a high cliff outside one of the ancient gates of Lucerne, Switzerland. The colossal lion, the model for which was made by Thorwaldsen, commemorates the men of the Swiss guard who fell in defence of the Tuilleries, Paris, on August 10, 1792.

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### *Composition Study*

See treatment of similar subject, on page 21.

*Model: Exposition*

*Seventh Week*

### PRISONERS' BASE

Two parallel bases, ten yards long and twenty-five yards apart, are marked off on a big field. A plate base for prisoners is placed eight yards to the right of each base line. Two captains choose sides; ten players to a side would be a good number. The object of the game is for either side to catch each player of the other side and detain him at the prisoners' base.

The two sides—call them A and B—are lined up on their bases, facing each other. *Mark* of side A leaves his base and approaches side B, daring his opponents to catch him. *Carl* of side B comes out and gives him chase. *Frank* (side A), seeing *Mark's* danger, runs out to catch *Carl*. But *Lyle* (side B), who has nothing to fear from anybody in the field who has left the base ahead of him, makes a dash for *Mark* or *Frank* and tags him. The boy who is tagged becomes a prisoner. The game is suspended until the prisoner is on the prisoners' base of side B.

Side A now plans to release the prisoner; side B endeavors to hold him and catch others at the same time. Prisoners hold hands from the base and thus form a line in any convenient direction.

It should be remembered, first, that only one play can be made at a time; second, that any player just leaving his base is "fresh" on all his opponents in the



*Model (Continued)**Seventh Week*

field who have left their base ahead of him; third, that prisoners are released when a player of their side succeeds in touching any one of them before being himself tagged by the opposing side; fourth, that the game is won when the captain surrenders, or when all on one side have been made prisoners.

---

*Composition Study*

- I.
  - a. Oral reading.
  - b. Class-talk on form. Oral outlining.
  - c. Oral reproduction.
  - d. To make this exercise more vivid, pupils should play this game during the day—perhaps during the physical training period or the recess.
- II.
  - a. Class-talk on some familiar game, in preparation for new composition; e. g. "How to Play Handball" or "How to Play Circle Dodge Ball."
  - b. Pupils write compositions.
- III.
  - a. Blackboard criticism of one or two compositions. (The compositions intended for this criticism should be transferred to the board in advance of the lesson.)
  - b. Correction of individual compositions by pupils with aid of teacher.
  - c. Poorly constructed compositions rewritten after revision.

*Model: Letter**Eighth Week*

Calvert Hall College,  
Baltimore, Maryland,  
Oct. 3, 1913

Dear Charles,

I must write to you in haste. On opening my trunk a little while ago, I discovered that I had not packed my French dictionary, my notebooks, and my fountain pen. Please send them to me by the earliest mail.

Through the courtesy of the registrar, my quarters of last year have been reserved for me. Many of my old friends have already returned. This evening's train will bring the rest. Studies will begin to-morrow, but not all under the same instructors as we had last year, for two have resigned. Later, I shall tell you about the new instructors, and send you other news also.

As I wish this letter to go by the one o'clock mail, I must close at once.

Give my love to father, mother, and all the dear ones at home.

Your affectionate brother,  
Frank

---

### *Composition Study*

- I. a. Oral reading. Class-talk on form.
- b. Pupils reproduce model from memory.

*Composition Study (Continued)*      *Eighth Week*

- II. Class-talk and blackboard work in preparation for similar letter.
  - III. Treatment as heretofore.
- 

*Supplement: Oral Drill*

The *semicolon* is used

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

The *colon* is used

1. To introduce a series or a list.
2. After the words *this*, *these*, *as follows*, *thus*, and similar expressions when they precede a quotation.

Note the comma, the semicolon, and the colon:

1. "Wisdom is the principal thing; therefore get wisdom; and with all thy getting, get understanding."
2. Nathan's words were these: "Thou art the man."
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; to carfare and other incidentals, \$28.

*Model:* Historic Incident

*Ninth Week*

## THE PURCHASE OF ALASKA

1. Original ownership.
2. Causes leading to the purchase.
3. Benefits resulting from the purchase.

Russia acquired Alaska by right of the discovery made by Vitus Bering in 1741. In 1797, Czar Paul granted to the Russian-American Fur Company the exclusive right of hunting and fishing in the Alaska country. The charter of that company expired in 1867, and the Russian government refused to renew it.

In the meantime, the United States government had been busy studying the conditions and resources of Alaska. The reports of the commissions in charge were so favorable that on May 20, 1867, we acquired the whole land from Russia for seven million two hundred thousand dollars.

Our country has never had occasion to regret the purchase, for Alaska has extensive and valuable resources. Gold is the chief export. Salmon fishing, and the catching of seal for their highly prized skins, rank next in importance. The mining and fishing industries alone yield annually more than twenty times the amount originally paid for the territory.

*Composition Study**Ninth Week*

- I.
    - a. Oral reading.
    - b. Class-talk on form.
    - c. Oral reproduction.
    - d. Written reproduction of model from memory.
  - II.
    - a. Class-talk in preparation for composition on "The Purchase of Florida," pupils using outline at head of model.
    - b. Pupils write composition.
  - III. Treatment as heretofore.
- 

*Supplement: Oral Drill*

Repeat the rules for the correct use of the relative pronoun as found on page 57.

Where the dash occurs in the following sentences, insert the appropriate relative pronoun:

1. I was asked where and by —— St. Augustine and Santa Fe were originally founded.
2. In your conversation, it matters much to —— you speak and —— you say.
3. The good God gives us —— our wants require.
4. The spendthrift squandered in a month —— it had taken his father years to save.
5. The present monarch of England, —— is also Emperor of India, is the fifth English king to take the name of George.

*Model: Report**Tenth Week*

## ALDRICH'S "THE STORY OF A BAD BOY"

"The Story of a Bad Boy" was written by Thomas Bailey Aldrich. In fact, it is the story of Mr. Aldrich's own life during the three years he spent in Rivermouth.

The book is full of boyish pranks; perhaps that is why it has this title. But I think that Tom Bailey really was not a bad boy. He was studious and well behaved in school; obedient and respectful to his relatives, the Nutter family; always very obliging, and rather popular. When he was homesick, he always spoke of his dear mother in far-away New Orleans; and when his father succumbed to the cholera, the boy's grief showed, beyond a doubt, that he had a sensitive heart, one that could not be found in a bad boy.

It is an interesting book. Some parts are amusing; some, exciting; and some, sad. Tom's friends are full of fun and enterprise. No adventure is too much for them; they have their stage plays, warfare, and actual shipwreck.

I like particularly well the chapter entitled "The Cruise of the Dolphin." This is the chapter that puts the R. M. C. on their mettle, and shows, further, that the mischievous Tom Bailey was, after all, not a bad boy.

*Composition Study**Tenth Week*

- I. *a.* Oral reading. Class-talk on form. Oral outlining.  
(Where practicable, the teacher should read "The Cruise of the Dolphin" during the reading lesson.)  
*b.* Pupils should be asked to prepare for similar reports.
- II. *a.* Pupils make outline of their reading in preparation for composition.  
*b.* Pupils write compositions.
- III. Treatment as heretofore.

*Supplement: Oral Drill*

Insert the appropriate interrogative:

1. Under —— administration did the Civil War break out?
2. —— of the flowering plants has the remarkable fragrance?
3. To —— is the invention of the telephone ascribed?
4. By —— arrangement was the Gadsden Purchase made, and by ——?
5. —— image and —— inscription do you see on the Lincoln penny?
6. —— do you think was the greatest hero of the late war?
7. For —— is Henry Clay famous in United States history?

*Model:* Description

*Eleventh Week*

### THE PRESIDENT'S FLAG

The flag of the President of the United States is a rectangular piece of scarlet bunting upon which is emblazoned the great seal of our country. The design includes the official coat of arms of the United States resting on the breast of an American eagle, whose wings and talons are outstretched. The eagle holds in its right talon an olive branch; in its left, a sheaf of thirteen arrows; and on its back, a scroll inscribed with the motto, *E Pluribus Unum*. Above the eagle's head is a brilliant sunburst encircling a group of thirteen stars. The constellation is white. The rays are in heavy stitching of gold.

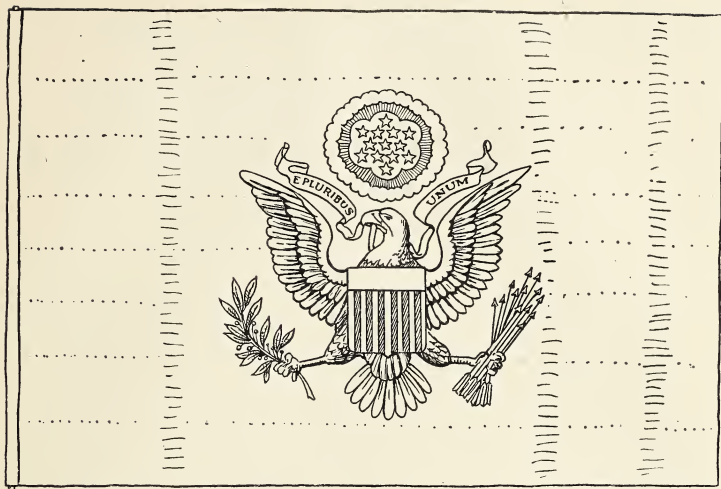
This flag is the one which is hoisted from a government army transport while the President is aboard. Another flag of our Executive, called the scarlet silk colors, is a slight modification of this design. The latter flag accompanies the President to posts of the army and to social functions on land.

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#### *Composition Study*

Treatment as heretofore, pupils describing the flag of the United States, in an original composition.





THE PRESIDENT'S FLAG

Condense the following sentences by using in each, instead of the first verb, its participial form:

- (noticing) 1. The weather man noticed the deep-red twilight and predicted rain.
- (perceiving) 2. The frightened natives perceived the underground rumblings and rushed into the streets in dread of an earthquake.
- (observing) 3. In the fall, when the ranchmen observe the thick coats coming on their cattle, they prepare for a severe winter.
- (fearing) 4. The United States feared that the trouble with the Seminoles of Florida would not cease, and bought all their land.

*Model:* Business Letter

*Twelfth Week*

874 Beekman Street,  
Boston, Mass.,  
Dec. 4, 1914

The Charlestown Illuminating Co.,  
321 Main Street.

Gentlemen:

I am in receipt of your bill dated December first, and am returning it for correction. I am quite sure some error has been made, as our house has been closed for a large part of the time covered by the bill.

Allow me to call your attention also to the poor quality of gas we have been getting for the past six weeks. It would be fair to both sides if your inspector were sent to examine the meter.

I hope you will give this matter your early attention.

Very truly yours,  
Morris Munroe

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### *Composition Study*

- I. *a.* Oral reading.
- b.* Class-talk on form.
- c.* Class-talk in preparation for letter of complaint to owner of premises, calling his attention to a broken stairway and the danger that may result from it. (The teacher may substitute another subject.)

*Composition Study (Continued) Twelfth Week*

- II. a. Review; talk on form. Oral outline.  
b. Pupils write letter and address envelopes.
- III. Treatment as heretofore.
- 

*Supplement: Oral Drill*

Recalling the rules governing the use of the comma and the semicolon, punctuate the following:

## THE SCARCITY OF RUBBER

Notwithstanding the tremendous marketing of rubber only a very small quantity of it often not more than a few pounds is annually harvested from an individual tree or vine. Indeed this article is so extensively used that the supply from the uncultivated plants is not sufficient to meet the demand and rubber plantations are now set in many localities. This is especially so in Mexico Brazil in several of the West Indies in Ceylon Malaysia Java and the Philippine Islands.

The cultivation of Para rubber is a very profitable pursuit in Ceylon and Singapore. It is reported that two hundred fifty Para trees can be raised on a single acre and that at the age of six years a tree will yield about a pound of rubber per year. From the time it is twelve years old a good Para tree will give six pounds annually and if carefully tapped it will yield that much steadily for many years.

*Model: Narration**Thirteenth Week*

## AN EARTHQUAKE CRASH

I was traveling in the Pyrenees, and came one evening to a glen, or rather, a vast crack in the mountains. This curious crack was so narrow that there was no room for anything at the bottom of it, save a torrent roaring between walls of polished rock. High above the torrent, a road was cut out among the cliffs; and above the road, rose more cliffs, with great black caverns, out of which poured foaming waterfalls. Above them were mountains piled on mountains, all covered with woods of box. Out of the box-woods above, rose giant silver firs, clothing the cliffs and glens with tall black spires, till they stood out in a jagged, saw-edge against the purple evening sky.

At the head of the valley, rose vast cones of virgin snow, miles away in reality, but looking so brilliant and so near that one fancied, at first, that one could touch them with one's hand. Snow-white, they stood, seven thousand feet high. I watched their beautiful white sides turn rose color in the evening sun, and when it set, I saw them fade into dull cold gray, till the bright moon came out to light them up once more.

Adapted from CHARLES KINGSLEY

*Composition Study**Thirteenth Week*

- I. Oral reading. Study of model.
  - II. *a.* Class-talk in preparation for new subject; e. g. "The Natural Road" or "The Grand Rapids" or "The Railway up the Mountain" or "The Grand Canyon." (Stereopticon views abound in vivid pictures easily adapted to description similar to the model.)  
*b.* Pupils write.
  - III. Treatment as heretofore.
- 

*Supplement: Oral Drill*

Transpose the following sentences by simplifying the italicized parts. Thus,

The United States purchased Louisiana *that it might control the Mississippi and the West.*

The United States purchased Louisiana *to control the Mississippi and the West.*

1. The father toiled *that he might furnish the necessities for his family.*
2. Some of the men sacrificed themselves *that the women and children might be saved.*
3. Paul Revere mounted and *rode off at a gallop.*
4. To strengthen his lungs, the patient took a walk *every morning before he sat down to breakfast.*
5. As soon as the admiral received his orders, the fleet moved *without a moment's delay.*

*Model: Description**Fourteenth Week*

## PERRY'S VICTORY ON LAKE ERIE

During the War of 1812, when Captain Perry was placed in charge of the little American fleet on Lake Erie, he found the British in complete control of the lake.

At ten o'clock in the forenoon of September 10, 1813, Perry hoisted his flag from the masthead of his ship, the "Lawrence," and sailed straight for the enemy, six miles away. As soon as the ships came within gunshot of each other, the English flagship opened fire on the "Lawrence." A fearful cannonading followed, and continued for several hours. Finding his crew diminishing, Perry leaped into a boat and carried his flag to his next largest ship, the "Niagara." In doing this, the fearless commander passed within pistol-shot of the British, who had turned all their guns fully upon him; yet he escaped uninjured. Perry at once forced the "Niagara" through the enemy's line, firing broadsides right and left. So terrible was the encounter that the British surrendered fifteen minutes after Perry had boarded the "Niagara."

On the back of an old letter, Perry then wrote to General Harrison that simple, stirring, famous message: "We have met the enemy, and they are ours."

*Composition Study**Fourteenth Week*

- I. Oral reading. Oral outlining and reproduction.
  - II. Class-talk in preparation for similar composition: e. g.  
“Dewey’s Victory.” Pupils write composition.
  - III. Treatment as heretofore.
- 

*Supplement: Oral Drill*

Read and reproduce the fable printed below. Then substitute for the italicized parts other words or phrases equivalent in meaning:

A jar of honey had been upset in a housekeeper’s room. A number of flies were immediately *attracted by its sweetness*. They alighted on the honey, and *devoured it greedily*. Their feet, however, became *smearred* with sticky honey. As they could not use their wings nor release themselves, they were *smothered*. Just as they were *expiring*, one exclaimed, “Oh, *foolish* creatures that we are! For the sake of a few minutes’ pleasure we have *destroyed ourselves*.” Pleasure bought with pain hurts.

If time will permit, select, for similar treatment, one or more of Æsop’s Fables, from the following list:

- The Hare and the Tortoise
- The Dog and the Shadow
- Hercules and the Driver
- The Lion and the Mouse
- The Wolf and the Lamb

*Model: Amplification*

*Fifteenth Week*

### IT IS EITHER YOU OR I

(A French story dating from the time of Henry IV of France)

A peasant is on his way to Paris to see the king. The latter is in the French camp, a mile from the capital. The king sees the peasant, stops him, and questions him. The peasant does not recognize the king. They converse and ride on, the army following. The king asks the peasant to notice the person whose head remains covered as they pass through the streets. The peasant does not see the point. A spectator secretly chides the peasant for his rudeness in keeping his hat on his head while in the presence of his king. The king is amused at the peasant's embarrassment. At last, the peasant awkwardly remarks to the king: "It is either you or I, for we are the only ones with our heads still covered."

#### *Illustration*

In the time of Henry IV, King of France, a peasant once thought he would ride to Paris to see the king. He mounted his plow horse and started off. When only a mile from the French capital, a horseman, richly clad, approached and suddenly stopped him.

"Why are you bound this way, friend?" asked the king. "Have you business in Paris?"



*Illustration (Continued)**Fifteenth Week*

“Yes,” answered the peasant, “I am on my way to see the king ——.”

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### *Composition Study*

- I. a. Silent reading of sketch.
- b. Oral reproduction of story.
- c. Rapid reproduction of story in writing.
- II. a. Silent reading of the following sketch:

#### THE BAGPIPER REVIVED

Incident during the pest in London, 1665 (over 100,000 victims). Scotch bagpiper ekes out a living by piping on the steps of St. Andrews Church. He had taken antidotes to ward off infection. He falls asleep on steps. Death cart makes its usual rounds at night. Dead taken to outskirts and buried. The piper taken up.

Rumbling of wagon and barking of dog arouse piper. He sits up and plays Scotch tunes. Drivers frightened, light torches. Piper is released.

Statue of piper and dog still seen in London.

- b. Oral amplification of the sketch.
- c. Written reproduction of story.
- III. a. Some compositions read.
- b. Correction by pupils with aid of teacher.
- c. Poorly constructed compositions rewritten after revision.

*Model: Letter**Sixteenth Week*

927 Commonwealth Avenue,  
Frankfort,

Dec. 19, 1913

Dear Brother Harry,

We received your letter Saturday night, and your postal on Tuesday morning. Father is delighted to learn of your success in college. On his return from business each evening, his first words are, "Any news from Harry to-day?" He never tires speaking of you.

I fear we shall not have a happy Christmas this year, Harry, unless you are with us. Can you not arrange to run home just for that day?

Somehow, I feel you will not be here, but mother says she will try to be content as long as you keep well. This Christmas I shall try very hard to make father and mother as happy as possible, in the hope that they will not feel your absence so keenly.

Now, I am going to wish you a Merry, Merry Christmas, and in doing so, my eyes fill with tears, for I am very lonesome without you. Do not fail to write to mother before Christmas day.

Your devoted sister,

Tess

*Composition Study**Sixteenth Week*

- I. *a.* Oral reading. Class-talk on form. Oral outlining.  
*b.* Pupils reproduce model from memory.
- II. Class-talk and blackboard work in preparation for Harry's reply. Pupils write.
- III. Treatment as heretofore.
- 

*Supplement: Oral Drill*

In the sentences below, choose the correct word:

- (is, are) 1. Athletics ——— healthful when not carried too far.
- (has, have) 2. The United States ——— informed  
 (its, their) Canada of ——— intention regarding imports.
- (yield, yields) 3. The Southern states ——— extensive crops of cotton.
- (his, their) 4. Frank or Clarence will favor us this evening with ——— company.
- (this, these) 5. You are not permitted to dump ——— ashes on the sidewalk.
- (its, their) 6. Politics in ——— best sense is the science and art of government.
- (is, are) 7. The proceeds of this lecture ——— intended for the City Orphan Asylum.
- (is, are) 8. Only one of the members of the glee club ——— able to sing soprano.

*Model: Narration**Seventeenth Week*

## ADVENTURES OF A SHILLING

“I was born,” says the shilling, “on the side of a mountain, near a little village of Peru, and made a voyage to England in an ingot, under the convoy of Sir Francis Drake. Soon after my arrival, I was taken out of my Indian habit, refined, naturalized, and put into the British mode, with the face of Queen Elizabeth on one side, and the arms of the country on the other.

“Being thus equipped, I found in me a wonderful inclination to ramble, and to visit all parts of the new world into which I was brought. The people very much favored my natural disposition, and shifted me so fast from hand to hand, that before I was five years old, I had traveled into almost every corner of the nation.

“I shall pass over many accidents and adventures and hasten to that fatal catastrophe when I fell into the hands of an artist, who, with an unmerciful pair of shears, so frightfully mutilated me, that I was not worth a groat. In this disfigured condition, I should have been ashamed to have shown my head, had not an old acquaintance of mine been reduced to the same shameful figure. I was then thrown into the furnace and reappeared with greater beauty and luster than I could ever boast of before.

*Model (Continued)**Seventeenth Week*

“What happened to me since this transformation, I shall take some other opportunity to relate.”

Adapted from ADDISON

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### *Composition Study*

- I. *a.* Oral reading.  
*b.* Pupils reproduce the story in their own words.
  - II. *a.* Class-talk in preparation for new subject; e. g. “The Story of a Lincoln Penny” or “My Many Readers” (the story of a library book) or “The Adventures of a Merchant Ship.”  
*b.* Pupils write composition on subject selected.
  - III. *a.* Some compositions read.  
*b.* Corrections by pupils under guidance of teacher.  
*c.* Poorly constructed compositions rewritten after revision.
- 

### *Supplement: Oral Drill*

Read the following proverbs, and tell their meanings in your own words:

“Sin has many tools, but a lie is a handle that fits them all.”

“It takes two to make a quarrel, two to keep it going, but only one to stop it.”

*Model: Exposition*

*Eighteenth Week*

## THE PLAN OF THE MEXICAN WAR

The fight with Mexico was a fourfold attack upon the country, led respectively by Taylor, Kearney, the Pacific fleet, and Scott.

Against heavy odds, Taylor made an attack along the northern boundary of Mexico, and defeated the enemy at Monterey and Buena Vista February 27, 1847.

Kearney's duty was to capture New Mexico. He did his work so well that within a few months every square foot of its territory was turned over to the United States, and he was on his way to California.

When the Pacific fleet arrived at California, Captain Frémont had already taken up the cause of the American settlers in their grievances against Mexico, and had set up an independent government.

Scott's attack was directed against the very heart of the enemy, the City of Mexico. His naval force of twelve thousand men landed in the neighborhood of Vera Cruz. This place was taken after a bombardment of four days, and a march to Mexico City began. Fifty miles inland, Scott met Santa Anna, who was in command of the main part of the Mexican army, and defeated him in several sharp encounters. The Americans continued their march to the capital, and entered it in September, 1847, thus ending the war.

*Composition Study**Eighteenth Week*

- I. *a.* Oral reading. Class-talk on form.  
*b.* Oral outlining. Oral reproduction.  
*c.* Pupils write model from memory.
  - II. *a.* Pupils make outline of the plan of the War of 1812.  
*b.* Blackboard criticism. Pupils write composition.
  - III. Treatment as heretofore.
- 

*Supplement: Oral Drill*

Punctuate the following extract:

1. But may I not compete for prizes against the other boys
2. Well there is no harm in that for you do not harm the others even if you win. They will have learned all the more while trying for the prize and so will you. But I tell you fairly trying for prizes is only fit for a child and when you become a man you must put away childish things
3. But surely I may try to be better and wiser and more learned than anybody else
4. My dearest child why try for that Try to be as good and wise and learned as you can and if you find any man or ten thousand men superior to you thank God for it Do you think that there can be too much wisdom in the world

Adapted from CHARLES KINGSLEY

*Model:* Description

*Nineteenth Week*

## THE PANAMA CANAL

In 1502, when Columbus made his fourth voyage, he steered his craft into the bay which is the Atlantic end of the present Panama Canal. Had the canal been there at that time, Columbus might, in reality, have found the route to the East Indies, which was the main object of his voyage.

Balboa explored much of Panama in 1513, and suggested to the Portuguese government that a canal be dug there to connect the two oceans. Many years afterward, the Dutch, and later still, the French planned to construct such a canal; but neither succeeded.

In 1903, the United States made a treaty with Panama, which country had, a short time previously, declared its independence of Colombia. Under this treaty, the United States agreed to pay the Panama government a stated sum of money, and also, upon the completion of the canal, a yearly rental. The property so controlled is called the Canal Zone. It extends from Colon to Panama, covering an area forty-seven miles in length and ten miles in width. The work was begun in 1904.

The digging of this canal is the greatest engineering feat ever undertaken by the United States. Every nation has watched the work with interest, for its



*Model (Continued)**Nineteenth Week*

completion means a shorter and cheaper passage between the two great oceans.

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*Composition Study*

- I.
    - a. Oral reading.
    - b. Class-talk on form.
    - c. Oral reproduction.
    - d. Written reproduction of model from memory.
  - II.
    - a. Class-talk and outlining in preparation for composition on "The Erie Canal."
    - b. Pupils write compositions.
  - III.
    - a. Some compositions read and criticized.
    - b. Corrections by pupils.
    - c. Revised compositions rewritten if thought necessary.
- 

*Supplement: Oral Drill*

From Column II, pick the attributes appropriate to the subjects in Column I:

COLUMN I	COLUMN II
sugar	malleable
copper	ductile
gold	tart
ripe fruit	sweet
some apples	luscious

*Model:* Letter

*Twentieth Week*

149 Ritter Strasse,  
Budapest, Hungary,  
Oct. 24, 1913

Miss Lillian Clarke,  
Boston, Mass.

Dear Lillian,

It is now four months since we bade each other good-bye. In the meantime, I have, with my father, crossed the great ocean and visited many interesting places.

Our trip was long and stormy; consequently, my father thought it best to stop a few weeks in Hamburg before taking the train for Budapest. It was the middle of July before we reached the Hungarian capital.

When we left Boston, my father was ill. Since our arrival here, he has improved wonderfully, as a result of the daily use of the sulphur baths and the "bitter water" springs. Every morning we drive to one of the mineral springs. Occasionally, we make excursions in and about town. These little trips have enabled me to see all the famous arsenals, citadels, art galleries, and other points of interest.

The schools here differ very much from those in Boston. I am going to a school in which not a word of English is spoken. It is so difficult for me to talk in a foreign language that I long to be back again in my home city.

*Model (Continued)**Twentieth Week*

Write to me soon, dear Lillian, and give my love to all my friends in the class.

Yours lovingly,  
Edith

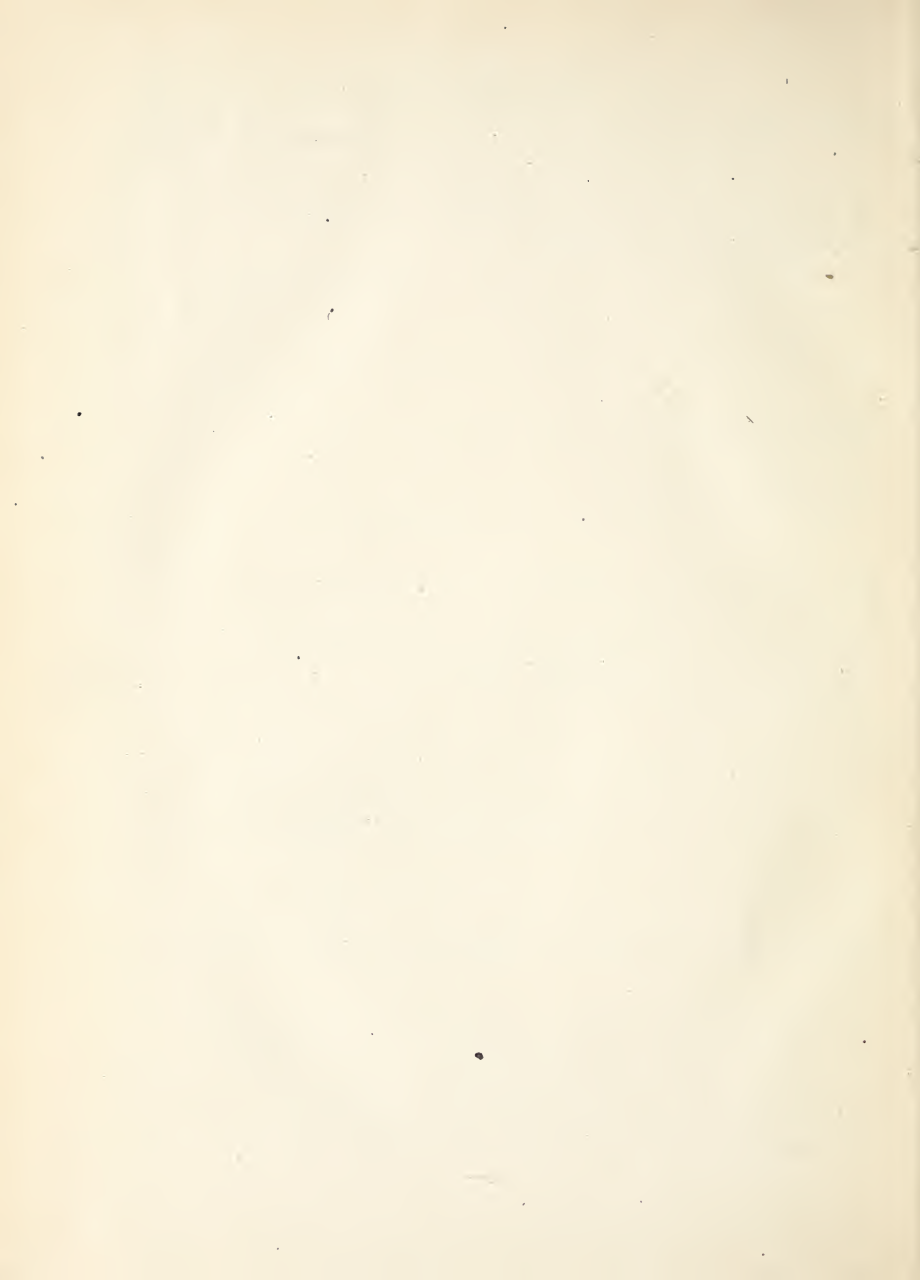
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### *Composition Study*

- I. *a.* Oral reading.  
*b.* Class-talk on form. Oral outlining.
  - II. *a.* Class-talk in preparation for answer to the above letter.  
*b.* One or two answers written on blackboard.  
*c.* Class criticism of the answers.  
*d.* All pupils write.
  - III. *a.* Some letters read.  
*b.* Corrections by pupils under guidance of teacher.  
*c.* Revised compositions rewritten if thought necessary.
- 

Give in your own words the meaning of the following extract:

“Be steadfast, my boy, when you’re tempted,  
To do what you know t<sup>o</sup> be right;  
Stand firm by the colors of manhood,  
And you will o’ercome in the fight.”





MAR 27 1912

