

# ENGLISH

BOOK ONE

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THE CABELL-FREEMAN SERIES

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# ENGLISH

TAUGHT INDUCTIVELY

BOOK I



BY

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## PREFACE

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This book aims, as other books have aimed, to foster and guide the children's natural interests. It adopts the method, already approved, of presenting the subject directly to the children, and addresses itself particularly to the task of making this method something more than a flimsy convention.

It is unfortunate that text books in English should resemble so faintly the "real" books which children love; that broken lines, special types, lessons cut to a length, and other formalities should break such happy associations or prevent their forming. It is hoped that the present text will show a measure of reform in this direction, and so make not only for the children's keener pleasure in their work, but for their better intelligence concerning it.

It is possible that some teachers may fail to perceive or may disapprove the sequence of lessons adopted in the text. To be effective, the study of English, at least as pursued by elementary school children, must sacrifice something of what is commonly called its "logical" development to all sorts of more or less casual calls and opportunities. As great a variety of material as possible, therefore, has been provided, and many suggestions of ways to handle it, the effort being

to leave teachers free to set up interesting lines of activity among the children and yet to give them practical assistance in doing so. Few, if any, of the lessons represent work designed for one class period only; and many outline a fuller treatment than any particular class would probably undertake. A few exercises only, which have seemed to the authors exceptional because of difficulty or of dependence on resources not necessarily at the command of teachers, have been separately grouped.

The sentences used in the oral drills have been compiled or composed solely with regard to their value as exercises in the technique of speech. In regard to them and to the breathing exercises, it is believed that regularity in practice and insistence upon precision in the manner of practice are essential to their efficacy. The use of these drills in relation to particular exercises in speaking and interpretative reading is, of course, left largely to the teachers. Upon the teachers' appreciation, indeed, of the need of improvement in the American voice and the American use of the English language, their ability to recognize errors peculiar to the several parts of the country, and their judgment in attacking them, the value of this part of the work must depend.

In regard to the teaching of composition—if any suggestions be worth while in a matter so wholly dependent upon the sympathy and equipment of the

teacher—it may be said that the correction of errors should never be allowed to appear as an end in itself, and that the children should be encouraged to read attentively the text and to examine it, as they examine their own speech and writing, for illustrations of effective and ineffective expression.

The material is organized in three divisions, designed for use in the fourth, fifth, and sixth grades, respectively. The offering for the fourth year is greater in amount than that for the fifth and sixth years, in the expectation that some of it, if not adapted to the need of the children in the place in which it occurs, may be found available at a later time.

*E. D. C.*

*V. W. F.*

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# ENGLISH

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## LESSON 1

### Vacation Experiences

Read the following aloud:

It will be pleasant, on the first day of school, to talk over the changes we find in coming back. You will wish to hear where the different members of the class have been during the vacation and what they have been doing. No doubt every member of the class will have something interesting to tell.

All who get up to tell their story must remember to speak so that the persons farthest away in the room may hear without trouble. One way of being polite is to speak so that others will understand easily what we say. It is polite, too, to tell a speaker that we cannot hear what he says.

## LESSON 2

### Learning to Speak and Read Well

You will find it easier to speak and read distinctly if you stand and breathe properly. Read the following directions aloud and then put them into practice.

## BREATHING EXERCISES

POSITION : Stand erect  
 Feet slightly apart  
 Head erect  
 Chest lifted  
 Lower part of body drawn back  
 Arms hanging loosely at sides

Rise on toes—hold position—count five—and slowly descend. Repeat several times.

Inhale slowly and audibly through a small opening between the lips, the sound produced being *f*. Having filled the lungs, retain the air ten seconds; resist the inclination to expel it. Slowly exhale through the mouth, making the sound of *sh*.

Practice twice a day, about the middle of the morning and afternoon sessions. The time of holding breath should be gradually increased to 30 or 40 seconds.

Read these verses silently :

“Hundreds of stars in the high blue sky;  
 Hundreds of shells on the shore together;  
 Hundreds of birds that go singing by;  
 Hundreds of bees in sunny weather;  
 Hundreds of dewdrops to greet the dawn;  
 Hundreds of lambs in purple clover;  
 Hundreds of butterflies on the lawn;—  
 But only one Mother *the wide world over!*”  
 —George Cooper.

Now read them aloud. Make us know how many, many stars and shells and birds and bees and dewdrops and lambs and butterflies there



are. What do you think about the last verse? If you think what it says is true, read it in a way to make us certain that you think so. Notice that the verses have no title; make one for them.

Write the verses on the board. Begin the second verse exactly beneath the first, the third beneath the second, and so on.

What do you notice about the first letter of each verse?

### LESSON 3

#### A Book for Verses

Make for yourselves a book in which you can copy all the verses and sentences you like. Be careful to make the book as attractive as possible.

When it is finished, bring it to class and explain how you made it. What did you consider before deciding on the size? How did you fasten the sheets of paper? What sort of paper did you use for covering the boards? How did you cover and join the boards? How did you fasten the end papers? What design did you make for the cover? What did you consider in making your design?

Discuss all these questions in class, and when you have decided just what was done, write sentences on the board one after another that will answer every question. Be careful to leave a broad, even margin between what you have written and the left edge of the board or paper, but begin the first line at least an inch farther

to the right. Put a period after every one of your sentences. With what sort of letter will you begin each sentence?

Copy what you have written on the first page of your book, being careful about the margin and the place where you begin the first line. Let your work be very neat.

Write a note to a friend telling her why you made the book and how you are going to use it.

#### LESSON 4

##### The Apple of Discord

Make a story in class for this picture, every one in the class helping. Give all the children names. Where are they? What are they doing? What do you think the third little girl is thinking about?

When you have made your story, your teacher will ask one of you to tell it from beginning to end.

Write sentences describing each one of the children. Read your sentences aloud, and decide which descriptions please you most.

Read these sentences:

I am taller than she (is). She is prettier than we (are). He is stronger than they (are). You are darker than I (am).

I am as large as you (are).

I am not so little as she (is).

Write the following sentences with each one of the words: *I, you, he, she, we, they.*



**SUGGESTIONS:** Ask your teacher to read to you the story of Paris and the Golden Apple.

Plan a little play from your own story or from the story read to you by your teacher.

Read these sentences :

I am the tallest of the girls. This is the best picture of all.

Make sentences using the following words :

|        |       |
|--------|-------|
| better | best  |
| more   | most  |
| worse  | worst |

Which will you use in comparing two people?  
In comparing more than two people?

## LESSON 5

### Drill on Italian "a"

Open the mouth wide as if to yawn. Hold the position for a second, then utter *ah*.

Sound *ah-oo*, changing from *ah* to *oo* slowly, making a continuous sound without a break.

Sound *ah-ee*, changing from *ah* to *ee* softly and without any jerkiness.

Sound *ah-ee-oo*.

Practice each several times.

Pronounce carefully :

|        |       |      |         |
|--------|-------|------|---------|
| art    | farm  | calf | bark    |
| dart   | laugh | arm  | drama   |
| part   | arch  | are  | Asgard  |
| start  | alms  | jar  | Dante   |
| heart  | calm  | car  | calves  |
| hearth | palm  | mar  | saunter |
| harm   | half  | mark | laundry |
| alarm  | path  | hark | march   |

He killed two calves and sold three halves.

They sing psalms, beg alms, wave palms  
In storms or calms and feel no qualms.

Ask an artist to make a basket for an example.

“Hark! hark! the lark at heaven’s gate sings.”

## LESSON 6

### Autumn Flowers and Fruits

Come to class tomorrow prepared to name all the growing things you see about you at this season of the year — the flowers now blooming in the garden, and the weeds in the fields and pathways. Tell where you saw these plants and whatever you know about their life and habits. If you have a garden, tell what you are doing in it at this season of the year.

Make on the board as long a list as you can of flowers and fruits and vegetables that might profitably go into a garden. If you do not know how to spell the names of these flowers and vegetables, look them out in the dictionary.

Learn :

Blue flags, yellow flags, flags all freckled,  
Which will you take? yellow, blue, speckled;  
Take which you will, speckled, blue, yellow,  
Each in his way has not a fellow.

Be careful in pronouncing correctly the second syllables of each of these words :

|         |        |         |        |
|---------|--------|---------|--------|
| yellow  | bellow | hollow  | follow |
| shallow | mellow | swallow | tallow |
| shadow  | fellow | wallow  | mallow |

## LESSON 7

## Wild Rice

“The wild rice grows very high. Sometimes it grows in long feathery bunches a yard high. The seeds get ready to fly in the fall. The reason they grow so high is because the wind can scatter them better. The wild rice seed is a flying seed.”

This is a description of wild rice, written by a child who had made an excursion to a swamp. Read it aloud. What has the writer said to show how beautiful a plant wild rice must be? What facts are mentioned that you yourselves know to be true? A good description is one that shows what a thing really is.

If you had been writing this description, would there have been anything else you would have wished to say? Make any changes you think will improve it, and read aloud what you have written. What reason might you give for making the last sentence of the theme as it is now written the third sentence in the corrected theme?

If there is any growing thing about which you know as much as this child knows about wild rice, write a description of it.

Notice that the writer of the description has made a margin on the left side of the paper, just as you were asked to do when you copied your explanation of the way you made your book.

Notice also that the first line of her description begins farther to the right than the margin requires in other places and that the last line

comes to an end before it reaches the margin on the right. These are the ways by which you can see, without even reading the sentences, that they belong together, that they all tell something about the same subject. Such a group of sentences belonging together is called a paragraph.

## LESSON 8

### Rollo's Garden

Rollo was a little boy who wanted a garden of his own. His father let him have a piece of land for a garden on condition that if Rollo let his garden get out of order and if he received notice that it was out of order, he was either to put it perfectly in order within three days or to forfeit the garden and all that was growing in it. His father also promised to buy at fair prices all the vegetables that he raised in the garden. Rollo was very happy and felt sure that he would never forfeit his garden.

The first few days Rollo worked very well. Jonas, the hired boy, showed him how to dig the ground over and how to plan the garden. At his suggestion, Rollo put double rows of peas and pole beans around the borders, so that when they grew up they would enclose his garden like a fence. Then Rollo had a row of corn, a bed of beets, and several hills of muskmelons; and in one corner he put in some flower seeds that he might have flowers to put into his mother's vases. Rollo took great interest in doing this and presently in watching the little plants as they began to sprout up from the earth.

But after a time, when July came, he found it far from easy to take care of his garden. When Jonas reminded him that the weeds were growing, he would go into the garden and hoe for a few minutes and then would go away to play. At last his father gave him

notice that unless the garden was entirely put in order within three days, it must be forfeited.

Rollo went to work industriously, for he was unwilling to lose his garden. But the weeds were well rooted and strong, and much harder to pull up than he had expected. On the evening of the second day he had not finished his weeding. However, he remembered that he had another day and was not much alarmed.

In the morning when he jumped up and looked out of the window, it was raining hard. Rollo hoped that it would clear, but it did not. After dinner, Rollo went to his father and mother and asked them to let him go out in the rain and finish his weeding — he did not care if he did get wet.

“But your getting wet will spoil your clothes,” his father replied. “No, you had better not go.”

Rollo went away with tears in his eyes to find Jonas. He found him working in the shed and sat down beside him. In a little while Jonas said, “Why couldn’t you put on some old clothes from the garret, which would not be hurt by the rain?”

Rollo jumped up and ran up the stairs to the garret. There he found a great many old clothes, and some of his own. Having got his father’s and mother’s consent, he rigged himself out in these as well as he could, putting on last one of his father’s coats and an old broad-brimmed straw hat. Then he took his hoe and sallied out in the rain.

At first he thought it was good fun, but in the course of half an hour he began to be tired and to feel very uncomfortable. The rain spattered in his face and leaked down the back of his neck, and the ground was wet and slippery. He persevered, however, and before dark the job was done. To make it more perfect, he raked off all the weeds and smoothed the ground over carefully.

Then he went in and took off his wet things, rubbed himself dry, dressed, and sat down by the kitchen fire.



His father came into the kitchen a few minutes afterwards and said, "Well, Rollo, have you finished?"

"Yes, sir," Rollo replied.

"I am very glad of it," said his father. "I was afraid you were going to lose your garden."

"So was I," said Rollo. "I think I shall be careful not to come so near losing it again."

Rollo remembered his word and ran no more risk. He kept his ground very neat, and his crops grew finely. His flowers helped ornament the house for many weeks; and the green peas, the beans, the muskmelons, and other vegetables which his father took, brought him nearly three dollars.

Read a part, at least, of this story to yourselves before reading it aloud in class. Find the answers to these questions:

What did Rollo want, and what were the conditions under which he got it? What was the plan of his garden? What happened in July? What was the first thing Rollo did in order to save his garden? What was the second thing? What was the third thing? How do we know that his father meant to keep his word to him? What was the result of Rollo's work in the garden?

When this story is read aloud in class, each reader should give, without interruption, as much of the story as gives a satisfactory answer to one of these questions.

Repeat several times the following expressions, so that you may be sure to pronounce them correctly in reading the story: "flowers and vegetables"; "giving notice"; "the following conditions"; "old clothes"; "Jonas's sug-

gestion"; "perfectly in order"; "out of order"; "keeping an agreement."

Notice the words of Rollo's father: "I *was* afraid you *were* going to lose your garden." When he says *I*, he uses the word *was*; when he says *you*, he uses the word *were*. Make some sentences that Rollo, or his father, or Jonas might have said, using these words: *I am, I was; you are, you were*.

**Examples:**

- (a) Rollo said, "I *was* dressed in my father's coat."
- (b) Jonas said, "You *were* determined not to forfeit your garden."

Read aloud your sentences.

Notice your own speech and that of your classmates to find out whether any of you make mistakes in using *was* and *were*.

## LESSON 9

### Question and Answer Game

Who is it?

It is I.  
It is he.  
It is she.

It is we  
It is you.  
It is they.

The teacher will ask the question. If she asks you and points to a boy, what will your answer be? If she asks you and points to a girl? If she asks you and points to a group of boys and girls? If she asks you and points to you? If she asks you and points to a group of boys and girls of whom you are one?

Be careful to use no names of people in your answers—only words that stand for names.

What will you answer if the question is *Who was it?*

## LESSON 10

### A Conundrum

What is this?

Into the sunshine  
 Full of the light,  
 Leaping and flashing  
 From morn till night;

Into the moonlight  
 Whiter than snow,  
 Waving so flower-like  
 When the winds blow;

Into the starlight  
 Rushing in spray,  
 Happy at midnight,  
 Happy by day.

—Lowell.

If you read the poem right, the class will almost certainly guess what is meant. Be careful to pronounce the *g* in *ing* and the *wh*'s. Learn and recite.

## LESSON 11

### Boys' and Girls' Names

Jonas and Rollo are both odd names; that is, one does not often hear them. Does either remind you of a name that is more familiar to you?

People's names have often very interesting meanings. Make lists of the following names, putting the boys' names in one column and the girls' names in another, and arranging each in alphabetical order: Victor, Lucy, Leo, Ethel, Rose, Theodore, Clara, Sophia, Edward, Margaret, Earl, Dorothy, Benedict, Beatrix, Augustus, Grace.

Now look out the meanings of these words in the dictionary. Where in the dictionary will you find such information?

With what sort of letter is each name begun? Compare these lists with the list written in a preceding lesson. What difference do you find in the way you have written the words? Make a rule that will help you to remember the difference.

**SUGGESTIONS:** Find a name for a girl that matches the name Victor for a boy. Read the following names one by one, and give each its match: Joseph, Constant, Charlotte, Paul, Harriet, Louis, Frances, Henry, Marion, Georgiana, Robert, Wilhelmina, Johanna, Jeanne, Theodore, Julius.

Arrange the given names of the members of the class on the board in the same way as above, and find the meanings of all that you do not already know.

Of how many names can you think that are really the names of flowers? of colors? of jewels?

## LESSON 12

## A Note

Write a note to one of your classmates to find out his or her favorite names for a boy and for a girl. Begin with the words *Dear* ——, or *My dear* ——, and place the first letter of the first word of the first sentence on the next line, just below the end of the name. Be careful not to crowd your lines. Why is *dear* written with a capital letter in one case and not in the other?

Read aloud the letter you have received. The words with which you have been addressed are called the salutation. Has your correspondent written the salutation correctly?

Which sentences in the lesson above give directions? Which ask questions? Notice the question mark (?) after the sentences that ask questions; it looks much like a buttonhook.

Find in the lessons you have had all the sentences that ask questions. How could you tell without reading them that they ask questions? What mark will you use after each question?

Re-read the verses on page 16. How is the last verse read? Notice the mark at the end of the verse; it is called an exclamation point (!) Find the meaning of the word *exclamation*.

The question mark, the exclamation point, the period, the comma, and other such marks are called marks of punctuation. Take care to punctuate properly every sentence you write.

## LESSON 13

## Drill on "e"

Observe that this sound of *e* is made directly at the front of the mouth with the lips and teeth very slightly apart and the corners of the mouth drawn back as if smiling.

Pronounce carefully:

|       |         |           |          |
|-------|---------|-----------|----------|
| eagle | between | geography | diameter |
| tree  | beneath | because   | believe  |
| sea   | read    | begin     | receive  |
| deep  | re-read | decide    | precede  |
| idea  | repeat  | describe  | prepare  |

In which of the words is *e* in the accented syllable? In which in an unaccented syllable? Arrange them alphabetically, and pronounce carefully, giving *e* the same sound in all.

Make sentences on the board or on paper, using each word correctly, and read aloud.

Note:

Before a vowel the *e* in *the* is the sound given above. Read this sentence carefully: *The eagle has seen the eel.* Before a consonant the *e* in *the* approaches *i* in *this*.

The sea! the sea! the open sea!  
The blue, the fresh, the ever free!

Read these two verses, being careful to pronounce *the* in every instance correctly, but not to accentuate the sound.

## LESSON 14

## A Song of Clover

I wonder what the Clover thinks,—  
Intimate friend of Bob-o-links,  
Lover of Daisies slim and white,  
Waltzer with Buttercups at night;  
Keeper of inn for traveling Bees,  
Serving to them wine-dregs and lees,  
Left by the Royal Humming Birds,  
Who sip and pay with fine-spun words;  
Fellow with all the lowliest,  
Peer of the gayest and the best.  
Sweet by the roadsides, sweet by rills,  
Sweet in the meadows, sweet on hills,  
Sweet in its white, sweet in its red,  
Oh, half its sweetness cannot be said!  
Sweet in its every living breath,  
Sweetest, perhaps, at last in death!  
Oh, who knows what the Clover thinks?  
No one!—unless the Bob-o-links!

—*Saxe Holm.*

Read this little poem silently, two verses at a time.

What is said about the clover in the first two verses? in the second two verses? in the third and fourth?

Two rhyming verses are called a couplet. What connection is there between the fifth couplet and the part of the poem which precedes it?

Read the poem aloud.

Notice the marks of punctuation at the ends of the verses. How many of them do you know? How do they help you to read the poem? There are two marks you have not yet named—the dash (—) and the semicolon (;).

**LESSON 15****Columbus Day**

Tell the story of Columbus in three parts: the time before the discovery of America; the first voyage; the rest of his life.

Choose members of the class to represent Columbus, King Ferdinand, Queen Isabella, and lords and ladies in the court, and arrange two tableaux, one showing a scene before Columbus took his voyage and the other afterwards. Or you might have still another tableau representing Columbus in prison.

Make a little play of three scenes.

Where do you find the date in the daily newspaper? If you do not know, examine a paper tomorrow and tell in class just where and how it is written. What is the name of the little mark (,) which separates the items of the date? Why is there no such mark between the name of the month and the number of the day? Observe how the names of the months and of the days of the week are written. Make on the board a list of important dates you know.

What other rule for capital letters do you find in such a list? Write on the board all the rules for capital letters you know.

**LESSON 16****The Santa Maria**

Study this picture carefully, pointing out everything of interest to be seen. What differences between this vessel and a modern sail boat do you observe?







When you have finished your discussion, write a description of some boat in which you have made a pleasant trip.

SUGGESTIONS: Bring to class tomorrow any newspaper item that you see about Columbus day this year, and read it aloud.

Write a letter to a friend, telling about the tableaux, or the play, or about your experiences on Columbus day.

## LESSON 17

### Singular and Plural

Look out the meaning of these words: *single, singular; plus, plural*.

Pronounce the following words in the singular and in the plural:

Tree, bush; house, church; bag, box; lad, lass; coat, dress; apple, peach; chair, bench; bird, fish; hammer, ax; weed, grass; comb, brush; arc, arch; boat, launch; dog, fox; dinner, lunch; plate, dish.

Now write the words in the plural. What difference do you find between the words of each pair in the way they must be pronounced and in the way they are written?

Make sentences with these words in the plural.

Make from these examples a rule that will help you to write the plural of names correctly.

Find in the list above, words with which you would use *an* instead of *a*.

Judge whether *a* or *an* sounds better before the following words, and write the list on the board with *a* or *an* before each word:

|        |            |       |
|--------|------------|-------|
| apple  | accident   | u     |
| auger  | honor      | hour  |
| awl    | house      | eye   |
| elm    | history    | ear   |
| orange | humble-bee | eagle |

Note: Use *a* before a consonant *sound*; use *an* before a vowel *sound*.

## LESSON 18

### Drill on Nasal Sounds

#### m-in-ing-ong-ung

Read this whole lesson aloud in class, and discuss it with your teacher. If your voice is to be full and strong and pleasant to hear, you must help it with exercises, just as you do other parts of your body. Here is an exercise that every one needs:

Close the lips gently and sound *m*. The column of breath is directed into the nose and passes out through the nostrils. Sound the syllables, prolonging the sound until you feel the air and hear the resonance.

|        |        |        |           |
|--------|--------|--------|-----------|
| sing   | sang   | sung   | singing   |
| spring | sprang | sprung | springing |
| sink   | drank  | sunk   | sinking   |
| drink  | thing  | drunk  | drinking  |
| bring  | wink   | wing   | winging   |
| brink  | hang   | ink    | winking   |
| bang   | thong  | tang   | twanging  |
| long   | wrung  | tongs  | longing   |
| tongue | flung  | lungs  | wringing  |

Read slowly :

Sing us a song with a ring in it.  
 Springing and winging and flinging his singing.  
 Sleeping and flowing and fleeting and glowing.  
 Mingling and tingling and tinkling and sprinkling.  
 Coming and going, and running and rowing.

Sound the *m*'s distinctly in these words :

Autumn, solemn, murmur, summer, Emma, aim,  
 him, immense, templet, compass, hammer, rhythm.

And the *n*'s here :

Knead, knuckle, knock, knife, nice, no, nose, nasal,  
 continue, canvas, crayon, Wednesday, many, windmill.

“And timid, funny, pert little bunny  
 Winks his nose and sits all sunny.”

What do you think is meant above by “the column of breath”? “Column” is a word often mispronounced. Pronounce it carefully.

Are you continuing your daily breathing exercises?

## LESSON 19

### The Lark's Song

Up with me, up with me, into the skies,  
 For thy song, lark, is strong,  
 Up with me, up with me, into the skies,  
 Singing, singing,  
 With cloud and sky about thee ringing,  
 Lift me, guide me till I find  
 That spot which seems so to thy mind.

—Wordsworth.

What do you feel about the bird's song?  
 Find a word that you think describes it.

Read and re-read the verses to yourselves and

think about them until you are sure you feel just as the poet did. Then read them aloud. If the reader doesn't make us feel the joy and delight it would be to fly and sing like the bird, we shall not understand the poem, for this is what all the verses say.

Practice these phrases over and over again until the class hears every word: "Lift me, guide me"; "lift me, guide me"; "lift me, guide me." "Up with me"; "up with me." "Singing, singing, cloud and sky about thee ringing."

Write on the board and pronounce carefully:

|        |          |
|--------|----------|
| flying | studying |
| crying | carrying |
| dying  | hurrying |
| lying  | marrying |

Do not forget to write and to pronounce the *y* before the *i*.

Write pairs of sentences beginning with *he* and *they*, or words for which they stand, and containing the following words:

|     |        |
|-----|--------|
| try | carry  |
| fly | hurry  |
| pry | tally  |
| dry | dally  |
| ply | marry  |
| cry | flurry |
| shy | rally  |

Example:

The horses shy; the horse shies.

What difference do you find between the singular and the plural?

## LESSON 20

## Thanksgiving

When the President's proclamation for Thanksgiving is published, bring the morning paper to class and read it. For what purpose is Thanksgiving Day given to us as a holiday?

Talk over the things each of you has reason to be thankful for. There must be so many that you can make a long list. Make the list.

## THANKSGIVING DINNER

Plan a Thanksgiving dinner for a large family. As you decide on the articles on your bill-of-fare, write the names on the board. What meat would you have? What sauce? What vegetables? What dessert?

Tell in class what you know about turkeys. Where are they raised? How are they cared for? When are they fattened? What is their food?

What can you tell about sweet potatoes? Where are they raised to best advantage? When are they planted? When are they dug? How are they kept for market?

Where and how are cranberries raised? What sort of plant do they grow on? Who pick them?

Each one in the class should choose one of the articles of food used on the table or in preparing the dinner, and answer all such questions about it.

SUGGESTIONS: Write a paragraph on the article you have selected. When these themes

are read in class, judge whether the information is correct and whether it is given in the right order.

If you are to have guests on Thanksgiving Day, ask your mother to let you write the notes inviting your guests.

Write a story in fifteen minutes. Tell the adventures of a turkey up to its first Thanksgiving. Be sure to finish it. No one cares for a story without an end.

Write *turkey* and *cranberry* in the plural. What difference in spelling do you find? Find a difference in the words in the singular that will help you to remember how to spell them in the plural.

Write in two lists, according to this difference, the following words, singular and plural: *city, valley, country, alley, ally, lily, baby*.

## LESSON 21

### A Little Girl's Theme

This story was written in class by a little girl in the fourth grade. Read it:

*Cap.* How a hen saved her brood  
from a rat.

An old hen which was a great favorite of the house had just got a fine little brood of chickens. They were one week old. But one day something frightful happened. The old hen was in the barn with her brood when what should she see but a



! large rat. The rat flew at her.  
*Eng.* The feathers were all over in the  
*What error here?* air. But a fine thought came into  
 her head. She said to her brood.  
 ! "Children, run out into the yard,"  
*Cap. . . . Good !* she said it in the chicken language.  
 The little creatures obeyed. The  
 rat was so worn out that he had  
 (. ) *Cap.* to stop, he lay on the ground as if  
 he were dead. The hen went out  
 and told her brood what she had  
 done. And weren't those children  
 ! glad. After a while Tommy, the  
*Eng. (. ) Cap.* cat, went in the barn he saw the  
 rat and ate him up in about three  
*Good ending.* minutes.

This story was written in class in fifteen minutes by a little girl nine years old. What do you think of it? Discuss it and tell everything about it that you like.

Correct the mistakes the writer made. How should she have written the title of her story? In what way will you read the sentences punctuated with an exclamation point? What words do you need instead of "all over" and "in"? How many mistakes has she made in punctuating the ends of sentences?

**SUGGESTIONS:** Write a note to the teacher, making any further criticism on the story that you wish.

Write a story about some child or animal you know, or about some imaginary child or animal.

**Read:**

The poor little chickens were trembling *all over*. Their mother looked *everywhere* for them before she

found them. They had run out *into* the yard and were huddled together *in* a bush.

What difference in meaning do you find between the underscored words in the first two sentences? Between those in the last sentence?

It is very important to put the comma in the right place. What would the hen have meant if she had said, "Children run out into the yard"?

What do these sentences mean?

- a. Tommy, the cat went into the barn.  
Tommy, the cat, went into the barn.
- b. Children, run quickly.  
Children run quickly.
- c. Do you know my cousin, Mary?  
Do you know my cousin Mary?

What differences can you find in the way these pairs of sentences are written?

From the sentences in these exercises, make two new rules for the use of the comma.

Notice the difference between these sentences:

The rat lay on the ground. We laid the dead rat on the ground.

I lie in bed until six o'clock. Yesterday I lay in bed until seven.

I lay the baby down to sleep. When the baby fell asleep, I laid him down.

Make sentences about something that is happening now, and use the words *lie* and *lay*.

Make sentences about something that happened once, and use the words *lay* and *laid*.

## LESSON 22

## Correcting Themes

Examine your last papers for the marks your teacher has made in the margin.

*Sp.* stands for a misspelled word in the line opposite which the sign appears.

*Cap.* means that a capital letter is needed somewhere in this line.

*Eng.* means that your language in this line is not good.

^ means that a word or letter has been left out in the line.

¶ shows either that you have a paragraph where there should not be one, or that you have not a paragraph where you should have one. You will find the sign also when you have failed to indent the first line of the paragraph.

(-) (?) One of these marks in the margin means  
(.) (,) that the mark has either been omitted  
(!) or been used incorrectly.

*l. c.* means that a capital letter has been used somewhere in the line instead of a small letter, or, as printers say, instead of *lower case type*. N. B. In a printing office the position of the case in which the small letters are kept is lower than that of the case in which capital letters are kept.

*Gr.* means that you have made an error in grammar.

Look out the meaning of the letters  
N. B.

Notes:

1. Words that call for your attention are sometimes underscored.

2. Words that are to be omitted are sometimes run through with a single line. Never try to take words out by putting them between curved lines.

When you write stories and other compositions, you will not always wish to copy them. But you will often wish to turn back to your work and get help from what you have written for what you have to write. Have a place in the room where all the papers are kept. If there is no drawer, a box will serve the purpose.

## LESSON 23

### Drill on "i"

This sound is made with the lips and teeth slightly apart and directly at the front of the mouth. If we made all tip-of-the-tongue sounds at the front of the mouth, as they should be made, we should be understood more easily and our speech would be more beautiful. The musical quality of our tones depends on the way we make our vowel sounds. Remember this, and try to pronounce your words correctly and pleasantly.

In the following words *all* the *i*'s have the same sound; pronounce carefully:

Italy, it, italic, Italian.

Will you knit it? Permit it.

Little, silly, timid Willie Winkie  
Alice sits thinking. Christmas in Sicily.  
Christmas wishes. Christmas gift!  
The Christmas list. Is it in it?  
Notice the initials. Notice the italics.  
Many a slip 'twixt the cup and the lip.  
The genuine Christmas spirit. Bitter winter winds.  
It is the king. Every inch a king.  
Who did it? Edith did it.

The word *all* is in italic type in order to attract your especial attention.

Are you keeping up your breathing exercises?

## LESSON 24

### Wishing

Ring—ting! I wish I were a primrose,  
A bright yellow primrose, blowing in the spring;  
The stooping bough above me,  
The wandering bee to love me,  
The fern and moss to creep across  
And the elm tree for our king.

May—stay! I wish I were an elm tree,  
A great, lofty elm tree with green leaves gay;  
The winds would set them dancing,  
The sun and moonshine glance in,  
And birds would house among the boughs  
And sweetly sing.

Ah—no! I wish I were a robin,  
A robin or a little wren, everywhere to go  
Through forest, field, or garden,  
And ask no leave or pardon  
Till winter comes with icy thumbs  
To ruffle up our wing.

Well—tell! Where should I fly to?  
 Where go to sleep in the dark wood or dell?  
 Before the day was over  
 Home must come the rover  
 For mother's kiss—sweeter this  
 Than any other thing.

—*Wm. Allingham.*

Read this poem to yourself. Who is it that is speaking? What makes him think of the elm tree? of the robin? What is the sweetest thing to him in all the world?

Find all the words that rhyme. Notice the rhyme in the third and fourth verses of the first stanza. Compare it with the end words of the third and fourth verses in the second stanza. Do these words rhyme perfectly? Notice that house rhymes with boughs in the fifth verse. Read these verses carefully to express the thought.

If you say every word correctly, you will find that the poem sings a little tune. Try it and see. If you were a primrose, an elm, or a robin, do you think you would be happy? Why?

Observe the first words in each stanza. How do you think they should be read? What is the name of the punctuation mark after them?

## LESSON 25

### Rhyming Game

Read these rhyming sentences and make some others like them:

If he were I and I were he—how happy we should be!  
 If we were you and you were we—you should just see!

If they were we and we were they—we wouldn't stay.  
If I were you and you were I———?

This is what the teacher will say when she begins the game: "I am thinking of a word that rhymes with—"

|        |        |
|--------|--------|
| yellow | glance |
| fern   | green  |
| moss   | bough  |
| house  | bright |
| sleep  | wren   |

Each of the class in turn will suggest a word that rhymes with the teacher's word. Any one who pronounces a word wrong or gives a false rhyme will have to pay a forfeit. The forfeit will be to make two rhyming verses.

What name do you give to two rhyming verses?

A song is but a little thing,  
But oh, what joy it is to sing!

## LESSON 26

### Writing and Criticising

Write a little story in fifteen minutes about a robin and his adventures when he went away for the cold weather. You might let him tell his own story.

Read your story to the class. Ask them to tell you what they like in your story and what they do not like. If there is anything they do not like, ask them to suggest something that would be better than what you have.

## I, O, and oh.

Learn these rules about the words above: Write *O* with a capital letter *always*; write *oh* with a capital letter only at the beginning of a sentence. Punctuate *oh* with a comma; do not pause at all after *O*.

Read these sentences, and explain the punctuation:

Oh, don't you remember? We started out in a cart, and oh, what fun we had!

Look back over your recent lessons and your own compositions for mistakes in the use of these words.

## LESSON 27

## Getting Ready for Christmas

Little wishes on white wings,  
 Little gifts—such tiny things—  
 Just one little heart that sings,  
 Make a merry Christmas.

—Dorothy Howe.

Learn this little posy and say it often while you are getting ready for Christmas. Almost every word in it needs careful pronouncing. Repeat every one carefully many times before you recite the stanza.

At this season all of us are thinking of the happy Christmas time and of the gifts we are making or going to make for our friends. What can you make?

Write a note to your teacher enclosing a list of all the things you know how to make—



no matter how little suitable for Christmas gifts they seem to you. Sign the letter with your initials. When this letter is read aloud by your teacher, the class will guess the name of the writer. A wrong guess must be paid for by a good explanation of how to make one of the articles on the list.

### A Christmas Carol

Learn this carol and sing it:

Carol, brothers, carol,  
Carol joyfully,  
Carol the good tidings,  
Carol merrily!  
And pray a gladsome Christmas  
For all your fellow-men:  
Carol, brothers, carol,  
Christmas Day again.

## LESSON 28

### A Christmas Letter

Write a note to accompany some Christmas gift you are making ready to send. Copy it after it is corrected on note paper or on paper folded exactly to the size and shape of note paper. Be as careful in your way of preparing this note as you have been in preparing the gift itself and as you will be in making up the package for sending or taking.

It will be better, since you are to be at home for the holidays, to put your home address as the heading of the letter, instead of the name of your school or room.

The words before the signature are called the complimentary close, and are always followed by a comma.

Make as many different kinds of complimentary closes as you can with the following words:

|                              |                       |
|------------------------------|-----------------------|
| true, truly                  | friend, little friend |
| sincere, sincerely           | child, grandchild     |
| loving, lovingly             | son, daughter         |
| affectionate, affectionately | niece, nephew, cousin |

SUGGESTION: Read the pretty Christmas story, *The Birds' Christmas Carol*.

## LESSON 29

### New Year

It's coming, boys,  
 It's almost here;  
 It's coming, girls,  
 The grand New Year!  
 A year to be glad in,  
 Not to be bad in;  
 A year to live in,  
 To gain and give in;  
 A year for trying,  
 And not for sighing;  
 A year for striving  
 And hearty thriving;—  
 A bright new year!

—*Mary Mapes Dodge.*

What do you think of these New Year resolutions? Add two verses, if you can think of anything else that should be said for the New Year. Where will you insert them? Learn the whole poem by heart and recite in class and at home.

Tell the class some experience of yours during the holiday. What part did you take in other people's Christmas? What did you do on New Year's Eve?

Write a note to a friend, answering the last question. Remember the new date.

Notice the way the first three verses are written. Why are the words "boys" and "girls" set off from the rest by commas? Write in full the sentence "It's coming." What is coming?

The little mark between *it* and *s* has a long name. Pronounce it carefully: *apostrophe*. For what purpose is it used in this sentence? What other mark does it resemble?

## LESSON 30

### The Man and The Mouse

The mice which haunted my house were not the common ones, which are said to have been introduced into the country, but a wild native kind not found in the village. When I was building, one of these mice had its nest underneath the house, and before I had laid the second floor and swept out the shavings, it would come regularly at lunch time and pick up the crumbs at my feet. It probably had never seen a man before; and it soon became quite familiar and would run over my shoes and up my clothes. It could readily ascend the sides of the room by short impulses, like a squirrel, which it resembled in its motions. At length, as I leaned with my elbow on the bench one day, it ran up my clothes and along my sleeve, and round and round the paper which held my dinner, while I kept the latter close, and dodged and played at bo-peep with it; and when at last I held still a piece of cheese

between my thumb and finger, it came and nibbled it, sitting in my hand, and afterward cleaned its face and paws like a fly, and walked away.

—*Thoreau.*

The man who had this experience with the mouse was one of our well known writers and poets. His name was Henry David Thoreau. Ask your teacher to tell you something about his strange life in the woods. He and the mouse seem to have become good friends.

How was he able to learn so much about the mouse?

Tell any similar experience with a wild thing you may have had.

Re-write the story, beginning it in this way: "Thoreau tells an interesting story about a wild mouse which had its nest under the house he was building." What word does the author use whenever he speaks of himself? What word will you use in speaking of him? What other changes will be made necessary by this one?

Re-read these sentences:

"It *became* quite familiar"; "it *came* regularly"; "I *kept* the latter close"; "it *had* never *seen* a man before"; "it ran up my clothes."

Be careful when you tell this story to speak the italicized words correctly. Pronounce the word *kept* so that every one shall hear the *t*.

Write on the board sentences containing the words *I, you, he, she, it, we, they* and the words *run, do, go, come, see*. Let your sentences tell some things that are happening now and some that happened some time ago.

## Examples :

When I *came* to school this morning, I *saw* a cat watching a bird. Mary *doesn't* know her lesson and I *don't* know mine.

Note: When is it right to say *don't*? When is it right to say *doesn't*?

## LESSON 31

## Possessives

Read these sentences :

The mouse's nest was under the man's house. The bird's nest is in the tree. Thoreau's house was in the woods. Squirrels are called the fairies' coachmakers. Birds' and mice's nests are differently built. My dog's left front paw is white. Charles's dog has hurt its paw.

What do you speak of here that belongs to a mouse? to a bird? to Thoreau? to the fairies? to birds and mice? to Charles? What do you say about each?

The words *mouse's*, *bird's*, *Thoreau's*, *fairies'*, *birds'*, *mice's*, *Charles's*, *dog's*, *men's* show that the people or animals spoken of *own* or *possess* something. Such words are called possessives.

Make lists on the board of all the possessives you find in this lesson, keeping separate those which are written in the singular and those which are written in the plural. What difference will there be in the position of the apostrophe in the words of these two lists?

Note: There are two words which are not written like the others. Which are they?

Write sentences about something possessed by a boy; by a girl; by a boy named Lewis; by a girl named Bess; by some boys and girls. Let these words be written as possessives.

Read these sentences:

The mouse had its nest under the house.  
It cleaned its face and paws like a fly.  
It's coming, boys; it's coming, girls.

What is the difference between *its* and *it's*?  
What uses of the apostrophe have you found in these last three lessons? Go over what has been said about the apostrophe and write as many rules about it for your note book as you can.

## LESSON 32

### Suggestions for Making a Calendar

A calendar is a very useful article in a schoolroom and may be very pretty. Make one for your room.

#### CHOOSING VERSES

Read aloud the following stanza. What month does it bring to mind?

Hark, hark! who calleth the maiden morn  
From her sleep in the woods and the stubble corn?  
The horn—the horn!  
The merry sweet sound of the hunter's horn!  
—Barry Cornwall.

In the books named below, there are many pretty verses about the months and seasons of

the year which you can copy for decorating your calendar. Your teacher will probably tell you of many others. Read your selections at first silently, then aloud, remembering that if the reading is not well done, none of the verses will seem worth using.

## LIST OF BOOKS OF POETRY

*The Golden Numbers*

*The Posy Ring*

*Poems Every Child Should Know*

## MAXIMS AND ADAGES

“Time and tide wait for no man.”

“Early to bed and early to rise

Makes a man healthy, wealthy and wise.”

How would these sayings in prose suit a calendar? Think of as many others as you can, and write them on the board so that the class may choose. Ask your teacher to read you Father Abraham's speech in *Poor Richard's Almanac* by Benjamin Franklin. You will find a great many adages and maxims there.

## ABBREVIATIONS

In a calendar one has not space for writing the full date. What abbreviations have you seen?

Write on the board the name of every day in the week and of every month of the year, and opposite each the proper abbreviation. Punctuate each abbreviation with a period. Notice

especially the name of the second month of the year; it is often misspelled and mispronounced.

Write a paragraph giving directions how to make a calendar. Begin at the very beginning, and in the first sentence tell what sort of paper or boards you mean to use. Give every successive step in successive sentences. Remember to indent the first line of your paragraph. When some of these themes are read aloud, the class will judge whether each step has been told. A good test would be to read your theme to some one who does not know how to make a calendar, and see whether he understands. Take your theme home and read it to your father and mother.

### LESSON 33

#### Notes and Exercises

Write sentences telling something that has happened or will happen on each day of the week. Do not abbreviate the words in a sentence.

Example:

On Monday, November the fourth, we began to choose verses for our calendar.

Write the cardinal numbers, in words and figures, from *one* to *thirty*.

Write the ordinals in words only, from *first* to *thirtieth*. Never abbreviate ordinals.

Look out in the dictionary the words *cardinal* and *ordinal*.



Repeat *fifth* and *twelfth* until you hear every sound in each word. What letter is sometimes forgotten?

Notice the way in which the titles of books are written. What rule about capitals can you add to your list?

The title of a book is usually written in italic type. If you wish a printer to use italic type for certain words, you must draw a line under those words. What difference of meaning do you find in the name "Robinson Crusoe" in the following sentences?

Robinson Crusoe loved his man Friday.  
*Robinson Crusoe* is my favorite book.

Write these sentences on the board. What difference will there be in your way of writing the name?

## LESSON 34

### Drill on "oo"

All the words in this list have the same vowel sound:

|      |      |       |       |
|------|------|-------|-------|
| coo  | cool | sooth | bloom |
| two  | boot | roof  | boom  |
| too  | root | hoof  | loom  |
| tool | soot | woof  | room  |

This sound is made with the smallest round mold, that is, with the lips shaped as if for whistling.

Find other words that have the same sound, and make sentences using them.

Read these sentences :

This room is too cool. The soot from the roof blows through the room. Use the broom. Hear the horses' hoofs. Dig around the roots.

Learn these lines and say them carefully :

Beauty is truth, truth beauty.

A fool, a fool! I met a fool i' the forest,  
A motley fool; a miserable world;  
As I do live by food, I met a fool.

## LESSON 35

### Breathing Exercise

Substitute now for the two exercises you have been practicing daily the following:—

Take position as before, then

Take the breath through the smallest possible opening of the lips little by little in one slow continuous movement. Retain a few seconds and then expel through the lips. Repeat several times.

Read these odd verses from

### The Goblins' Market

Morning and evening  
Maids heard the goblins cry:  
"Come buy our orchard fruits,  
Come buy, come buy!  
Apples and quinces,  
Lemons and oranges,  
Plump, unpecked cherries,  
Melons and raspberries,  
Bloom-down-cheeked peaches,  
Swart-headed mulberries,  
Wild, freeborn cranberries,

Crab-apples, dewberries,  
Pineapples, blackberries,  
Apricots, strawberries,—  
All ripe together  
In summer weather.”

—*Christina G. Rossetti.*

What does the second verse tell you? Put in two or three verses of your own.

Write on the board the names of these fruits in the singular. What changes have you made in some of the words?

Notice the punctuation of the fourth verse. What is the name of this mark of punctuation? Which fruits are named together? Which are named separately? Study the punctuation.

How ought a sentence punctuated with this mark to be read? Make some sentences that should be punctuated with an exclamation point.

How many kinds of street venders do you know of? Should you count newsboys among them? Come to class tomorrow prepared to tell what you know of the street venders of the city you know best—of their nationality, the stock they carry, their street cries, their profits and losses. Should organ grinders and hurdy-gurdy players be counted as venders?

Write a composition on this subject.

## LESSON 36

### Sir Walter Raleigh

What does this picture tell you? Notice every thing about it and make up your mind what is going on. Why are the boys so much interested? How are they dressed?

One of these boys is the great explorer, Sir Walter Raleigh, whose life was as full of ups and downs as that of Columbus. Which boy do you think is he?

When did Sir Walter Raleigh live? How long ago was it? What did he have to do with



the settling of this country? The capital city of which state is named after him? What were the circumstances of his death?

Read this account of Raleigh. How does it help you to understand the picture?

“The happiest days of Walter Raleigh’s boyhood were spent in the quaint halls and forests of Compton. He never tired of sitting by the big fireplace on a winter’s night, and as the huge logs blazed, hearing his soldier friends relate their adventures till long after midnight.

“It was but a short ride from his home to the stormy coast of the British Channel; and many a long day did Walter spend in sight of its angry waters and of the sturdy craft which constantly came and went. That part of the coast in those days was studded with humble cottages, the homes of a colony of sailors. He eagerly scraped acquaintance with these scarred and weatherbeaten men, and would sit for hours on the benches just outside the cottages. Then, having drunk in a succession of exciting stories, he would gallop back to Hayes, to pass a sleepless night or to dream of being himself the hero of battles with savages or of obstinate conflicts with Spanish galleons; or of gazing, rapt in wonder, on the tropical splendors of America and the Indies.”

—G. M. Towle.

Explain the expressions “sturdy craft” and “Spanish galleons.”

SUGGESTIONS: Find out the sort of boat Sir Walter used when he put to sea. In what respects was it like the Santa Maria?

Ask your teacher to read to you from Sir Walter Scott’s novel, *Kenilworth*, a description of Raleigh as a young man, and the story of how he first saw Queen Elizabeth.

What other great explorers of the New World have you read about? Find out all that you can about them, and write a theme about one or another of them.

Find out all you can about the dress of men and women and of boys and girls in Queen Elizabeth’s reign, and write a theme about some part of the subject which interests you.

## LESSON 37

## Two Boys' Letters

Which of these letters do you like better?  
Why?

Portland, Maine.

Jan. 1814.

Dear Papa, Ann wants a little Bible like Betsy's. Will you please buy her one if you can find any in Boston? I have been to school all the week and got only seven marks. I shall have a billet on Monday. I wish you to buy me a drum.

Henry W. Longfellow.

## A Letter from Julian to his Grandfather.

Dear Grandfather, Have you seen a water baby? Did you put it in a bottle? Did it wonder if it could get out? Can I see it some day?

Your loving Julian.

The first of these letters was written by Longfellow when he was only seven years old. What mistakes has he made? How old do you think the writer of the second letter was?

Write a letter to your father and mother and tell them something about Longfellow. Try to make your letter more interesting than either of these two which you have read. Address your letter neatly.

N. B. Which syllable of the word *address* should be accented?

## LESSON 38

## A Conversation about Water-Babies

Julian's grandfather wrote a book called *Water-Babies*. Here is a conversation between

two people in the book, which Julian had probably read. Read it at first silently, then aloud.

“A water-baby?”

“You never heard of a water-baby? Perhaps not. That is the very reason why this story was written. There are a great many things in this world which you never heard of.”

“But there are no such things as water-babies.”

“How do you know that? Have you been there to see? And if you had been there to see, and had seen none, that would not prove that there were none. No water-babies indeed! There are land-babies, then why not water-babies? Are there not water-rats, water-flies, water-crickets, water-crabs, water-tortoises, water-scorpions, water-tigers and water-hogs, water-cats and water-dogs, sea-lions and sea-bears, sea-horses and sea-elephants, sea-mice and sea-urchins, sea-razors and sea-pens, sea-combs and sea-fans; and of plants are there not water-grass, and water-crow-foot, water-milfoil, and so on without end? Do you not know that a green drake, and an alder-fly, and a dragon-fly live under water till they change their skins, just as Tom changed his? And if a water-animal can continually change into a land-animal, why should not a land-animal sometimes change into a water-animal?”

—*Charles Kingsley.*

What do you think about it? Does Julian's grandfather prove that there are water-babies? If you think he is in fun and is teasing Julian, read the conversation so that your audience may understand his right meaning. What water-creatures do you know about, which you could add to this wonderful list?

Write these words on the board in the singular and in the plural. How many different ways

can you find of changing words from the singular into the plural?

Write the plural of the following words:

mouse

child

man

ox

woman

foot

Write the possessive of these words in the singular and in the plural.

The short line joining the two parts of each word is a hyphen.

### LESSON 39

#### Useful Nonsense

Here is something that the little boy in *Water-Babies* heard some mischievous creatures saying. Read it and recite as a test for your tongue. How fast can you say it and yet hear the *h* in every *him*?

Hold him, hump him, hurry him, hound him,  
 Poke him, pull him, pinch him, pound him,  
 Put him in the corner, shake him, slap him,  
 Set him on a cold stone, rake him, rap him.

Make some more rhyming punishment for him with these words and any others you choose:

Wring, ruffle, muffle, mash, thwart, thwack, smother,  
 bang, bite, smack, follow, fight.



## LESSON 40

## The Snowdrop

Many, many welcomes,  
February fair-maid,  
Ever as of old time  
Solitary firstling,  
Coming in the cold time,  
Prophet of the gay time,  
Prophet of the May time,  
Prophet of the roses,  
Many, many welcomes,  
February fair-maid. —*Tennyson.*

Learn this little poem. To whom does the poet speak?

Practice saying every verse to yourself until you hear every *d* and *t* and *s* distinctly. Then recite it to the class. Be careful to pronounce the name of the month correctly. Why is it written with a capital letter?

What does “solitary firstling” mean? What does “welcome” mean? “prophet”? Get the dictionary to help you with these words.

Read these words:

Dear, darling; bird, birdling; fond, fondling; found, foundling; fledge, fledgling; seed, seedling.

Guess what *ling* means.

Copy the poem. What reason can you give for putting the commas as you do?

## LESSON 41

## Anecdote about Lincoln

Read this little story about Lincoln. What does it tell you about him?

Riding along the road one day with a company of men, Lincoln was missed by his companions. On going back to look for him they found that he had stopped to replace two young birds that had been blown out of their nest. He could not ride on in peace of mind until he had restored the little ones to their homes in the tree branches.

What do you know about Lincoln? Come to class prepared to tell everything that you know about him and his little boy Tad.

What opportunities do boys and girls have to be kind to animals? If you have ever seen a boy or a girl improve such an opportunity, tell the class about it. Begin your story in one of these ways:

*I once saw, I once did, I have often seen, I have often done.*

Which of the forms of *see* and *do* used above would you use with the word *yesterday*? with *last month*? with *in my life*?

Write sentences using these expressions and the proper forms of the words *go, run, come, ride*.

Which of the two actions mentioned in each of the following sentences took place first?

They *found* that he *had stopped*.

He *replaced* the birds that *had been blown* out of their nest.

He *rode* on when he *had restored* them to their homes.

He *did* it before they knew that he *had done* it.

If Lincoln himself had been telling this story, what part of it would he have told first? Why?

Write the story just as you think he would have told it.

LESSON 42

Drill on "e"

|      |      |        |          |
|------|------|--------|----------|
| met  | said | friend | measure  |
| pet  | dead | lend   | feather  |
| men  | led  | mend   | pleasure |
| many | red  | spend  | leather  |

Ned fell pell-mell into the well.

When this sound occurs in unaccented syllables, be careful to give it exactly, but not to lengthen it. Place the accent on the proper syllable of the following words and pronounce carefully:

Government, settlement, alphabet, president, ailment, problem, incident, children, advertisement, wanted, cellar, different, interest, cruel, poem, American.

Read these sentences carefully, giving every word its full value:

Do not read the poem; let us ride instead.  
 We should have walked; we rode instead.  
 You might have read instead of him.  
 Place the accent here instead of there.  
 I could have laughed instead of crying.

Repeat *instead, instead of* ten times. Do you hear the *of* as well as the sound of *e*? Do you hear *have*? Pronounce it lightly, but distinctly.

Make the difference in sound clear between these words:

|          |           |
|----------|-----------|
| accept   | except    |
| affect   | effect    |
| just     | jest      |
| emigrant | immigrant |

Let the alphabet be indelibly impressed upon your memory. Let them spell. Get the gist of the lesson. Just the jest for them. Mend your speech a little lest it may mar your fortune.

### LESSON 43

#### Siegfried and His Sword

Most of you will have heard often of the great hero, Siegfried, his wonderful horse, Grayfell, the gift of Odin, and his wonderful sword, Balmung. The story goes that Siegfried's father, himself a mighty king and warrior, thought his son would have no chance to be a true hero unless he learned to work, and so bound him when he was still very young to the famous smith, Mimer, as an apprentice. Many a marvelous tale is told of the young hero during the years when he labored at Mimer's forge, and none more marvelous than that of the forging of Balmung. Read the following account of this great feat:

For seven days and seven nights the sparks never stopped flying from his forge; and the ringing of his anvil and the hissing of the hot metal as he tempered it, were heard continuously. On the eighth day the sword was fashioned, and Siegfried brought it to Mimer.

The smith felt the razor-edge of the bright weapon, and said, "This seems, indeed, a fair fire-edge. Let us make a trial of its keenness."

Then a thread of wool as light as thistle-down was thrown upon water and, as it floated there, Mimer struck it with the sword. The glittering blade cleft the slender thread in twain, and the pieces floated undisturbed upon the surface of the liquid.

“Well done!” cried the delighted smith. “Never have I seen a keener edge. If its temper is as true as its sharpness would lead us to believe, it will indeed serve me well.”

But Siegfried took the sword again and broke it into many pieces; and for three days he welded it in a white-hot fire, and tempered it with milk and oat-meal. Then, in sight of Mimer and the sneering apprentices, he cast a light ball of fine-spun wool upon the flowing water of the brook; and it was caught in the swift eddies of the stream, and whirled about until it met the bared blade of the sword, which was held in Mimer’s hands. And it was parted as easily and clean as the rippling water, and not the smallest thread was moved out of its place.

Then back to the smithy Siegfried went again; and his forge glowed with a brighter fire, and his hammer rang upon the anvil with a cheerier sound than ever before. But he suffered none to come near, and no one ever knew what witchery he used. But some of his fellow-pupils afterwards told how, in the dusky twilight, they had seen a one-eyed man, long-bearded, and clad in a cloud-gray kirtle, and wearing a sky-blue hood, talking with Siegfried at the smithy door. And they said that the stranger’s face was at once pleasant and fearful to look upon, and that his one eye shone in the gloaming like the evening star, and that, when he had placed in Siegfried’s hands bright shards, like pieces of a broken sword, he faded suddenly from their sight, and was seen no more.

For seven weeks the lad wrought day and night at his forge; and then, pale and haggard, but with a pleased smile upon his face, he stood before Mimer, with the gleaming sword in his hands. “It is finished,” he said. “Behold the glittering terror!—the blade Balmung. Let us try its edge, and prove its temper once again, that so we may know whether you can place your trust in it.”

And Mimer looked long at the ruddy hilts of the weapon, and at the mystic runes that were scored

upon its sides, and at the keen edge, which gleamed like a ray of sunlight in the gathering gloom of the evening. But no word came from his lips, and his eyes were dim and dazed; and he seemed as one lost in thoughts of days long past and gone.

Siegfried raised the blade high over his head; and the gleaming edge flashed hither and thither, like the lightning's play when Thor rides over the storm-clouds. Then suddenly it fell upon the master's anvil, and the great block of iron was cleft in two; but the bright blade was no whit dulled by the stroke, and the line of light which marked the edge was brighter than before.

—*Baldwin.*

If you do not understand how steel is tempered, ask your teacher to tell you where you may find out. Discuss Siegfried's work, then read again the description to make sure that nothing has escaped you. What do you think of the legend about the visit of the one-eyed stranger?

Ask your teacher either to name books to you that tell about Siegfried or to tell you of his exploits.

## LESSON 44

### The Smith

Find out all you can about the work done by a blacksmith—the things he does and how he does them. What tools does he use? Find out how they are made and how they are used. You might appoint a committee of the class to visit the shop of some blacksmith and to report to you what they have learned. Other members of the class may be able to get information from other sources.

When you have heard all the reports and discussed them in class, make a list of topics for composition and choose, each, a different topic, so that when the compositions are read they will give the class a full account of the subject they have been studying.

Here is a beginning for the list. Complete it.

The Interior of a Blacksmith's Shop.

How a Horse is Shod.

What is an Anvil?

Why I Should Like To Be a Blacksmith.

If you are interested in the blacksmith and his work, plan how you can find out more about it. Did the Indians have smiths? Did the Greeks have them? Did the Anglo-Saxons have them? What can you find about the kinds of work done by the smith among different peoples and at different times in history? How many kinds of smiths are there in your community? If you go on with this investigation you will find many more interesting topics to write and tell about.

## LESSON 45

### The Wind and the Moon

Said the wind to the moon, "I will blow you out!

You stare

In the air

Like a ghost in a chair,

Always looking what I am about—

I hate to be watched: I'll blow you out."

The wind blew hard, and out went the moon:  
     So deep  
     On a heap  
     Of clouds to sleep  
 Down lay the wind and slumbered soon,  
 Muttering low, "I've done for that moon."

He turned in his bed: she was there again!  
     On high  
     In the sky  
     With her one ghost eye  
 The Moon shone white, and alive, and plain.  
 Said the Wind, "I will blow you out again."

The wind blew hard, and the moon grew dim:  
     "With my sledge  
     And my wedge  
     I have knocked off her edge!  
 If only I blow right fierce and grim,  
 The creature will soon be dimmer than dim!"

He blew and he blew, and she thinned to a thread.  
     One puff  
     More's enough  
     To blow her to snuff!  
 One good puff more where the last was bred  
 And glimmer, glimmer glum will go the thread.

He blew a great blast and the thread was gone.  
     In the air  
     Nowhere  
     Was a moon-beam bare;  
 Far-off and harmless the shy stars shone,  
 Sure and certain the moon was gone.

The Wind he took to his revels once more,  
     On down  
     In town  
     Like a merry, mad clown  
 He leaped and hallooed with whistle and roar.  
 "What's that?" The glimmering thread once more!



He flew in a rage—he danced and blew,  
    But in vain  
    Was the pain  
    Of his bursting brain,  
For still the broader the Moon scrap grew  
The broader he swelled his big cheeks and blew.

Slowly she grew till she filled the night  
    And shone  
    On her throne  
    In the sky alone,  
A matchless, wonderful, silvery light,  
Radiant and lovely, the queen of the night.

Said the Wind, "What a marvel of power am I!  
    With my breath,  
    Good faith,  
    I blew her to death,  
First blew her away, right out of the sky,  
And then blew her in; what a power am I!"

But the Moon, she knew nothing about the affair;  
    For high  
    In the sky  
    With her one white eye  
Motionless, miles above the air  
She had never heard the great wind blare.

Read over the poem carefully. What did the wind think the moon was doing? When you read it aloud, try to show by your voice how he felt about it.

What really happened to the moon? Show in your reading that the wind took the credit to himself. Think why the poet calls the stars "shy."

When you read the stanza which tells you about the beauty of the moon, look at all the

words used to describe her and decide whether any other words would be better. If you feel that the moon is "the queen of the night," make us understand from your reading that you think so.

Read the stanza which shows the wind to be noisy, conceited, and stupid. In the last stanza show us how far-away and undisturbed the moon remains.

If you have had difficulty with any of the words in this poem, go through again the drills that will help you.

Tell the story of the Wind and the Moon.

Write a story of the Wind and the Sun.

## LESSON 46

### Using the Dictionary

We consult the dictionary when we want to know the meaning, pronunciation, and derivation of words. In order to use the dictionary quickly and to the best advantage, here are some of the things we need to observe or learn:

1. The order of the alphabet.
2. The word at the top of the page.
3. The exact sounds of the vowels and the consonants.
4. The accents.
5. The position of the table of contents.
6. The meaning of the names of the different sections.

In using the dictionary, it is not enough to be able to say the alphabet; one must know it so well that one sees at a glance which way and about how far to turn.

Look over the dictionary in order to be able to answer promptly questions on such matters. What is the meaning of the word *gazetteer*? Near which end of the dictionary will be found words beginning with T? with G? Which word comes first — *quite* or *quiet*? What difference in the sound of *a* in the words *has* and *last*? What is the derivation of the word *alphabet* and what does it mean? On what syllable of the word *address* should the accent be placed?

### Rule for Accents

A syllable which receives stress is said to be accented. If more syllables than one are accented in a word, the syllable receiving the greatest stress takes the *primary accent*; the other accented syllables take *secondary accents*.

## LESSON 47

### Spelling

Arrange these words in alphabetical order:

|      |      |      |      |
|------|------|------|------|
| get  | slit | sup  | bar  |
| dig  | tag  | tin  | can  |
| net  | bid  | ram  | bat  |
| knot | put  | dip  | let  |
| stir | cut  | rot  | stop |
| trap | pat  | step | stab |

In what three ways do these words resemble each other? After you have found out, add as many words of the same kind as you can think of, keeping the list alphabetical.

Now add to each word the ending *ing* or *ed* or *er*. What other letter will you have to put in? Why?

Make a rule for spelling which will show what you have done. Be careful to describe the words exactly. After you have criticised your wording of the rule as carefully as possible, write it in your note-books.

Syllables added to finished words are called suffixes. A suffix that begins with a vowel is called a vowel suffix; one that begins with a consonant is called a consonant suffix. To which kind of suffix do the syllables *ing*, *ed*, *er* belong? Use the proper term in your rule.

## LESSON 48

### Echo

Read silently:

Echo was a beautiful Oread, fond of the woods and hills, a favorite of Diana, whom she attended in the chase. But by reason of her too great fondness for chattering, she came under the displeasure of Juno, who took away her voice except for giving back the words of others.

Echo fell in love with Narcissus, the beautiful son of the river-god Cephissus, but he did not return her love. From that time forth she lived in caves and faded away until there was nothing left of her but her voice.

—Adapted from *Gayley's Classic Myths*.

Read the story aloud. What does the first paragraph tell you? the second?

If you do not know the word *Oread*, look it out in a mythology or a dictionary. Where in the dictionary will you find it? In reading about this word you will probably find other interesting information about wood nymphs and water nymphs which you might talk of in class. Ask your teacher to read or tell some stories of this sort to you, such as the story of Rhoecus, the story of Narcissus, the story of Pan and Syrinx.

Tell the story.

Read this stanza and memorize it:

Who can say where Echo dwells?  
 In some mountain cave, methinks,  
 Where the white owl sits and blinks;  
 Or in deep sequestered dells,  
 Where the foxglove hangs its bells,  
     Echo dwells,  
     Echo!  
     Echo!

—*Aldrich.*

Repeat these words:

Nymph, mountain, fountain, foxglove, poem, poetry, sequestered, echo, echoes, Listen to the echoes!

Two of the class might tell the story of Echo. Let one tell her story up to the time she lost her voice, and the other the rest of the story. The class should see the place where Echo dwelt before she was punished by Juno and after.

If you have ever heard an echo, you will un-

derstand the story. Ask your teacher to read you *The Bugle Song* by Tennyson.

## LESSON 49

### May Day

Find out all you can about old ways of celebrating May Day, and plan a celebration of your own.

**SUGGESTIONS:** Make a maypole.

Play the old singing game "Nuts and May."

Arrange a pageant of the months, choosing a boy or a girl to represent each month and many others as their attendants. Design appropriate costumes and make rhyming verses for each month to say.

Learn the following verses and recite them. The first verse gives you the spirit of the May. Be careful that your interpretation takes nothing away from her joy.

### May

Merry, rollicking, frolicking May  
 Into the woods came stepping one day;  
 She teased the brook till he laughed outright  
 And gurgled and scolded with all his might;  
 She chirped to the birds and bade them sing  
 A chorus of welcome to Lady Spring,  
 And the bees and the butterflies she set  
 To waking the flowers that were sleeping yet;  
 She shook the trees till the buds looked out  
 To see what the trouble was all about,  
 And nothing in nature escaped that day  
 The touch of the life-giving bright young May.  
 —MacDonald.

REFERENCES: In any of the books named below, you will find much that is interesting about May Day customs.

|           |                                       |
|-----------|---------------------------------------|
| Chambers: | <i>Book of Days</i>                   |
| Brand:    | <i>Popular Antiquities</i>            |
| Strutt:   | <i>Sports and Pastimes</i>            |
| Gomme:    | <i>Traditional Games</i>              |
| Walsh:    | <i>Curiosities of Popular Customs</i> |
| Bancroft: | <i>Plays and Games</i>                |

Finish the sentences begun below. Make each as interesting as you can.

Example:

Here we come gathering nuts and may.

Present

| Singular      | Plural      |
|---------------|-------------|
| I come when — | We come —   |
| You come —    | You come —  |
| May comes —   | They come — |

Past

|                |             |
|----------------|-------------|
| I came to play | We came —   |
| You came —     | You came —  |
| April came —   | They came — |

Future

|                   |                  |
|-------------------|------------------|
| I shall come if — | We shall come —  |
| You will come —   | You will come —  |
| June will come —  | They will come — |

What mistakes have you heard made in the use of *come* and *came*?

Write sentences in the present, past, and future with the word *go*.

## LESSON 50

## Drill on "a"

Pronounce this sound slowly and carefully. Note that the final sound is much like *e* in *eel*. You must not pronounce it fully, but must shape the lips as if you were going to say *e* and touch the sound lightly.

Repeat several times the words and sentences below, and find as many words as you can to rhyme with the words containing this sound.

May, pay; ale, sale; ache, break; able, table; age, rage; stake, make.

They may pay and stay away. Take a spade and a rake to the stable. Pay our wages. Pay, paid; lay, laid; stay, stayed; afraid.

Amos Ames aided the able aeronaut in an aerial enterprise, at the age of eighty-eight.

Read:

I am paid, he is paid, we, you, they are paid.

I was paid, she was paid, we, you, they are paid.

## LESSON 51

## The Spaniels

Here is a world-famous picture by Landseer, the great English painter. These dogs are called King Charles spaniels. Besides the dogs what do you see in the picture? Can you imagine to whom the dogs belong? Can you imagine the kind of home they live in? Can you think of good names for the dogs? If the picture tells a story to you, ask your teacher to let you write it or tell it.







## LESSON 52

## Alice and the Caterpillar

People talk differently from the way they write — not always less correctly but less formally. Read this dialogue between a little girl and a caterpillar:

The Caterpillar and Alice looked at each other for some time in silence. At last the Caterpillar took the hookah out of its mouth, and addressed her in a languid, sleepy voice.

“Who are *you?*” said the Caterpillar. This was not an encouraging opening for a conversation. Alice replied, rather shyly, “I — I hardly know, sir, just at present — at least I know who I *was* when I got up this morning, but I think I must have been changed several times since then.”

“What do you mean by that?” said the Caterpillar sternly. “Explain yourself!”

“I can’t explain *myself*, I’m afraid, sir,” said Alice, “because I’m not myself, you see.”

“I don’t see,” said the Caterpillar.

“I’m afraid I can’t put it more clearly,” Alice replied very politely, “for I can’t understand it myself to begin with; and being so many different sizes in a day is very confusing.”

“It isn’t,” said the Caterpillar.

“Perhaps you haven’t found it so yet,” said Alice; “but when you have to turn into a chrysalis — you will some day, you know — and then after that into a butterfly, I should think you’ll feel it a little queer, won’t you?”

“Not a bit,” said the Caterpillar.

“Perhaps your feelings may be different,” said Alice; “all I know is, it would feel very queer to *me*.”

“You!” said the Caterpillar contemptuously. “Who are *you?*”

—Lewis Carroll.

This is one of the many adventures of a little girl who is written about in a book named *Alice in Wonderland*. It is really a dream that she has.

What sort of a child does Alice seem to be? Show why you think as you do.

And what can you say about the Caterpillar's temper? Why does he think it isn't strange to go through many changes in a day?

How do the italicized words help you to read *in* the way the person spoke? What other words help you?

Pronounce carefully these words:

Alice, chrysalis, different, caterpillar, palace, chalice, calyx.

Now read aloud, one person taking the part of the Caterpillar, another taking the part of Alice.

#### PUNCTUATION AND PARAGRAPHING

Notice that each person's speech is in a separate paragraph.

The marks around some of the words which look like commas are called quotation marks. For what purpose are they used?

In how many ways is the comma used in the dialogue?

Copy *exactly* some of the sentences on the board.

Note: Notice in the questions asked by Alice and the Caterpillar that the interrogation mark is inside the quotation marks. Why is this?

## CONTRACTIONS

What is the difference between these words?

it's and its  
there's and theirs.  
you're and your

Find a shortened form for these expressions:

do not, does not;  
there is, is not;  
will not, can not.

Write them on the board opposite the fully expressed forms. If you can add to the list, do so. How have you shown that you have left out certain letters?

**SUGGESTIONS:** Write in fifteen minutes a story about Alice and the Caterpillar. Let the people in your story talk.

Ask your teacher to read you the story of Alice's tea-party with the March Hare and the Hatter.

**LESSON 53****Autumn Morning**

O sweet September! thy first breezes bring  
The dry leaf's rustle and the squirrel's laughter,  
The cool, fresh air, whence health and vigor spring,  
And promise of exceeding joy hereafter.

—George Arnold.

How many changes in the appearance of the world since the opening of school have you noticed? In class tomorrow tell all that you have observed. If there are other changes besides those which can be *seen*, mention them also.

Find a word for the sound of leaves under one's feet. Find a word for the sound of light rain falling. Find a word for the sound of window-cases shaken by the wind. Find a word for the sound of wind among trees. Find a word for the sound of the explosion of a gun. Find a word for the sound of the explosion of a charge of dynamite. Find a word for the sound of the fall of a tree. Find a word for the sound of the fall of a mass of earth. Find a word for the sound of water making its way over an obstacle.

Write a short paragraph describing an autumn morning in the country or in the city. Make the class see and hear and smell and feel whatever you have noticed as characteristic of a fine October day.

## LESSON 54

### • Robin Hood and Little John

On one occasion when Robin Hood was hunting with his merry men, he found the sport to be poor. So, after a time, growing tired, he said to them:

"We have had no sport now for some time. So I go abroad alone. And if I should fall into any peril whence I cannot escape, I will blow my horn that ye may know of it and bear me aid." And with that he bade them adieu and departed alone, having with him his bow and the arrows in his quiver.

And passing shortly over a brook by a long bridge he met at the middle a stranger. Neither of the two would give way to the other; and Robin Hood, being angry, fitted an arrow to his bow and made ready to fire.

"Truly," said the stranger at this, "a fine fellow you

are that you must draw your long bow on me who have but a staff by me."

"That is just truly," said Robin; "and so I will lay by my bow and get me a staff to try if your deeds be as good as your words." And with that he went into a thicket and chose him a small ground oak for a staff and returned to the stranger.

"Now," said he, "I am a match for you, so let us play upon this bridge, and if one should fall in the stream the other will have the victory."

"With all my heart," said the stranger; "I shall not be the first to give out." And with that they began to make great play with their staves.

Now did Robin Hood strike the stranger such a blow as warmed all his blood, and from that first blow they rattled their sticks as though they had been threshing corn. And finally the stranger gave Robin such a crack on his crown that he broke his head and the blood flowed. But this only urged Robin the more, so that he attacked the stranger with such vigor that he had like to have made an end of him, but that the stranger, growing into a fury, fetched him a blow that tumbled him from the bridge into the brook. Whereat the stranger laughed loudly and long, and cried out to him,

"Where art thou now, I prythee, my good fellow?"

And Robin replied, "Thou art truly a brave soul, and I will have no more to do with thee to-day; so our battle is at an end, and I must allow that thou hast won the day." And then wading to the bank he pulled out his horn and blew a blast on it so that the echoes flew throughout the valley.

And at that came fifty bold bowmen out of the wood, all clad in green, and they made for Robin Hood. And then said William Stukely, "What is the matter, my master? You are wet to the skin!"

"Truly, nothing is the matter," said Robin, "but that the lad on the bridge has tumbled me into the stream." And thereupon the archers would have

seized the stranger to duck him as well, but Robin Hood forbade them.

“No one shall harm thee, friend,” said he. “These are all my bowmen, threescore and nine, and if you will be one of us, you shall straightway have my livery and accoutrements fit for a man. What say you?”

“With all my heart,” said the stranger; “here is my hand on it. My name is John Little, and I will be a good man and true to you.”

“His name shall be changed,” said William Stukely on this. “We will call him Little John, and I will be his godfather.”

—*Bulfinch.*

What season of the year do you think it? Where were Robin Hood and his merry men? Why did Robin set out alone? What instructions did he leave his band?

Where did he meet the stranger? What was the pretext they made for their contest? What sort of contest was it? What was the outcome of it? What happened after the contest was decided?

What do you think of Robin Hood, judging him by his conduct in the fight and after it? What do you think of Little John? How did he come by his name?

Write this story from memory. Describe Little John as you imagine him to look. If there are any words in the story that you don't understand, find out their meaning before you try to tell the story.

**SUGGESTIONS:** Read other stories of Robin Hood and his band.

Write other adventures that you think they might have had.



Write descriptions of each one of the merry men as Robin Hood would have seen them.

Write descriptions of them that the Sheriff might agree with.

Write for the Sheriff a proclamation offering a reward for the capture of Robin Hood and his men.

## LESSON 55

Drill: er - ir - ur - or - ear - our

Notice that this sound is made at the front of the mouth. As you utter it you should feel the action at the tip and sides of the tongue. There should be no movement at the back of the tongue.

Pronounce the following words carefully:

|        |        |         |        |         |
|--------|--------|---------|--------|---------|
| third  | word   | pearl   | urge   | her     |
| girl   | world  | earl    | surge  | heard   |
| mother | father | brother | sister | teacher |
| learn  | turn   | earn    | fern   | courage |

The third girl Pearl heard thirty thousand thirsty earls urge.

If you can think of any other words containing this sound, write them on the board. Write in words the following numbers and sound them carefully: 30, 31, 32, 33, 34, 35, 36, 37, 38, 39. How will you separate the parts of the compound words?

Learn this stanza:

The fair breeze blew, the white foam flew,  
 The furrow followed free,  
 We were the first that ever burst  
 Into that silent sea.                      —Coleridge.

Or this:

By thirty hills I hurry down  
 Or slip between the ridges  
 By twenty thorps, a little town,  
 And half a hundred bridges.

—*Tennyson.*

What am “I”? Look out the word “thorp” in the dictionary.

## LESSON 56

### Courtesy in Class

Read again the story of Robin Hood and Little John.

Take the position that you have learned to feel is the right one. Hold your book lightly and not too high, and do not forget your readers as you read. How can you show that you have not forgotten them? In what other ways should the reader or speaker be considerate of his audience?

Talk over ways in which the class in English may be made pleasant for everybody. Refer also, if you wish, to other classes.

Write a paragraph that shall have the title of this lesson and read it aloud before copying it. Then exchange papers with one other and find any mistakes that have been made. Have any of them been made before in class? For instance:

Is the paragraph indented?

Is there a straight wide margin at the left side?

Are all the sentences really sentences?

Is the punctuation at the end of the sentences right?

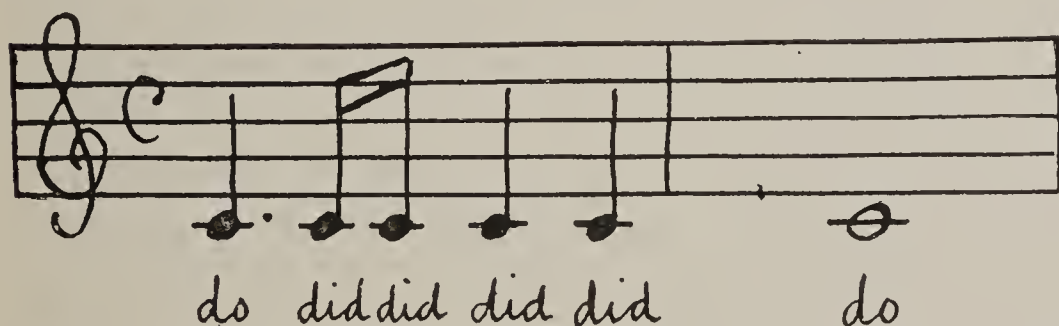
Do not change anything on another person's paper, but make a note on another paper of whatever you think a mistake. Write a few sentences, showing what you think good in the work. Remember that criticising does not mean fault-finding. What does it mean?

## LESSON 57

### Drill on "d"

do did did did did do

Speak these words, accenting as marked by the music.



Repeat rapidly, as many times as you can, giving the final sound distinctly, "Katy did, Katy didn't." Repeat rapidly:

Cinderella digging deep in cinders ended her childhood.  
A cheerful child chidden is a cheerful child checked.

What are the final sounds in the following words? Make the difference between them very clear.

Drop, drooped; drip, dripped; stop, stopped; leap, leaped, leapt; ask, asked; walk, walked; keep, kept;

weep, wept; tell, told; say, said; fold, folded; roar, roared; tag, tagged; time, timed; blot, blotted; pad, padded.

## LESSON 58

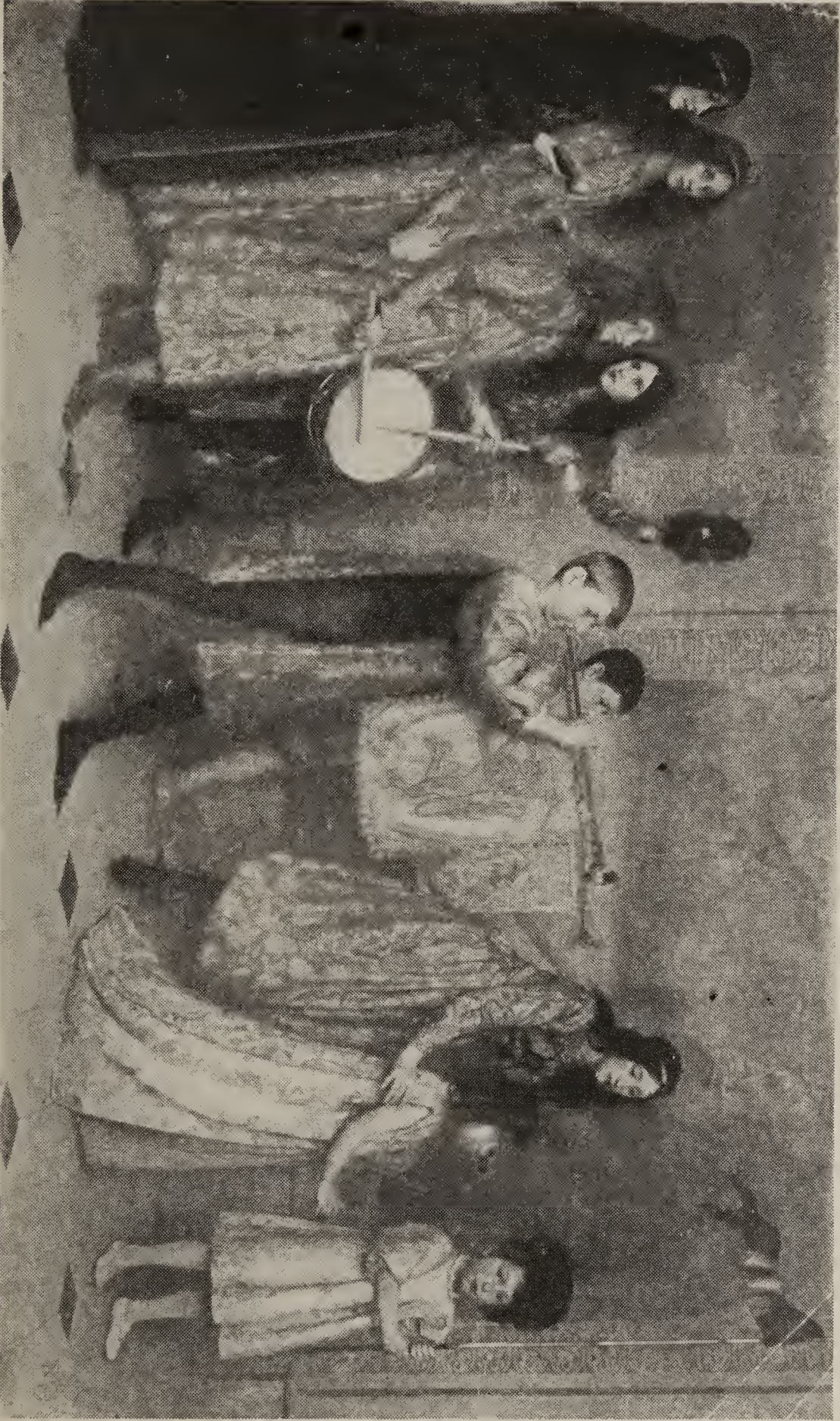
### A Play: A Shooting Match Before Queen Eleanor

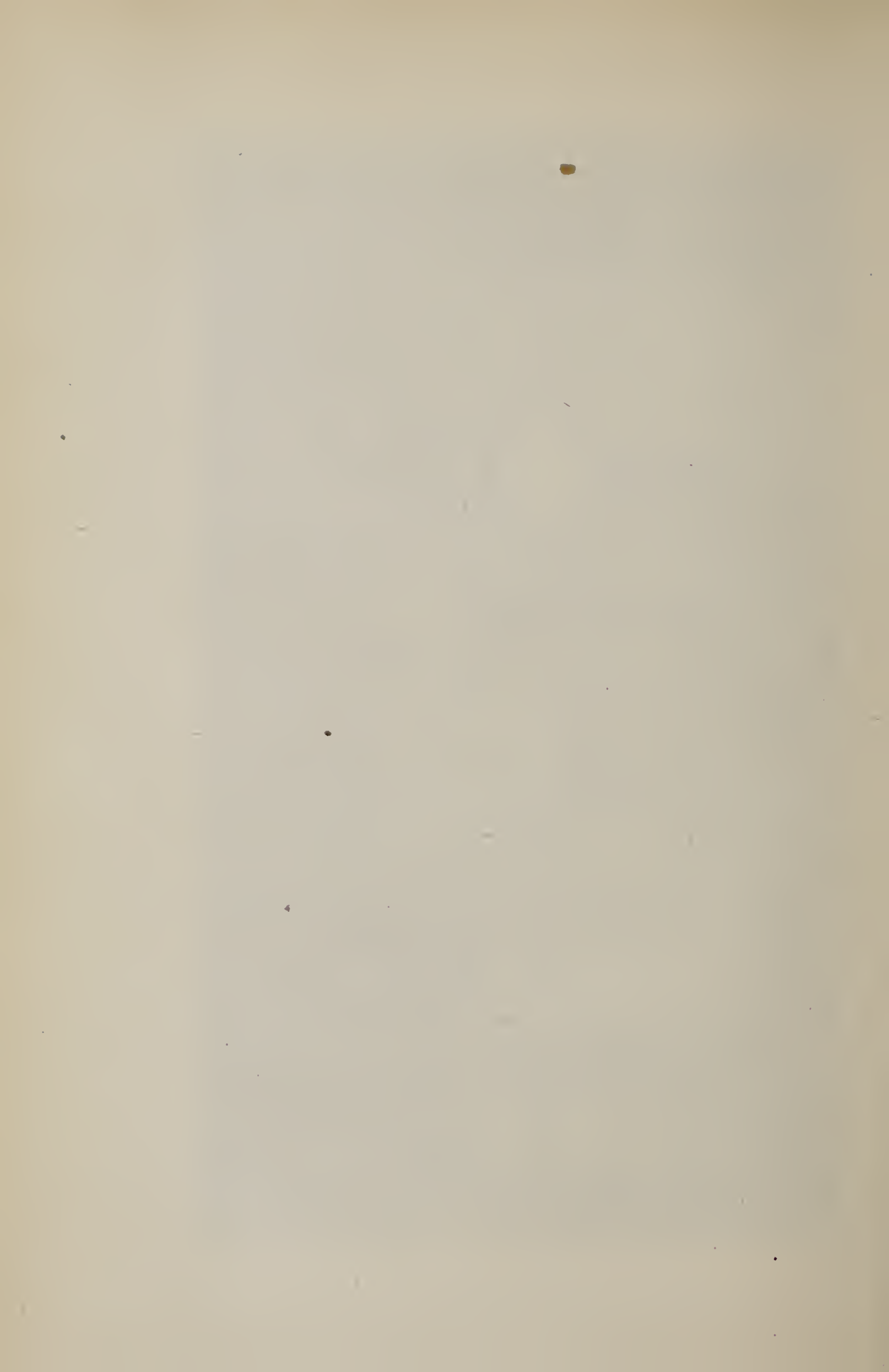
Ask your teacher to read to you from some book about Robin Hood, the story which is named in the title of this lesson. If you should like to make the story into a play, here are some suggestions to help you in constructing it.

You will need to read the story over several times to get it well in mind. You will see that there are several important incidents which precede the shooting match. Think over these scenes carefully and see if you can combine them into two scenes of greater importance.

The most important scene is in Finsbury Fields.

Now read the story carefully in order to find out what to *do*. You will see that there are a great many things done before anything is said. Observe all these, and decide which can be done in the play and which must be omitted or changed. The story says, for instance, that there are two hundred and eighty-score shafts shot. Now, if in the play you had so many archers taking part, it would be very tiresome, so you will have to make a change. What will that change be?





In making the dialogue between the King and Queen in regard to the wager, you can follow the story, but in order to keep the play natural and interesting, you must find out just what everybody did, and arrange for the action. What do you think would be the best ending?

In acting, study the characters carefully and try to give the audience a correct idea of the part you play. Note that Robin is called "merry" and his men "merry men." What does the word show?

Speak distinctly and do not hurry. Pauses in conversation are natural and often are more effective than speeches. You cannot, of course, have horses on the stage, but you can make an effective entrance in the last scene by having the King and Queen preceded by attendants, archers, pages, ladies-in-waiting walking in groups.

## LESSON 59

### Bows and Arrows

The story goes that Robin Hood did actually live in Sherwood forest, seven or eight hundred years ago.

Find out whatever you can about the bows and arrows used by him and his merry men. In what respects were they similar to those used by American Indians when Columbus discovered America? In what respects were they different from those?

After you have read as much as you can about this subject and have discussed it in class,

write a description of the different kinds of bows and arrows used by various peoples at different times in their history.

**SUGGESTIONS:** What other weapons are spoken of in these stories of Robin Hood? Get together the same sort of information about them as you have done for the bows and arrows. Write accounts of what you learn through your reading, and read them in class. Be careful to mention in your themes the books from which you have obtained your information and, if you quote any of the language of a book, to put the borrowed words in quotation marks.

## LESSON 60

### Breathing Exercise

Substitute this new exercise now in your daily work, but go back from time to time and use the others:

Take your breath as quickly as possible through the nostrils with your mouth closed. Expel through the nostrils with mouth closed. Repeat several times. Position as in other exercises.

### Drill on "a"

Read this list. What sound is common to every word in it?

|    |      |        |      |      |      |
|----|------|--------|------|------|------|
| am | add  | and    | sang | bag  | map  |
| an | had  | land   | rang | tag  | rap  |
| as | bad  | strand | bang | flag | wrap |
| at | mad  | stand  | tang | rag  | slap |
| ax | glad | gland  | hang | sag  | flap |



This is a sound that one uses and hears a great many times every day, and yet that is often incorrectly given. It should not be prolonged. Give it a crisp, clear utterance.

Find as many other words as you can that rhyme with those already in the list, and sound them carefully.

Repeat these expressions, being careful to give the sound exactly :

Cattle stamping and trampling. Strands of raffia for a mat. Raffia from Madagascar. Cancer and Capricorn. Balance and match. A paragraph on flax. Africa and Canada. The parachute carried the balloon. Lads and lasses, clap your hands. Crash and canvas bags. Hand me a handkerchief. Plant and animal fats. Apples and bananas. The Panama Canal. Have you had a man's hat? How mad and bad and sad it was! Have you had a hand in this affair?

### “And” — A Game

Play this game : Ask your teacher to begin to tell a story that you have all heard. In a little while she will stop suddenly — in the middle of a sentence, perhaps — and will throw a handkerchief to one of you, who must then carry on the story. All but the leader must begin with *and*, and if they pause after saying *and* so that what they say is *and-er*, they must pay a fine. Tell the story to its end in this way. It will be a sort of relay story. Then collect your fines.

Let the fine be to read twice over a sentence that has many *ands* in it. Perhaps you can find one near by.

**LESSON 61**

When all the world is young, lad,  
And all the trees are green;  
And every goose a swan, lad,  
And every lass a queen;  
Then hey for boot and horse, lad,  
And round the world away;  
Young blood must have its course, lad,  
And every dog his day.

**Little Daffydowndilly**

Read this story about the adventures of a boy who ran away from school. His name was Daffydowndilly. His teacher's name was Mr. Toil. Daffydowndilly did not like to work and made up his mind to run away. As he left the schoolhouse, he met a stranger who asked him for his company, and the two went off together. It is their adventures that the story tells.

They had not gone far, when the road passed by a field where some haymakers were at work, mowing down the tall grass, and spreading it out in the sun to dry. Daffydowndilly was delighted with the sweet smell of the new-mown grass, and thought how much pleasanter it must be to make hay in the sunshine, under the blue sky, and with the birds singing sweetly in the neighboring trees and bushes, than to be shut up in a dismal schoolroom, learning lessons all day long, and continually scolded by old Mr. Toil. But, in the midst of these thoughts, while he was stopping to peep over the stone wall, he started back and caught hold of his companion's hand.

"Quick, quick!" cried he. "Let us run away, or he will catch us!"

"Who will catch us?" asked the stranger.

"Mr. Toil, the old schoolmaster!" answered Daffy-





downdilly. "Don't you see him amongst the hay-makers?"

"Don't be afraid," said the stranger. "This is not Mr. Toil, the schoolmaster, but a brother of his, who was bred a farmer; and people say he is the most disagreeable man of the two. However, he won't trouble you, unless you become a laborer on the farm."

The two travelers had gone but little farther, when they came to a spot where some carpenters were erecting a house. Daffydowndilly begged his companion to stop a moment; for it was a very pretty sight to see how neatly the carpenters did their work, with their broad-axes, and saws, and planes, and hammers, shaping out the doors, and putting in the window-sashes, and nailing on the clapboards; and he could not help thinking that he should like to take a broad-axe, a saw, a plane, and a hammer, and build a little house for himself.

But, just while he was delighting himself with this idea, little Daffydowndilly beheld something that made him catch hold of his companion's hand, all in a fright.

"Make haste. Quick, quick!" cried he. "There he is again!"

"Who?" asked the stranger, very quietly.

"Old Mr. Toil," said Daffydowndilly, trembling. "There! he that is overseeing the carpenters. 'Tis my old schoolmaster, as sure as I'm alive!"

"O no! this is not Mr. Toil, the schoolmaster," said the stranger. "It is another brother of his, who follows the trade of carpenter."

"I am very glad to hear it," quoth Daffydowndilly; "but if you please, sir, I should like to get out of his way as soon as possible."

Then they went on a little farther, and soon met a company of soldiers, gayly dressed, with beautiful feathers in their caps, and bright muskets on their shoulders. In front marched two drummers and two fifers, beating on their drums and playing on their fifes with might and main, and making such lively

music that little Daffydowndilly would gladly have followed them to the end of the world.

“Quick step ! Forward march !” shouted a gruff voice.

Little Daffydowndilly started, in great dismay ; for this voice which had spoken to the soldiers sounded precisely the same as that which he had heard every day in Mr. Toil’s schoolroom, out of Mr. Toil’s own mouth. And, turning his eyes to the captain of the company, what should he see but the very image of old Mr. Toil himself, with a smart cap and feather on his head, a pair of gold epaulets on his shoulders, a laced coat on his back, a purple sash round his waist, and a long sword, instead of a birch rod, in his hand. And though he held his head so high, and strutted like a turkey-cock, still he looked quite as ugly and disagreeable as when he was hearing lessons in the schoolroom.

“This is certainly old Mr. Toil,” said Daffydowndilly, in a trembling voice.

“You are mistaken again, my little friend,” replied the stranger, very composedly. “This is not Mr. Toil, the schoolmaster, but a brother of his, who has served in the army all his life. People say he’s a terribly severe fellow ; but you and I need not be afraid of him.”

“Well, well,” said little Daffydowndilly, “but, if you please, sir, I don’t want to see the soldiers any more.”

Well, thus the stranger and little Daffydowndilly went wandering along the highway, and in shady lanes, and through pleasant villages ; and whithersoever they went, behold ! there was the image of old Mr. Toil.

Little Daffydowndilly was almost tired to death, when he perceived some people reclining lazily in a shady place, by the side of the road. The poor child entreated his companion that they might sit down there, and take some repose.

“Old Mr. Toil will never come here,” said he : “for he hates to see people taking their ease.”

But, even while he spoke, Daffydowndilly’s eyes

fell upon a person who seemed the laziest, and heaviest, and most torpid of all those lazy and heavy and torpid people who had lain down to sleep in the shade. Who should it be, again, but the very image of Mr. Toil!

“Oh, take me back!—take me back!” cried poor little Daffydowndilly, bursting into tears. “If there is nothing but Toil all the world over, I may just as well go back to the schoolhouse!”

“Yonder it is,—there is the schoolhouse!” said the stranger; for though he and little Daffydowndilly had taken a great many steps, they had traveled in a circle, instead of a straight line. “Come; we will go back to school together.”

There was something in his companion’s voice that little Daffydowndilly now remembered; and it is strange that he had not remembered it sooner. Looking up into his face, behold! there again was the likeness of old Mr. Toil; so that the poor child had been in company with Toil all day, even while he was doing his best to run away from him.

—*Hawthorne.*

What sort of boy is Daffydowndilly? What sort of person did he meet on the highway? Why did Daffydowndilly go with him? What do you think of him after you have become acquainted with him?

What are the pleasant things about a hay-maker’s work? About a carpenter’s work? About a soldier’s life? About a tramp’s life? What disadvantages do you see in any of them? Which seems to you the pleasantest?

How many experiences did Daffydowndilly have the day he played truant? Divide the story into parts and write the name of each part in relay fashion, one person for each part.

Remember in speaking not to drag your *ands*; try to pause before, not after saying *and*. Repeat: *Daffydowndilly's traveling companion. Hammers, axes, and adzes.*

SUGGESTIONS FOR COMPOSITIONS ABOUT THE STORY

Write a paragraph telling just how you think Daffydowndilly looked when he went off on his travels. Don't forget his pockets. How do you think he walked? What sort of boy *slinks*? What sort of boy *saunters*? What idea does the word *trudge* give you? *creep*? *scurry*? Find words that will show the sort of boy Daffydowndilly is.

Choose one of the adventures of Daffydowndilly and his strange friend, and write it.

Write a paragraph explaining how a village begins to grow at cross-roads.

Write a note to your father or mother telling the occupation you think you would like to follow when you are grown. Take the note home and see what either one says about your idea. Show by the way you write your note that you can do well whatever you undertake to do. How will you write the heading? the salutation? the close?

How should you divide the following names? What is the name of the little mark you put between the parts of a divided word?

cross-roads  
guidepost  
schoolhouse  
schoolmaster  
foreman

wayfarer  
landscape  
highway  
corner  
circle



Never divide a word of one syllable.

What comparisons can you make between these words?

footpath and highway  
gully and valley  
river and brook  
work and play

## LESSON 62

### The Duchess's Song

Read this lovely little poem:

Speak roughly to your little boy  
And beat him when he sneezes,  
He only does it to annoy  
Because he knows it teases.

Chorus: Wow! wow! wow!

I speak severely to my boy,  
I beat him when he sneezes,  
For he can thoroughly enjoy  
The pepper when he pleases.

Chorus.: Wow! wow! wow!

—*Lewis Carroll.*

The whole class should read the beautiful chorus! How should it sound? Who is speaking and how? What seems to have happened? Ask your teacher to read you the story that explains this song; it is in *Alice's Adventures in Wonderland*.

There are a good many words in these two stanzas that are often incorrectly pronounced. Be careful to sound them just right: "Poem,"

“little,” “beat him,” “because,” “severely,”  
 “can,” “when,” “for.”

SUGGESTIONS: Make a little play in which Alice and the Duchess and the pig-baby and the frog footman are all characters.

Make tableaux, showing all the characters in the book.

### LESSON 63

#### Spelling

|          |         |          |         |
|----------|---------|----------|---------|
| planning | bidden  | planing, | biding, |
| canning  | hidden  | caning,  | hiding, |
| hopping  | hatter  | hoping,  | hater,  |
| slopping | latter  | sloping, | later,  |
| dinning  | barred  | dining,  | bared,  |
| pinning  | starred | pinning, | stared, |

Find the dictionary form of each of these words and make a double list like this on the board. With what letter do the words in your first list end? What happens to that letter when you add *ing*? What change is made in the words of the second list when you add *ing*?

Add *ing* to the words in the list on page 100 and make whatever changes you find necessary in doing so. Write each group on the board in a vertical list. What general word can be applied to all these endings?

### LESSON 64

#### Steady, Johnny, Steady!

Where the pools are bright and deep,  
 Where the gray trout lies asleep,  
 Up the river and o'er the lea:  
 That's the way for Billy and me! —Hogg.

Do you understand the situation in this picture? Make a story that might have this picture as illustration.

This is a good time to be reading some book



that tells about outdoor life. Recommend to your classmates any that you know, and ask the teacher to put a list for you on the board.

|      |      |       |      |
|------|------|-------|------|
| knit | run  | paste | glue |
| cut  | plan | weave | pose |
| slit | map  | trace | bake |
| spin | peg  | dance | make |

Use both sets of words in sentences beginning *To-day*, *Yesterday*, and *To-morrow*. How should you divide these words?

Make a rule that will help you to spell words of the second group.

Turn back to the lesson that gives the rule for spelling words of the first group, and plan a game for younger children that will teach them how to spell words of the second group.

## LESSON 65

### Planning a Trip

Make a plan for a theme on a trip to Colorado from the place you live. What place in Colorado will be your objective point?

SUGGESTIONS: Look out on railroad maps the routes you might take. What are the chief cities you would pass by each route? What things of especial interest would you see from the train windows? How much time would each require? What would be the cost of the ticket?

Write a statement explaining your choice of route.

Write your theme. Decide beforehand what things you will write about and what things you will leave out.

Write a letter in the course of the journey to a friend.

## LESSON 66

## Correcting a Story

A Pleasant trip

My most pleasant trip was to Colorado. On the way coming home we saw some mountains. We had been by my uncle's house. He has a farm, and we used to go out and feed the chickens and cows every day. One day we were playing in the prairie when a cow come after us. She must have got loose. The cow made us run for two blocks.

We ran and we reached a barn we got on the ladder and climb up. The cow went away again and we went in the house. But when we got in the house we told my uncle. He laughed at us and said that was good for us. I was about 7 years old. My cousins were 10 and 7 years old. And the next day we got the cow and tied her to a tree. That was my most pleasant trip.

This is a little boy's theme as it looked when his teacher returned it to him. Read it aloud and suggest changes that would help him to improve it.

What do you think is the most important incident of his trip? Where does he begin to tell about it? Where does he tell how it ended? What things are mentioned between these two points that do not belong to the incident? What should be done with them?

Where was the writer when he had this interesting experience? Find all the details he gives us about the place and how he came to visit it. What will you do with them? Should they precede or follow his account of his adventure?

Find something that is not a part either of his experience with the cow or of his description of his uncle's farm. What will you do with it?

Re-write the theme in two paragraphs, writing the topics of the paragraphs, one under the other, on the board. What title will you give the theme? Why is the present title not suitable? What marks of correction should be put in the margin? Discuss the meaning of each one before writing it on the board.

Make sentences to show the difference between

come and came  
run and ran

Answer these questions:

I run — where?

I ran — when?

I shall run — why?

I have run — how?

I had run — how long?

I shall have run — how far?

## LESSON 67

### Important Little Words

How long did the children run? When did they climb the ladder? When did they go into the house?

Re-write these sentences, using the little words that will answer these questions. What does *but* mean? What do you think of the way it is used in the theme?

Re-read your last themes and notice your use of the little words. What mistakes do you hear people make in using them?

Read the following sentences:

I go *into* the train and travel *in* it *through* the country *from* Philadelphia *to* Denver. I step *upon* the platform *beside* the railroad *at* the station *in* St. Louis. My uncle lives *in* the country *by* a river, *in the midst of* fields and meadows, *near* a town. I stayed *at* his house *in* Washington Avenue, *on* the corner. I *went* with my aunt *into* a shop, *between* Madison and Monroe Avenues. We enjoy ourselves *at* home *among* our neighbors.

In the following sentences what difference of meaning in the little words?

I speak *to* you and I speak *of* you. You stand *among* friends, and you stand *between* friends.

People are moving *into* the house, and people are moving *in* the house.

The ball you are looking for is *by* your house, and the ball you are looking for is *at* your house.

### Every-day Words

Here is a group of common words often mispronounced. Take care of both vowel and consonant sounds.

Yes, yesterday, Saturday, you, yet, get, catch, can, can't, just, and, won't, for, was, have, off, roof, root, kept, about, because, instead, something, everything, asked, of, often, little, what, which, studying, perhaps, accidentally, probably, quiet, real, regular, cruel, quarrel, barrel, hollow.

## LESSON 68

## Drill on "u"

This is another of the vowel sounds which are often made incorrectly.

|      |       |       |
|------|-------|-------|
| up   | young | none  |
| son  | tough | just  |
| done | some  | lungs |
| dust | won   | rough |

Dull humdrum lulls but hubbub stuns  
 I must have a crust of bread. I must have just a  
 crust. Don't jest; I must. He must have entrusted  
 the money to the bank. It was just a jest. Be just. I  
 just must.

Sudden swallows swiftly skimming,  
 Sunsets slowly spreading shade,  
 Silvery songsters sweetly singing  
 Summer's soothing serenade.

Pronounce these words carefully. Be careful *not* to give the sound of *u* to any of the sounds of *e*.

Government, punishment, elephant, elegant, sudden, southern, circumference, pattern, arrangement, statement, notice, different, equivalent, telephone, telegraph, penetrate, element, resemble, repetition, benefit.

## LESSON 69

## The Flag Goes By

Hats off!  
 Along the streets there comes  
 A blare of bugles, a ruffle of drums,  
 A flash of color beneath the sky:  
 Hats off!  
 The flag is passing by!



Blue and crimson and white it shines,  
Over the steel-tipped, ordered lines.

Hats off!

The colors before us fly;  
But more than the flag is passing by:

Sign of a nation, great and strong  
To ward her people from foreign wrong:  
Pride and glory and honor all  
Live in the colors to stand or fall.

Hats off!

Along the street there comes  
A blare of bugles, a ruffle of drums;  
And loyal hearts are beating high:

Hats off!

The flag is passing by!

—*Henry Holcomb Bennett.*

Read this poem silently.

What do you see as the procession passes?  
What do you hear? How do you think the people on the street feel as the procession passes? How do they behave? What other words are used for *flag*? What “more than the flag” is passing?

Discuss these questions and any others that you wish to ask before reading the poem aloud. Then read so as to make the class see and hear the procession and feel as the spectators felt. Pronounce carefully these words before reading: “Beneath,” “passing,” “beating,” “loyal.”

Write the first stanza on the board, taking care to copy the punctuation correctly and to begin each verse with a capital letter.

Then learn and recite in class before copying in your book.

## LESSON 70

### Thanksgiving

Last Thanksgiving we planned a Thanksgiving dinner. We found out where each article of food came from and how it grew or was prepared for the market. This year let us tell in what way these articles reach us.

Choose, as before, one article each. Be sure that you have, to choose from, a complete list of what you would need, including even spices and flavoring extracts. Which of these articles come from foreign countries?

Trace now the article you have chosen from its preparation for market to its delivery at the retail shop in the city or village where you live.

How many articles in your list will you include under the single name *groceries*?

Make the plural of the names in the second list by the rule you know for those in the first list. What single difference do you find in the rule for the two lists?

cranberry  
refinery  
creamery  
grocery

potato  
tomato  
cargo  
negro

Words that name persons, things, places, and groups of persons and things are called nouns.

## LESSON 71

## A Biography

Give the class an account of the life of some pet you have had. Tell only what you know to be true.

To do this well you should have some time to think of what you are going to say. Otherwise, you would probably not be able to remember all the events you would like to tell, or if you did, not in the order in which they happened. It is important to tell everything in chronological order.

Be careful not to pause after saying *and*.

SUGGESTION: Let the pet whose biography you have just told tell its own story. Be its secretary and write what it dictates. What necessary difference is there in the ending of a complete biography and of an autobiography? Look out these words in the dictionary.

## Lie and Lay

Here are words which the writers of this biography or autobiography will almost certainly have to use and which are very often used wrong:

lie, lay, lain, lying,  
lay, laid, laid, laying.

What is the difference in their meaning?  
Read the following sentences:

The cat lay on the rug; she had lain there since morning.

When I lay down to rest, I laid down my book.  
When I lie down, I lay my book down. I have lain  
down until I am tired.

Richard and Robin were two pretty men  
Who lay in bed till the clock struck ten.

At what time does each of the actions mentioned above take place? Now complete the sentences begun below. Let each be different. Make other sentences for the past and the future.

Present

Lie

Lay

I lie on the floor  
You  
He  
We  
You two  
They

I lay the cloth every day  
You  
She  
We  
You  
They

In the sentences you have written, substitute names of people and animals wherever possible. Point out all the nouns in the lesson. Words that stand for nouns are called pronouns. Why? Look out the word in the dictionary.

LESSON 72

Sit, Set

Complete the sentences below left unfinished.

PRESENT

|                            |                       |
|----------------------------|-----------------------|
| I sit here                 | We sit silently       |
| You sit by your mother     | You sit by yourself   |
| The bird sits on the bough | They sit down to rest |

PAST

|                        |                      |
|------------------------|----------------------|
| I sat at the table     | We sat until we were |
| You sat as if you were | tired                |
| tired                  | You sat too long     |
| He sat upright         | They sat together    |

FUTURE

|                          |                   |
|--------------------------|-------------------|
| I shall sit where I like | We shall sit — ?  |
| You will sit — ?         | You will sit — ?  |
| He, she will sit — ?     | They will sit — ? |

PRESENT

|                             |                        |
|-----------------------------|------------------------|
| I set the table             | We set a good example  |
| You set the cup on the      | You two set the box on |
| table                       | the floor              |
| He sets the chairs straight | They set the load down |

PAST

|                               |              |
|-------------------------------|--------------|
| I set the table yesterday     | We set — ?   |
| You once set a good example   | You set — ?  |
| She set the child on her lap. | They set — ? |

FUTURE

|                  |                   |
|------------------|-------------------|
| I shall set — ?  | We shall set — ?  |
| You will set — ? | You will set — ?  |
| It will set — ?  | They will set — ? |

What questions do the words after *sit* answer?

What questions do the words after *set* answer?

Make sentences according to this plan with *lie* and *lay*.

## LESSON 73

## Spelling Exercise

What is the difference between these sentences?

Speak for yourself.  
Speak for yourselves.

Read these sentences :

I cut myself with my knife. I myself saw the thief. Do it yourself. We shall tire ourselves by our walk. The man and his wife bought themselves a loaf. One injures one's self by too much work. The calf hurt itself on the fence. The elf lost his life trying to protect himself from the wolf. The brave man lost his staff at the wharf.

Point out all the pronouns in the sentences above.

Make as many pronouns with *self*, *selves*, as you can think of.

Make the plural of the nouns ending in *f* and *fe* in the sentences above.

## LESSON 74

## Drill on "i"

This *i* is composed of two sounds—*ah* and *e*. Pronounce several times slowly: *ah-ee*, *ah-ee*, *ah-ee-i*. Be careful to let us hear the *ee* at the end of the *i*, but touch it lightly.

"Idling I sit in this mild twilight dim,  
Whilst birds in wild swift circling skim,  
Light wings in sighing sink till rising bright  
Night's virgin pilgrim swims in vivid light."

Find in these lines as many different sounds of *i* as you can.

Repeat the drill on the sound *i* as it occurs in the word *it*.

Practice saying these lines, paying careful attention to all the vowel sounds and final consonants.

## LESSON 75

### Rhyming Game

Read carefully the following pairs of words and write them on the board:

|        |     |        |       |     |      |
|--------|-----|--------|-------|-----|------|
| take   | and | shake  | shoot | and | get  |
| freeze | and | choose | tell  | and | sell |
| seek   | and | think  | lead  | and | feed |
| catch  | and | teach  | bring | and | buy  |
| bear   | and | swear  | feel  | and | deal |

The teacher will call one of the words and point to a member of the class, who will say, *Yesterday I* —, using the proper form of the verb. She will then point to another member of the class, who will begin the same sentence, using the other word.

Example: Take.

Yesterday I took —  
 Yesterday I shook —

When all the words have been used in this way, make sentences which contain the word *often*.

Example: Shake.

I have often shaken —  
I have often taken —

Members of the class who hesitate or who make a mistake in the form of the word must make two rhyming verses and recite them to the class.

## LESSON 76

### The Christmas Silence

Hushed are the pigeons cooing low  
On dusty rafters of the loft;  
And mild-eyed oxen, breathing soft  
Sleep on the fragrant hay below.

Dim shadows in the corner hide,  
The glimmering lantern's rays are shed  
Where one young lamb just lifts his head,  
Then huddles against his mother's side.

Strange silence tingles in the air;  
Through the half-open door a bar  
Of light from one low-hanging star  
Touches a baby's radiant hair.

No sound: the mother, kneeling, lays  
Her cheek against the little face;  
O human love! O heavenly grace!  
'Tis yet in silence that she prays.

Ages of silence end to-night,  
Then to the long-expectant earth  
Glad angels come to greet His birth  
In bursts of music, love, and light!

—Margaret Deland.







Read this poem silently. Then ask the teacher to read it aloud to the class and note the music in the vowel sounds. When you read, pronounce the first word in the first stanza carefully; what is the effect of the sound of *sh*? The beauty of the poem lies in the music of the sounds as well as in the thought; see that you make music when you come to read it aloud.

What are the most descriptive words here? Find some that suggest their meaning by their sound.

## LESSON 77

### Drill on "oi"

This sound is composed of *aw* and of *i* as in *it*.  
Pronounce *aw-i-aw-i*, *aw-i-oi*.

|         |         |         |       |
|---------|---------|---------|-------|
| exploit | rejoice | appoint | avoid |
| quoit   | coil    | toil    | soil  |
| oil     | spoil   | broil   | foil  |
| boy     | coy     | toy     | joy   |

Quit, quite, quiet, quoit; right royally; nice, noise; files and foils; all the oil. Pointed pines. Join with twine. Avoid the viaduct. Shall the soil be moist or dry? Is there oil in the isles? The boys will haul the soil. Buy the boy a ball. Tie the toys tight. Strive, straw, destroy. Boil the water. Broad embroidery for the bride. Voice your choice. Spoiling the white oilcloth. Spilling all the oil in the brawl. A boys' choir. Sequoia.

## LESSON 78

## Winter

Learn by heart the following lines:

The winter came: the wind was his whip;  
 One choppy finger was on his lip;  
 He had torn the cataracts from the hills,  
 And they clanked at his girdle like manacles;  
 His breath was a chain which without a sound  
 The earth, the air, and the water bound.  
 He came fiercely driven in his chariot throne  
 By the ten-fold blasts of the arctic zone.

—*Shelley.*

How is winter thought of here? What words give you the best idea of him?

Before repeating this poem to the class, study the consonants in these words:

Choppy, cataracts, torn, clanked, manacles, fiercely, driven, blasts, arctic.

What effect is produced by these sounds? Look back to the poem on *Christmas Silence* and compare the sounds with those in this stanza. What difference do you observe?

If you do not understand the meaning of *manacles* or of any other word, look it out in the dictionary.

SUGGESTIONS FOR THEMES: Write a story about the coming of another of the seasons. Remember that the names of the seasons are *not* begun with capital letters.

Plan a little story in class about spring. Let her speak for herself. How will you write her name if you treat her like a person? Notice in the poem above the words “the winter”; why is “winter” not written with a capital letter?

## LESSON 79

## Benjamin Franklin

January is Benjamin Franklin's birthmonth. Here is an account of his life. Read it at first silently, then aloud:

Benjamin Franklin was born in Boston, in 1706, the fifteenth child in a family of seventeen children. His father was a candlemaker and soapboiler. At eight years of age Benjamin was sent to a grammar school, where he made rapid progress, but two years later he had to go into his father's shop. Here he spent his time in cutting wicks for the candles, filling the moulds with tallow, selling soap in the shop, and acting the part of errand boy. He spent most of his leisure in reading, and devoted his savings to collecting a small library.

His father decided to apprentice him to his brother James, a printer in Boston. Benjamin was to serve until he was twenty-one and to receive no wages until the last year. During this period of his life he had great hardships to bear, for his brother was a stern taskmaster and sometimes beat him cruelly. Benjamin decided to run away, and sold some of his books to get a little money. At seventeen years of age he secured passage on board a sloop for New York. Upon his arrival, friendless and almost penniless, he began to visit the printing-offices in search of work. But failing to find any and being told that he would be more likely to succeed in Philadelphia, he decided to go to that city. In a short time he found work with one of the two master-printers in Philadelphia.

The Governor of Pennsylvania urged him to start a printing-press of his own and promised to provide money for his going to England to select the press and other things necessary for the business. But the governor failed to keep his word, and Franklin was stranded in London. He found work in a printing office, where he remained during two years.

When he returned to Philadelphia two years later he set up in the printing business for himself. In so doing, he had to carry a heavy debt. He worked early and late to pay it off, sometimes making his own ink and casting his own type. His wife assisted him by selling stationery in his shop as well as by saving in the household.

Franklin's usual breakfast was milk and bread, which he ate out of a wooden porringer with a pewter spoon. In all these years of struggle, however, he was cheerful and light-hearted. No matter where he was or what the stress of his business, he found time to read and improve himself.

Franklin always had a deep interest in the public welfare. He started a subscription library in Philadelphia and established an academy, which finally grew into the University of Pennsylvania. He had great influence in organizing a better police force and a better fire department. He invented the Franklin stove, which soon became popular because it was so much better than the open fire-place. But the most wonderful thing he ever did was proving that lightning was the same thing as electricity.

Franklin rendered his country distinguished public services. In 1754 he proposed to the Colonies a Plan of Union which, although it failed, prepared the colonies for union in the struggle against King George and the English Parliament. He was sent to England and was influential in securing the repeal of the Stamp Act. He was one of the five appointed to write the Declaration of Independence. After the signing of the Declaration he was sent to France, and did much to secure the aid which that country gave us.

He died in 1790, at the age of eighty-four, one of the greatest of American statesmen and heroes.

—Adapted from *Autobiography of Benjamin Franklin*.

What part of Franklin's life is told in the first paragraph? What part in the second? In the third? In the fourth? What does the fifth

paragraph tell about him? The sixth? The seventh?

The story is told from the beginning to the end, but much has been omitted that would be most interesting. Ask your teacher to tell you more about Franklin, then write a paragraph on any one of the following topics for inserting in this account.

The trip from New York to Philadelphia.

How Franklin first met his sweetheart.

How Franklin made his discovery about electricity.

Tell the completed story in class.

Write a short autobiography. With what event will you begin it? How far will you continue it?

SUGGESTIONS: Write a short but complete story of the life of one of the men named below.

Make sentences about Watt, Stevenson, Columbus, Fitch, Fulton, Hudson, Whitney, McCormick, Cyrus W. Field, La Salle, using one or the other of these words:

discovery, invention.

## LESSON 80

### Breathing Exercises

Go through, in four successive days, the four sets of breathing exercises you have already had. Then use daily for a time the following exercise:

Inhale through the nostrils to the full capacity of the lungs and count in a whisper as long as possible, using the breath gradually. Count

aloud as long as possible, using the breath gradually.

What position do you take in practicing these exercises?

### Drill on "o"

Pronounce *o* slowly and carefully. The last sound you hear is like *oo* in *soon*. To make the correct sound you must gradually close the lips until you form *oo*. Touch this sound lightly.

Read carefully the following:

Slow, slow, toll it low,  
As the sea waves break and flow.

Story, glory, no more, lotus, Orient, golden, memorial.

Be especially careful to sound the *o* correctly in words in which it is not accented. In which of the following words is *o* accented and in which not?

O, oh, old, no, oak, oar, oral, floral, Flora, daffodil, decoration, memorial, memory, melody, harmony, follow, fellow, hallo, hollow, borrow, shadow, window, diagonal, proportion, zoology, laboratory, pronounce, Popocatapetl.

Learn this poem. Be careful to pronounce the title correctly.

### Golden Glories

"The buttercup is like a golden cup,  
The marigold is like a golden frill,  
The daisy with a golden eye looks up,



And golden spreads the flag beside the rill,  
 And gay and golden nods the daffodil;  
 The gorsy common swells a golden sea,  
 The cowslip hangs a head of golden tips,  
 And golden drips the honey which the bee  
 Sucks from sweet hearts of flowers, and stores, and  
 dips." —*Christina G. Rossetti.*

## LESSON 81

### Nonsense

Peter Piper picked a peck of pickled peppers;  
 A peck of pickled peppers Peter Piper picked;  
 If Peter Piper picked a peck of pickled peppers,  
 Where's the peck of pickled peppers Peter Piper  
 picked?

If you can say this nonsense without stumbling, you will have reason to be proud of your tongue and can go on to more difficult exercises. Learn it by heart and try reciting it once a week.

### The Cataract of Lodore

Read this description of a waterfall:

The cataract strong  
 Then plunges along,  
 Striking and raging  
 As if a war waging  
 Its caverns and rocks among;  
 Rising and leaping,  
 Sinking and creeping,  
 Swelling and sweeping,  
 Showering and springing,  
 Flying and flinging,  
 Writhing and ringing,  
 Eddying and whisking,  
 Spouting and frisking,

Turning and twisting  
 Around and around  
 With endless rebound.

\* \* \*

Dividing and gliding and sliding,  
 And falling and brawling and sprawling

\* \* \*

And thumping and plumping and bumping and jump-  
 ing,  
 And dashing and flashing and splashing and clashing;  
 And so never ending, but always descending,  
 Sounds and motions forever and ever are blending,  
 All at once and all o'er, with a mighty uproar,  
 And this way the water comes down at Lodore.

—*Southey.*

Do you hear the water as well as see it?

Read the *ands* as lightly as you can. The way the commas are placed should show you how to read the verses. How many words are grouped together in the first extract? in the second? in the third?

Make a long list of questions and answers, using the words in the poem that show action or movement. Let the question give the action, and the answer name the person or thing that moves or acts. How do you punctuate each kind of sentence?

Example:

What strikes and rages? The cataract strikes and rages. Who rises? I rise.

Write rhyming sentences with all these words.

Example :

It rises and leaps  
And sinks and creeps!

What do these sentences do? How do you know they are sentences?

Which word in each sentence names a person or thing? What is such a word called?

Which word in each sentence tells an action done by that person or thing? Such a word is called a verb.

Why is not the second extract from the poem a sentence?

## LESSON 82

### The Post Office

When you drop your letter into a post box, what becomes of it? Where does the government service stop in your community — at your door or at the post office? How many times is your mail delivered and collected daily, or how many mail trains daily pass your station?

Plan a trip with your teacher or some other friend to the nearest post office and learn all you can of the way the mail is handled. Find out all you can about (1) the incoming mail; (2) the outgoing mail.

Trace a letter from your home post office to some other place you know about in the United States.

How will your letter reach the post office? What happens to it at the post office? How many classes of mail are there? How are they separated? What is meant by *facing* a letter,

and why is it necessary? What is meant by *cancelling*? Why is it done? In how many ways is it done? In what further way is your letter prepared for its trip? How does it reach the mail car? What happens to it on the train? How is it taken from the train? What happens to it in the post office or at the place of its destination? How does it reach your house?

When you have found out all you can, divide the subject into topics. Each member of the class can then write a paragraph on one topic and when the essays are read aloud you will have the whole account.

#### ADDRESSING LETTERS

Write a letter to a friend who lives far off.

Address the envelope neatly, writing first the title and name of the person about midway between the top and the bottom. Underneath, beginning a little farther to the right, put the name and number of his residence, or if he lives in the country, the post office station. Underneath again, a little farther to the right, the name of the city or state. If he uses the rural free delivery service, put in the lower left corner the initials R. F. D.

If the person addressed is a man, the most usual title is *Mr.*

If the person addressed is a woman, the most usual title is *Mrs.* or *Miss.*

What difference do you find in the way of writing the first two titles and the third?

How will you punctuate abbreviations? How will you punctuate initials?



tories alphabetically on the board, with the proper abbreviation opposite each name.

### LESSON 83

#### Drill on "o"

This sound is very commonly mispronounced. It resembles the sound of *aw*, for the lips are rounded in forming it; but it is a shorter sound. The correct sound of *odd*, for instance, is not *ahd* nor *awd*; it is somewhat like the latter in quality but is shorter. Pronounce *odd* quickly two or three times, then drop the *d* and you have this sound of *o*.

Pronounce:

Not, gone, on, long, doll, dog, cost, moss, soft, clock, foreign, forest, frost, toss, fog, sing-song, God.

Read:

Is it not odd to nod and nod? I will not stop hopping until I drop. A cup of coffee in an odd copper coffee-pot is not chocolate.

N. B. Be sure to say "a cup of."

Tell your teacher what you think is meant by "quality of a sound."

"Heigho, the holly!  
This life is most jolly."

### LESSON 84

#### The Wizard Frost

Wondrous things have come to pass  
On my square of window glass:  
Looking in it I have seen  
Grass no longer painted green,

Trees whose branches never stir,  
Skies without a cloud or blur,  
Church spires pointing to the sky,  
And a funny little town  
Where the people up and down  
Streets of silver, to me seem  
Like the people in a dream,  
Dressed in finest kind of lace.  
'Tis a picture, on a space  
Scarcely larger than my hand,  
Of a tiny Switzerland,  
Which the Wizard Frost has drawn  
Twixt the daylight and the dawn;  
Quick and see what he has done  
Ere 'tis stolen by the sun.

—*Frank Dempster Sherman.*

What is a wizard? Why does the poet call the frost picture a Switzerland? What frost pictures have you seen? Look on the window panes of your room and see if you can find any of the things the poet saw on his square of window glass. Is the wizard an accurate artist?

Read the poem aloud, pronouncing each word carefully.

Observe that every two lines rhyme and that the meaning often runs over the end of the lines into the next. Where is this so? Be sure, in reading, to keep the words together that belong together. Nothing is more unpleasant than "sing-song" reading.

SUGGESTION: Write of what you have seen on looking into the fire or on entering a place that is nearly dark,

## LESSON 85

## March: Tunes of Words

Violets, violets, sweet March violets!

Say this verse until you are sure you have made the name of this pretty flower as pretty as it is.

How do the following verses remind you of March?

How the doors rattle and the branches sway!  
Here's brother March come whirling on his way.

On which words do you put most of the accent? Say the two verses until you have the swing of them.

Now read this stanza:

When the hounds of spring are on winter's traces,  
The mother of months in meadow or plain  
Fills the shadows and windy places  
With lisp of leaves and ripple of rain.

—Swinburne.

What month do you think this is? What do you hear? Learn the stanza.

We should remember that every sentence has a little tune of its own, which is spoiled if we forget or skip a part of it. So every word of more than one syllable has its own little tune, and we must be careful not to drop one of the notes.

In the following list the words have a tune quite or almost like that of *violet*. Pronounce them carefully.

Poetry, daffodils, beautiful, wandering, sorrowful,







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Margaret, history, genuine, mischievous, courtesy, boundary, innocent, exquisite.

## LESSON 86

### The Indian Chief

Study this Indian's costume, then his face, and tell the class what you have found out about him.

If you do not know the materials of which his dress is composed or the names of his ornaments, find them out by reading, and come to class prepared to explain everything that was not clear to you at first. Explain the dress of Indian women.

Tell stories you have heard or read of Indian braves.

### Indian Occupations

Find out all the ways in which American Indians occupied themselves in times of peace.

*Weaving.* For what purposes and of what materials, for instance, were mats made by the Indians? Did Indians have looms? In what other way could they have made mats?

Tell how you yourselves would make a circular or a rectangular mat. For which would you need a loom? What does *stringing a loom* mean? What is meant by the *warp*? the *woof*? What material would you use?

*Building.* Out of what materials did Indians build their wigwams? their lodges? Why would they not always use the same? When did they use sun-dried bricks? What would be the advantages to them of a brick house? What would be the disadvantages?

What material do you know how to handle that would make a house most like these brick houses? Explain how you would use it in building such a house.

How should you make a modeling tool to help you work your material into the proper shape? How could you make it smooth? How could you manage without a modeling tool? What requirements would the bricks have to fulfill before they could be used for building? How could they be made to hold together?

How should you settle the size of the house? What proportion would there be between its length, its breadth, and its height? What way of ingress and egress should you provide? When and how in the process of building should you meet this requirement? What sort of roof should you provide?

*Hunting.* Plan some work and some reading that will show you about the Indians as hunters.

**SUGGESTIONS:** After discussion in class, write your plan on the board, each one contributing all the suggestions possible, and when it is finished copy it in your note book for reference.

Write in ten minutes a paragraph on *Stringing a Loom*. Be careful to follow the exact order of your work.

Write an account of building a lodge. Write on the board the topics of each paragraph in the proper order. Criticise the order suggested by members of the class.

Write as clear an account of the way to make a basket as you can in one paragraph.

Which of the following sentences could be shortened and joined together? In what order should they come? Do not begin every sentence with *I*.

I cut my design. I planned to make a sewing-basket. The basket was for my mother. I used my templet. I kept the shape of the basket true. A templet is useful. I selected my own colors. I did not dye the raffia myself. It is important that the colors should harmonize.

## LESSON 87

### An Indian Town

Read this description silently, then aloud:

Go to the banks of the Illinois where it flows by the village of Utica, and stand on the meadow that borders it on the north. In front glides the river, a musket-shot in width; and from the farther bank rises, with gradual slope, a range of wooded hills that hide from sight the vast prairie behind them. A mile or more on your left, gentle acclivities end abruptly in the lofty front of the great cliff, called by the French the Rock of St. Louis, looking boldly out from the forests that environ it; and, three miles distant on your right, you discern a gap in the steep bluffs that here bound the valley, marking the mouth of the river Vermilion, called Aramair by the French.

Now stand in fancy on this same spot in the early autumn of the year 1680. You are in the midst of the great town of the Illinois,—hundreds of mat-covered lodges and thousands of congregated savages. Enter one of their dwellings; they will not think you an intruder. Some friendly squaw will lay a mat for you

by the fire; you may seat yourself upon it, smoke your pipe, and study the lodge and its inmates by the light that streams through the holes at the top. Three or four fires smoke and smoulder on the ground down the middle of the long arched structure; and as to each fire there are two families, the place is somewhat crowded when all are present. But now there is breathing room, for many are in the fields. A squaw sits weaving a mat of rushes; a warrior, naked except for his moccasins, and tattooed with fantastic devices, binds a stone arrow-head to its shaft with the fresh sinews of a buffalo. Some lie asleep, some sit staring in vacancy, some are eating, some are squatted in lazy chat around a fire. The smoke brings water to your eyes, the fleas annoy you, small unkempt children, naked as young puppies, crawl about your knees and will not be repelled.

You have seen enough. You rise and go out again into the sunlight. It is, if not a peaceful, at least a languid scene. A few voices break the stillness, mingled with the joyous chirping of crickets from the grass. Young men lie flat on their faces, basking in the sun. A group of their elders are smoking around a buffalo-skin on which they have just been playing a game of chance with cherry stones. A lover and his mistress, perhaps, sit together under a shed of bark, not uttering a word. Not far off is the graveyard, where lie the dead of the village, some buried in the earth, some wrapped in skins and laid aloft on scaffolds, above the reach of wolves. In the cornfields around, you see squaws at their labor and children driving off intruding birds; and your eye ranges over the meadows beyond, spangled with the yellow blossoms of the resin weed and the rudbeckia, or over the bordering hills still green with the foliage of summer.

—*Parkman.*

N. B. In reading, do not pronounce the final *s* in the word Illinois.

Find out exactly where this great Indian

town was situated. What was to be seen in front? What to the left? What to the right? What way must the spectator have been looking?

*A Map.* Make a map showing the river and the town. Where will the north be on your map? Where will the south be? The east? The west? In what direction does the river flow at that place? Show by an arrow. How will you show the hills? The bluffs and cliff? The gap? The houses?

Choose a position for the lodge spoken of in the description and put a cross or star before it.

Discuss all the details about this town and all the occupations spoken of as going on in it. If there is anything that surprises you or that you do not think correct, give reasons for your opinion and bring proofs to confirm your statement.

|             |        |
|-------------|--------|
| weave, wove | woven  |
| string      | strung |
| build       | built  |
| dry         | dried  |
| brace       | braced |
| piece       | pieced |
| make        | made   |

Write sentences with these words.

Pronounce *woof, hoof, roof, root, room*. All these words have exactly the same vowel sound.

Supply the vacant places in the list below:

|       |       |
|-------|-------|
| wide  | width |
| broad | _____ |
| long  | _____ |
| high  | _____ |

How long is the building? How wide is the building? What is the area of the building?

How would you give a satisfactory answer to these questions if you did not know the exact figures?

Use the words in the completed list in your answers to the questions and express your answers accurately in as many ways as possible.

Arrange the following words on the board in alphabetical order, considering only the initial letter. How many are there? Pronounce all the words carefully. If you are not sure of the meaning of any of them, look it out in the dictionary.

|             |           |             |            |
|-------------|-----------|-------------|------------|
| description | sinew     | inmates     | devices    |
| acclivity   | Aramair   | warrior     | village    |
| Indian      | tattooed  | congregated | having     |
| foreground  | peaceful  | gradually   | buffaloes  |
| unkempt     | languid   | yellow      | Xanthus    |
| kept        | moccasins | environ     | joyous     |
| rushes      |           |             | zoological |

#### VERSES ABOUT THE INDIANS

Alas! for them, their day is o'er,  
 Their fires are out on hill and shore;  
 No more for them the wild deer bounds,  
 The plough is on their hunting grounds;  
 The pale man's axe rings through their woods,  
 The pale man's sail skims o'er their floods,  
 Their pleasant springs are dry;  
 Their children — look, by power opprest,  
 Beyond the mountains of the west,  
 Their children go to die.

—Charles Sprague.



## LESSON 88

## A Debate

What truth is there in what the verses in the last lesson say of the fate of the Indians? Discuss this question thoroughly. Then if there is a difference of opinion among the members of the class about the way the Indians were treated by the white people, divide into two groups and have a debate on the question: Did the white people treat the Indians justly?

Remember, whichever side you take, to prove any opinion you express by telling facts that you know. Whenever you can, tell the book in which you found these facts, or give any other authority you have for your knowledge. Be polite in showing why you think your opponent is mistaken.

If a speaker interrupts another, he forfeits his place in the debate.

## LESSON 89

## Drill on "u"

This *u* is composed of two sounds — *y* and *oo*. Pronounce *y* as if you were going to say *yes*, and join *oo* to it.

Pronounce:

New, stupid, Tuesday, duke, due, nuisance, tumult, constitute, institute, salutation, congratulation, accurate, punctuate, inaugurate, regular, signature, avenue, situation, albumen, coagulate, introduce, usual, annual.

Find the sound *u* in this list of words. See whether you can pronounce them correctly. Try again and again.

Read these sentences:

Did you get your *Century* I sent you? Sit you here. Sit you down. What's the new news at the new court? Do your duty. Will you go? Who was it that said, "England expects every man to do his duty"? Few knew what the news was. Let me help you make the list. What did you say? I don't hear what you say. Would you do this, if you were I? If I were he, I should not want you to do it for me. Don't you like to help him and me? Have you paid your dues? In what month is the president inaugurated?

## LESSON 90

### Invitation to the Dance

"Will you walk a little faster?"

Said a whiting to a snail,

"There's a porpoise close behind us, and he's treading on my tail.

See how eagerly the lobsters and the turtles all advance!

Will you, won't you, will you, won't you, will you join the dance?

Will you, won't you, will you, won't you, won't you join the dance?

"You can really have no notion how delightful it will be

When they take us up and throw us with the lobsters out to sea."

But the snail replied, "Too far, too far," and gave a look askance —

Said he thanked the whiting kindly, but he would not join the dance,

Would not, could not, would not, could not, would not  
join the dance,

Would not, could not, would not, could not, could not  
join the dance.

“What matters it how far we go?” his scaly friend re-  
plied,

“There is another shore, you know, upon the other  
side.

The further off from England, the nearer is to France;  
Then turn not pale, beloved snail, but come and join  
the dance,

Will you, won't you, will you, won't you, will you join  
the dance?”

—*Lewis Carroll.*

Repeat the verse beginning “Will you, won't  
you,” a great many times.

Make as many sentences as you can, ending  
them all with “won't you?” or “don't you?”

Read your questions as naturally as you can.

Example:

I like to walk; don't you?

I shall go to town; won't you go with me?

Ask one another questions as to what you like  
to do, beginning them with *Don't you?* and  
*Won't you?* Ask these questions over and  
over again, alternating with the others until  
you are sure you pronounce these two expres-  
sions in the same way in all the sentences.

## LESSON 91

### Shall and Will

Show the different meanings you would have  
in mind in saying these two sentences:

I will go to-morrow.

I shall go to-morrow.

What should you say if you meant *I am determined*? What should you say if you meant *I am willing*? What should you say if you meant *I promise*? What should you say if you meant that you *expect* to do something or to have something happen to you?

Which of these meanings do you find in the following sentences?

I shall leave the city tomorrow at five o'clock, if nothing prevents. If I say I will, I will. I am very busy, but if you must have help I will stay with you. "Help! I shall drown! Nobody will help me!"

Try putting *will* for *shall* and *shall* for *will*, and find the difference in meaning.

## LESSON 92

### Word Game

Are you remembering your breathing exercises?

Try this game for testing your tongue.

The teacher will give one of the sentences or expressions below and each member of the class will repeat it in turn. The teacher will then give another, and so on up to a certain number, each of you repeating her words. The game will be won by the person who says the greatest number of verses most rapidly without making a mistake.

Only one ogre opening oysters.

Two tree-toads trying to trot.

Three terrible tigers trilling tunes.

Four fantastic Frenchmen fence furiously.

Five fighters fish for frogs.

Six slippery snakes slide slowly southward.

Seven salmon swallowing shrimp.

Eight egotistical Englishmen eating enormously.

Nine nautical Norwegians nearing Norway.

Ten tiresome tots trying to train their tongues to trill.

When several words in a sentence begin with the same sound, we say there is alliteration in the sentence. Find examples of alliteration in these rigmaroles. Which of them are sentences?

Use the following expressions correctly in sentences:

Warp and woof; pen and pencil; neither hide nor hair; fuss and feathers; rough and ready; heart and hand.

## LESSON 93

### Signs of Spring

In the autumn you observed all the indications you found of a change of season. Do the same now. Prepare to tell everything you have seen.

Here are some suggestions to choose from:

The weather; plants; birds; insects; the shops; the appearance of people; house-cleaning; street-cleaning; games; work in a garden; work in the fields.

Choose a single plant, or tree, or animal to watch throughout the spring change. Make a little book for your notes. Write the date before each entry you make.

After you have made a number of observations, tell the class what you have found out. Instead of telling everything in the order in which you observed it, try to finish one topic before you begin another. For instance, if you have chosen to observe robins, you might tell what you have observed in respect to

1. The return in the spring.

When do they come? Where do they come from? How do they come — singly or in flocks?

2. The finding of food.

What is their food? When do they see it? How do they obtain it? Where do they obtain it?

3. The building of the nest.

When do robins nest? Which bird selects the site? Of what materials is the nest built? What part does each take in the building of the nest?

4. The care of the young birds.

What part does each bird take in the care of the eggs? How long before the eggs are hatched? How are the nestlings fed? Which bird supplies the food? What can you say of their appetite?

**SUGGESTIONS:** Make a plan for your observations of a plant from the time of planting the seed to the time of blossoming.

Record in your diary your observations.

## LESSON 94

## Laughing Song

When the green woods laugh with the voice of joy,  
And the dimpling stream runs laughing by,  
When the air does laugh with our merry wit,  
And the green hills laugh with the noise of it;

When the meadows laugh with lively green,  
And the grasshopper laughs in the merry scene;  
When Mary and Susan and Emily  
With their sweet round mouths sing "Ha ha he!"

When the painted birds laugh in the shade,  
When our table with cherries and nuts is laid,  
Come live, and be merry, and join with me,  
To sing the sweet chorus of "Ha ha he!"

—*Wm. Blake.*

Read this poem at first silently, then aloud.

Who are speaking? Where are they? Why is it called a "laughing song"? Read it so as to make it laugh. Memorize it.

## LESSON 95

## Kala Nag and Little Toomai

Read this description of a wise old elephant and of the little boy who rode him:

Kala Nag, which means Black Snake, stood ten fair feet at the shoulders, and his tusks had been cut off short at five feet and bound round the ends, to prevent them splitting, with bands of copper; but he could do more with those stumps than any untrained elephant could do with the real sharpened ones.

He had served the Indian government in every way that an elephant could serve it for forty-seven years, and as he was fully twenty years old when he was

caught, that makes him nearly seventy. Before he had come to his full strength, he had pushed out with his forehead a gun stuck in deep mud. He had carried tents, twelve hundred pounds' weight of tents, on the march in Upper India; he had been hoisted into a ship at the end of a steam-crane and taken for days across the water, and afterward he had been sent thousands of miles south to haul and pile big baulles of teak.

There was nothing in the way of fighting that Kala Nag did not know, for he had stood up more than once in his time to the charge of the wounded tiger, and curling up his soft trunk to be out of harm's way, had knocked the springing brute sideways in mid-air with a sickle cut of his head that he had invented all by himself; had knocked the tiger over and kneeled upon him with his huge knees till the life went out with a gasp and a howl, and there was only a fluffy stupid thing on the ground for Kala Nag to pull by the tail.

"Yes," said Big Toomai, his driver, "there is nothing that the Black Snake fears except me. He has seen three generations of us feed him and groom him, and he will live to see four."

"He is afraid of *me* also," said Little Toomai, standing up to his full height of four feet, with only one rag upon him. He was ten years old, the eldest son of Big Toomai, and according to custom he would take his father's place on Kala Nag's neck when he grew up and would handle the heavy iron elephant-goad. He knew what he was talking of; for he had been born under Kala Nag's shadow, had played with the end of his trunk before he could walk, had taken him down to water as soon as he could walk, and Kala Nag would no more have dreamed of disobeying his shrill little orders than he would have dreamed of killing him on that day when Big Toomai carried the little brown baby under Kala Nag's tusks, and told him to salute his master that was to be.

"Yes," said Little Toomai, "he is afraid of *me*," and he took long strides up to Kala Nag, called him a fat



old pig, and made him lift up his feet one after the other.  
—*Rudyard Kipling.*

How should you like to have an elephant as your horse and carriage?

What do you learn about Kala Nag's size? his strength? his courage? his gentleness? What does his name tell you about him? How long had Little Toomai known him? What does Little Toomai say about him? What do you think Kala Nag thinks about Little Toomai?

Ask your teacher to read you the story of *Toomai of the Elephants* or go to the library and get the books for yourselves. There are many capital stories in both volumes of *The Jungle Book*.

After reading one of these stories, write a letter to your teacher telling her what you think of it.

What difference of meaning is there in the following sentences?

Elephants are used for transportation in the *East*.  
The sun rises in the *east*.

Make sentences using the other points of the compass in two ways, and make a rule that will help you to remember the difference.

## LESSON 96

### Word Game

Arrange the words below in alphabetical order.

Choose one word from the list and see how

many shorter words may be constructed out of the letters in the word chosen.

Earth, commerce, geography, eastward, southern, western, northerly, navigation, transportation, cruiser, smuggling, emigration, longitude, latitude, boundary, equator.

Example:

Earth — eat, eh, rat, heat, etc.

## LESSON 97

### Elephant in Staté Attire

This is a picture of an elephant that belongs to the government in South India. Observe his magnificent attire. He wears what is called state costume. What oddities do you discover? Study the picture and describe it.

## LESSON 98

### A Letter from the Orient

Read this letter written by a great bishop to a little Boston girl.

Jeypore,  
January 7, 1883.

My Dear Gertie: I wish you had been here with me yesterday. We would have had a beautiful time. You would have had to get up at five o'clock, for at six the carriage was at the door, and we had already had our breakfast. But in this country you do everything you can very early, so as to escape the hot sun. It is very hot in the middle of the day, but quite cold now at night and in the mornings and evenings. As we drove into the town (for the bungalow where we are staying is just outside), the sun rose and the streets were full of light.

The town is all painted pink, which makes it the





queerest-looking place you ever saw, and on the outside of the pink houses there are pictures drawn, some of them very solemn and some very funny, which makes it very pleasant to drive up the street. We drove through the street, which was crowded with camels and elephants and donkeys, and women wrapped up like bundles, and men chattering like monkeys, and monkeys themselves, and naked little children rolling in the dust and playing queer Jeypore games. All the little girls, when they get to be about your age, hang jewels in their noses, and the women all have their noses looking beautiful in this way. I have got a nose jewel for you, which I shall put in when I get home, and also a button for the side of Susie's nose such as the smaller children wear. Think how the girls in school will admire you.

We drove out the other side of the queer pink town, and went on toward the old town, which they deserted a hundred years ago, when they built this. The priest told the rajah or king that they ought not to live more than a thousand years in one place, and so, as the old town was about a thousand years old, the king left it; and there it stands about five miles off, with only a few beggars and a lot of monkeys for inhabitants of its splendid palaces and temples. As we drove along toward it, the fields were full of peacocks and all sorts of bright-winged birds, and out of the ponds and streams the crocodiles stuck up their lazy heads and looked at us.

The hills around are full of tigers and hyenas, but they do not come down to the town, though I saw a cage of them there which had been captured only about a month and were very fierce. Poor things! When we came to the entrance of the old town there was a splendid great elephant waiting for us, which the rajah had sent. He sent the carriage too. The elephant had his trunk and head beautifully painted, and looked almost as big as Jumbo. He knelt down, and we climbed by a ladder and sat upon his back, and then he toiled up the hill. I am afraid he thought Amer-

icans must be very heavy, and I do not know whether he could have carried you. Behind us as we went up the hill, came a man leading a little black goat, and when I asked what it was for, they said it was for sacrifice. It seems a horrid old goddess has a temple on the hill, and years ago they used to sacrifice men to her, to make her happy and kind. But a merciful rajah stopped that and made them sacrifice goats instead, and she likes it just as well.

When we got into the old town, it was a perfect wilderness of beautiful things — lakes, temples, palaces, porticos, all sorts of things in marble and fine stones, with sacred long-tailed monkeys running over all. But I must tell you about the goddess, and the way they cut off the poor goat's little black head, and all the rest that I saw, when I get home. Don't you wish you had gone with me?

Give my love to your father and mother and Agnes and Susie. I am dying to know about your Christmas and the presents. Do not forget your affectionate uncle  
Phillips.

Where is Jeypore? Explain exactly, and tell all you know of the life there. Explain *bungalow*, *rajah*.

Pronounce *monkey* and *donkey*. They do not rhyme.

We should all like to have been with Bishop Brooks on his wonderful drive. Since we were not there, let us try to see in imagination some of the odd scenes and objects he talks about. After studying it, read the letter aloud. It is not an easy letter to read; the reader should try to make the class see all the strange and beautiful things the letter tells about.

What part of the drive is told in each paragraph? Write something on the board to re-

mind you of what each paragraph tells, and then tell all you remember about each part of the drive.

What words do you find describing the houses? the street? the children? the palaces and temples? the birds? the elephant? the goat? the monkeys?

Such words are called adjectives.

SUGGESTIONS: Make in class a little story about a child who wore a nose jewel. Let the little girl tell her own story. Where will the story take place? Be sure to tell us that at the first. Write to a little child you know and tell him some of the things that would interest him most in this letter. Use as many of the descriptive words as you remember. Enclose your story in the letter.

## LESSON 99

### Spelling

When *ly* is added to a word already ending in *l*, how many *l*'s has the word?

Add *ly* to each of the following words:

|          |          |
|----------|----------|
| careful  | graceful |
| faithful | tearful  |
| peaceful | cordial  |
| cruel    | brutal   |
| real     | partial  |

Now to these: What change do you make?

|        |        |        |       |
|--------|--------|--------|-------|
| drowsy | lazy   | busy   | weary |
| steady | clumsy | dainty | angry |
| heavy  | pretty | sleepy | dry   |
| ready  | merry  | hasty  | sly   |

Read these sentences :

The elephant's head was *beautifully* painted.  
 Gertie got a *real* nose jewel; it was *really* beautiful.  
 The rajah was very *polite*; he acted *politely*.  
 The *dreadful* old goddess was *dreadfully* displeased.

When should one say *real*, and when *really*?  
 The words in italics are either adjectives or adverbs. Point out the adjectives first, then the adverbs. How do you know the adjectives? Find out the difference between adjectives and adverbs by their business in a sentence.

Look out this word, *adverb*, in the dictionary. What does the prefix *ad* mean?

#### Prefixes: Ad, Con.

Look out in the dictionary the meaning of the following words. What is the meaning of the main part of each word? What change in the meaning is made by the prefix?

Adapt, accede, addicted, affect, aggravate, adhere, adjust, allay, admit, announce, appoint, acquire, arrange, assist, attend, advertisement.

Why does the *d* of the prefix undergo a change before certain consonants and not before others?

Make a similar list of words you know beginning with the prefix *con* and note the changes undergone by the prefix before certain consonants.

Explain the meaning and the spelling of *accommodate*.



## LESSON 100

## Ways of Transportation by Land

What are all the ways you know of carrying people and things from place to place?

Take first the United States, then other countries of the world and tell whatever you know about customs in this respect. Choose, each, one kind of transportation in one country to describe.

What descriptive words are made from the names of the following lands and countries? Make a fifth column of such words.

|           |          |         |         |
|-----------|----------|---------|---------|
| Asia      | Norway   | Africa  | Sweden  |
| Australia | Denmark  | Europe  | Holland |
| Japan     | Scotland | Spain   | Ireland |
| Greece    | England  | Germany | Canada  |
| Poland    | Iceland  | Italy   | Mexico  |

Add to this list names of countries and cities and descriptive words made from them. What single word can you use for “descriptive word”?

Nouns that name a particular person or place are called proper nouns.

What name would you give descriptive words made from proper nouns? How would you write them?

Write sentences beginning “The United States.” Will your verb be singular or plural? Why?

NOTE: Remember not to omit the word *the* in speaking and writing the name of our country. How should the word *the* be pronounced?

Give the rule for pronouncing *the* before a consonant sound; before a vowel sound.

Write a paragraph on the topic of this lesson limited to one country.

Example: "Ways of Transportation in Japan."

If each member of the class writes on a different country, there will be an interesting set of themes for reading aloud.

## LESSON 101

### Pronunciation Match

Instead of a spelling match, prepare for a match in pronunciation. Look back at all the lists given for this year and write the words in columns on the board. Perhaps the teacher will add some which she has noticed that you do not pronounce well. Let there be a fine for the person who goes down first. You might make him recite a dozen nonsense sentences.

Pronounce these words accurately. Those in the first group are often pronounced with a letter too many; those in the second group with a letter too few.

Athletics, remembrance, drowned, across, mischievous, umbrella, column, often, forehead, Illinois, Iroquois, sudden.

Diphthong, February, length, strength, swept, kept, fifth, twelfth, real, really, correctly, directly, distinctly, exactly, abruptly, laboratory, botany, facts, costs, government, accidentally, geography, regular, arctic.

## LESSON 102

## The Resting Place

After examining this picture carefully, give it a name. What do you observe about the men—their dress, their attitude? What about the horses—their position, their trappings? What



about the sort of country? The nationality of the men?

**SUGGESTIONS:** Tell or write a story that travelers like these might gladly hear.

Make a story in class that will explain the scene. In working it out, every one in the class should contribute some suggestions—the name of a character, the time, the place, the incident with which the story opens, a good conclusion, and so on. Each suggestion should be carefully considered by the class. Then, when you have decided what the course of the story is to

be, write the story, putting in any additional details you wish.

Write a description of one of the horses in the picture.

### LESSON 103

#### Breathing Exercise

Substitute now this breathing exercise for that which you have been practicing.

Inflate the lungs through the nostrils, retain the breath while moving the shoulders first forward, then upward, then backward, then downward: Exhale slowly. Repeat several times.

#### Drill on "r"

Trill the letter *r* at the tip of the tongue, using the following syllables:

pre-pra-pri-pro  
kr-tr

Around the rough and rugged rocks  
The rude ragged rascal ran.

Really! Richard runs readily, but wrongly.

Speak the sentences given above, rolling each *r* sound. Practice until you can make a clear trill on *r*.

### LESSON 104

#### Names and Surnames

The last names or surnames of people are often as interesting as their first or given names.

In old days people had only given names, and other names were added as they grew up, to distinguish them from their neighbors. Some of these names came from occupations; some from physical peculiarities, such as size, complexion, strength; some from the person's relation to other members of his family; some to his place of birth or other local association or social condition, and so on.

What do the following names tell about the people who originally bore them? Add to the list.

|           |            |            |           |
|-----------|------------|------------|-----------|
| Smith     | Black      | Rivers     | Green     |
| Brown     | Little     | Sutherland | Armstrong |
| Cook      | West       | Thompson   | Lamb      |
| Robertson | Stephenson | Harper     | Wood      |
| Johnson   | Armour     | Chandler   | Taylor    |
| Young     | Lincoln    | Palmer     | Townsend  |
| King      | Freeman    | Carpenter  | Clifford  |
| Wright    | Knight     | Webster    | North     |
| Schmidt   | Longfellow | Turner     | White     |

Discuss the meanings of the surnames of the class.

A nickname is *an ekename*. Look into the dictionary for the meaning of the word *eke*. Explain from what has been said above.

Recall the names of Robin Hood's band.

Write on the board a list of the names of the class, last names first; arrange it alphabetically, putting commas after the last names.

Example: Jones, Henry B.

N. B. Always write your last name first when it is to be put into a list with those of others.

To form the plural of proper nouns, add *s* or *es* without other change. In which of the sentences below do you find the possessive singular? the possessive plural?

There are so many Marys and Charleses in our family that it is hard to know which one means. The Halifaxes and Montgomerys are distinguished for their courage. Let us go over to Mr. Burns's (house) and ask the two Henrys to come and play. I shall stay at the Robertses' for a little while. The Misses Jones's cards have been received. The Peterkins had a friend, the lady from Philadelphia.

Never use the surnames of people older than yourself without their title of respect, unless they are great people no longer living.

Examples:

Mr. Taft, Col. Roosevelt, Mr. Kipling, Dr. Brown, Napoleon, Cæsar, Homer, Bismarck, Shakspeare, Columbus, Tennyson, Lincoln.

Families of people may be spoken of without titles.

Examples: the Smiths, the Joneses, the Barrys.

N. B. Never omit the word *the* in speaking of a family of people.

Make as long a list as possible of titles of respect for men and women.

Examples: The Rev. John A. Miller or The Rev. Mr. Miller.

N. B. The title *Rev.* must never be used with the surname only.

In what ways will you see a doctor's name written? In order to answer this question correctly, observe the door-plates of doctors' offices.

## LESSON 105

### Prefixes and Suffixes: sub, sur

Look out in the dictionary the exact meaning of the word *surname*. What is the meaning of the prefix *sur*? Test it in the following words:

|           |          |
|-----------|----------|
| surprise  | surplus  |
| surplice  | surpass  |
| survey    | surmount |
| surcingle | surcoat  |
| surface   | surfeit  |

Read these words and find out their meaning:

|             |              |
|-------------|--------------|
| submit      | suffix       |
| subordinate | subtend      |
| sustain     | suggest      |
| sub-let     | subterranean |

What common prefix? What changes has it undergone and why?

Take the English words *under*, *over*, and see how many words you can make by combining them with the following words:

take, go, come, stand, hear.

Make sentences with these newly formed words.

Find examples of prefixes and suffixes in the words below:

underbidding  
overlordship  
submissive  
adherence

attention  
submission  
contentment  
postponement

## LESSON 106

### Names of the States

The states of our Union have beautiful names when they are pronounced with the accent on the proper syllable, every syllable audible, and every vowel sound correctly given.

Pronounce in one group:

Oregon, Delaware, Florida, Arkansas, Idaho, Iowa, Tennessee, Maryland.

In another:

Nevada, Dakota, Wisconsin, Missouri, Montana, Ohio, Wyoming, Kentucky.

In another:

Alabama, Minnesota, Oklahoma, Indiana, Massachusetts, Arizona, Carolina, Mississippi.

In another:

Illinois.

What is the reason for the grouping above?

Some of the states have fanciful names given to them by their people or by the people of other states to mark some peculiarity.

Example: Kansas is called the Sunflower State.

Write on the board answers to the following questions. What is the name sometimes given



to the state of New York? to Pennsylvania? to Virginia? to Texas? to Wisconsin? What city is called the windy city? What city is called the city of brotherly love? What river is called the Father of Waters? What river is the Beautiful River? What nation was once called the Hermit Nation?

Perhaps you can think of other names sometimes given to states, cities, or rivers and of their meanings.

Go over all the rules you have made for the use of capital letters.

## LESSON 107

### Making a Diary

Make your own book. Instead of covering the boards with cover paper, use linen cloth. Explain to the class just how you will go to work. How will you make the corners? How can you strengthen them? What must you consider in working out an applied design for the cover?

Compare this book with the book you made last year. Which is the better, and why?

Write a paragraph of directions that will be clear to some one who does not know how to make a book. In what order will you tell the various steps?

### Keeping a Diary

If you will keep your note books as if they were the minutes of a club or the log of a sail-

ing vessel, you will have at the end of the year a sort of class diary. It may not be necessary to make an entry every day, but you want at the end of the year a record of the important things that have happened in the class and in the world during the year. The entries should be brief but interesting. Begin each with the date.

Has there not been something interesting in school this year that you would like to record? Ask a member of the class to go to the board and write what the class suggest. Then copy. Repeat:

|       |       |       |
|-------|-------|-------|
| diary | trial | quiet |
| dairy | trail | quite |

The *dairy* maid kept a *diary*.  
Quite quietly; quite quietly.

Write the plural of *diary* and *entry*. What becomes of the *y*?

Find the reason why these words are sometimes confused with each other, and make sentences using them correctly.

## LESSON 108

### A Sailor's Diary

Here is an entry in the diary of an American boy who had to leave school on account of his eyes and who became a sailor for several years. His diary is called *Two Years Before the Mast* and tells all about his life, the hard work he had

to do, and the strange adventures he had. Ask your teacher to read you some of them.

Read aloud :

Thursday, August 21. This day the sun rose clear ; we had a fine wind, and everything was bright and cheerful. I have now got my sea legs on, and am beginning to enter upon the regular duties of a sea life. About six bells, that is, three o'clock P. M., we saw a sail on our larboard bow. I was very desirous, like every new sailor, to speak her. She came down to us, backed her main-top sail, and the two vessels stood head on, bowing and curveting at each other like a couple of war-horses reined in by their riders. It was the first vessel that I had seen near, and I was surprised to find how much she rolled and pitched in so quiet a sea. She plunged her head into the sea, and then, her stern settling gradually down, her huge bows rose up, showing the bright copper, and her stern and breast-hooks dripping, like old Neptune's locks, with the brine. Her decks were filled with passengers, who had come up at the cry of "Sail ho!" and who, by their dress and features, appeared to be Swiss and French emigrants. She hailed us at first in French, but receiving no answer, she tried us in English. She was the ship *La Carolina*, from Havre, for New York. We desired her to report the brig *Pilgrim*, from Boston, for the northwest coast of America, five days out. She then filled away and left us to plough on through our waste of waters.

Sunday, September 7. Fell in with the northeast trade winds. This morning we caught our first dolphin, which I was very eager to see. I was disappointed in the colors of this fish when dying. They were certainly very beautiful, but not equal to what has been said of them. They are too indistinct. To do the fish justice, there is nothing more beautiful than the dolphin when swimming a few feet below the surface on a bright day. It is the most elegantly formed,

and also the quickest fish in salt water; and the rays of the sun striking upon it, in its rapid and changing motions, reflected from the water, make it look like a stray beam from a rainbow.

The year in which these entries were made was 1835. Explain why the writer was on a sailing vessel.

What do you know about the parts of a sailing vessel? What is a "brig"? the "larboard bow"? the "stern"? the "main-top sail"? the "breast-hooks"? What is a dolphin? Find out the meaning of these words in the dictionary. What do you know of "old Neptune"?

There are many nautical expressions here that landsmen would not use. Discuss the meaning of these: "Six bells"; "head on"; "five days out"; "speaking a ship"; "getting one's sea-legs on"; "filling away"; "Sail ho"!

From what port did each vessel sail? Where was each vessel bound? From what country were the emigrants coming?

Compare this ship with the *Santa Maria*. With the *Mauritania* or *Lusitania*.

Compare these expressions:

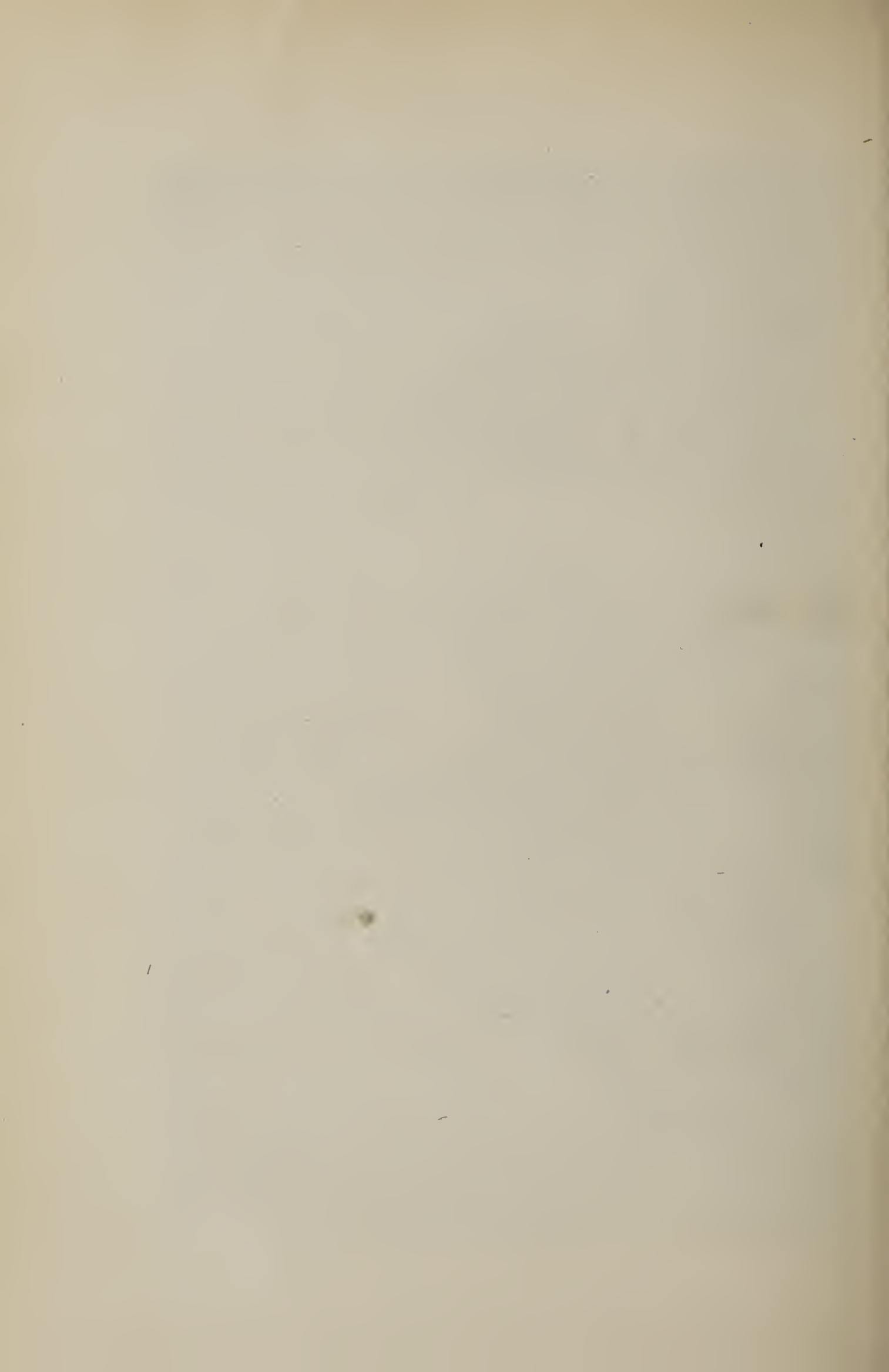
Half past eight o'clock in the morning;  
8:30 A. M.

Which should you use in speaking or in writing a theme or a letter? Which is used most often in a railroad time-table or a business statement of any kind? Why?

A. M. and P. M.



1914



Look out the meaning of the words for which these initials stand. It is customary now to write the initials in small letters.

## LESSON 109

### Emigrants and Immigrants

Why does the writer of the diary call the passengers emigrants? When will they be immigrants? Pronounce these words distinctly, then write them down and divide them properly. Use each correctly in a sentence.

migrate  
migration

emigrate  
emigration

immigrate  
immigration

Trace the emigrants mentioned in the diary from their homes to some place in America. From what city might they start? What would be their experiences on first landing in America? Take them by rail or water to their destinations.

Into how many parts does the journey naturally divide itself? Write the story in as many paragraphs as there are parts. If you have so much to say that you cannot write the whole account at one time, ask your teacher to let you write one paragraph of your article each day until it is finished.

Imagine yourselves newly arrived immigrants from some country in Europe and write letters to friends you have left behind. Tell your friends about our national flower, our national bird, our flag, and anything else you

think would be interesting. Address your letter carefully.

Since this is a letter that is to leave the country, what will you add to the usual information at the left upper corner of the envelope? Write the initials only. What postage will be required? Is the amount of postage on a foreign letter the same for all countries? If you do not know, one of the class could easily go to the nearest post office, find out, and report to the class.

Learn this stanza:

Where lies the land to which the ship would go?  
Far, far ahead is all her seamen know;  
And where the land she travels from? Away,  
Far, far behind is all that they can say.

—*A. H. Clough.*

#### TENSE AND TIME

|  |   |
|--|---|
| Present: I write a letter every day.             | Past Perfect: You had written the letter before I came.                   |
| Past: You wrote a letter while I read the paper. | Future Perfect: They will have written a letter by the time you get back. |
| Future: He will write a letter to-morrow.        |   |
| Present Perfect: I have just written a letter.   |   |

What time is shown in each of these sentences?

In which is there mention of more than one action? Write these sentences on the board and decide which of the two actions takes place before the other. Are there any sentences in



which the two actions take place at the same time? Write other sentences in which there are two actions; show clearly by the form of the verbs which happened first or whether both happened at the same time.

Look out the word *tense* in the dictionary. Look out the word *perfect*. How many meanings do you find, and which suits the case you are investigating?

## IN, EX

Read the following:

|         |         |
|---------|---------|
| inhale  | exhale  |
| intend  | extend  |
| impose  | expose  |
| ingress | egress  |
| impress | express |

Find as many words as you can beginning with either one of these two prefixes. What is the meaning of each? Explain the meaning of *indent*. Use the word as you would in your geography class, if you were studying the coast line of a country. Why is the same word used in these two cases?

## LESSON 110

## Drill on "th"

*Th* has two sounds: one is called *breathed* and the other *voiced*. *Breathed th* is heard in the following words:

|       |         |       |           |
|-------|---------|-------|-----------|
| with  | think   | death | mirth     |
| mouth | three   | doth  | nothing   |
| cloth | thunder | forth | something |
| teeth | birth   | fifth | youth     |
| thin  | breath  | path  | wreath    |

Voiced *th* is heard in the following words:

|         |         |       |
|---------|---------|-------|
| clothe  | farther | them  |
| bathe   | hither  | then  |
| breathe | father  | there |
| loathe  | mother  | these |

Read:

To do the truth, try to think the truth.

Between fifth and sixth avenues there is a breadth and a width that dismayed them.

Thirty thousand threatening thralls thronged the theatre.

In reading these sentences see if you can make each sound heard by every member of the class.

## LESSON 111

### Hunting Song

Here is a hunting song. Read it silently. What kind of hunting party does it tell of? What time of day is it? What sort of place do you see as you read the first stanza? What do you hear? What other sounds would you hear if you were there? Who is singing?

If there are words you do not understand, find them out in the dictionary.

Read aloud. Be careful to sound the *g* in *ing*.

Waken, lords and ladies gay,  
On the mountain dawns the day,  
All the jolly chase is here,  
With hawk, and horse, and hunting-spear!  
Hounds are in their couples yelling,  
Hawks are whistling, horns are knelling;  
Merrily, merrily, mingle they,  
“Waken, lords and ladies gay.”

Waken, lords and ladies gay,  
The mist has left the mountain gray;  
Springlets in the dawn are steaming,  
Diamonds on the brake are gleaming;  
And foresters have busy been,  
To track the buck in thicket green:  
Now we come to chant our lay,  
“Waken, lords and ladies gay,

Waken, lords and ladies gay,  
To the green-wood haste away,  
We can show you where he lies,  
Fleet of foot, and tall of size;  
We can show the marks he made,  
When 'gainst the oak his antlers fray'd;  
You shall see him brought to bay,  
“Waken, lords and ladies gay.”

Louder, louder chant the lay,  
Waken, lords and ladies gay!  
Tell them youth, and mirth, and glee  
Run a course as well as we;  
Time, stern huntsman! who can baulk,  
Stanch as hound, and fleet as hawk?  
Think of this, and rise with day,  
Gentle lords and ladies gay.

## LESSON 112

## Spelling

full—ful

all—al

Show the difference of meaning you find between—

|                         |     |                              |
|-------------------------|-----|------------------------------|
| a cupful of butter      | and | a cup full of butter         |
| a bucketful of water    | and | a bucket full of water       |
| two basketfuls of chips | and | two baskets full of<br>chips |
| a handful of people     | and | a hand full of people        |

What should you mean by these sentences?

|                                    |     |   |
|------------------------------------|-----|---|
| We are all ready                   | and | We are already tired                        |
| We walked all together             | and | We walked altogether<br>too fast            |
| You were all most kind             | and | You were almost too<br>kind                 |
| They were all so tired!            | and | They were also wet<br>and hungry            |
| The paper flew all<br>ways at once | and | I almost always forget<br>to roll the paper |

When *all* and *full* are combined with other words, they drop one of the *l*'s.

Write sentences using these words:

Awful, dreadful, careful, faithful, peaceful, fulfill;  
almost, always, although, altogether, also, almighty,  
already.

N. B. *All right* must never be written as one word.

## MOST AND ALMOST

I have forgotten almost all the rhymes I used to know.

I have forgotten nearly all the rhymes I used to know.

I have forgotten most of the rhymes I used to know.

What would you mean if you said the first sentence? If you said the second? the third?

nearly  
almost all

almost  
most of

Write sentences of your own using these words.

Watch your speech and that of others to find whether you or they ever use *most* for *almost*.

## LESSON 113

## Specimen Themes

## 1. A clear explanation.

*Cap.* How to make gingerbread.

*Eng.* Last night I made some soft molasses gingerbread, and it was very good. I took three cups of flour, two teaspoons of ginger, (-) (,) and one half of a teaspoon of salt, sifted and mixed them. Then I put in one cup of (-) molasses, one third of a cup of melted butter, two teaspoons of soda, one cup of sour milk, and one well beaten egg. I beat the batter until it was well mixed, then I put it in a shallow pan and baked it about three quarters of an hour.

Why is this theme all in one paragraph?

If the writer used three cups to measure her

flour with and two cups to measure her sugar with, express that fact accurately. If she used one cup but the same amount of flour and sugar, express that fact accurately. What mistake has the writer made in expressing her quantities in words?

Write in words:

$$21; \quad \frac{1}{2}; \quad 21\frac{1}{2}, \quad \frac{1}{25}$$

What difference would you make in writing in words the following?

$$\frac{458}{1000} \qquad 400 \frac{58}{1000}$$

Make a rule that will fit these cases.

2. A vivid description.

*Cap.*                      A village near the sea.

(,)                      The sky is blue and the clouds are white  
*Gr.*                      like the cotton grows in the southern  
                              states. The sun shines very brightly all  
                              day long. At noon it is directly overhead  
                              but after a while toward afternoon it is  
                              slanting. The sea water is pure and white  
*l. c.*                      and when a strong current comes The water  
                              is very foamy and gives a delicious odor.  
                              The people look very happy. They never  
                              have a sad look on their faces, but are  
                              always happy and cheerful.

                             The air smells fresh and healthy. People  
                              living near the sea have all good health.  
                              The boys and girls go in swimming every  
                              morning before breakfast. A pleasant  
                              evening is spent seated at the shore watch-  
*Good.*                      ing the white-capped waves and the ships  
                              passing.

General criticism: *You have evidently been at the place you describe, but are you describing the village?*

Account for the comment by the teacher. Why does one feel sure that the writer has been at the place described? With what other senses besides that of sight has the writer enjoyed the seashore? Tell in a single sentence the sort of place you think of in reading this theme.

There are two drawbacks to our getting as clear an idea of this scene as we should. One is the number of paragraphs, the other is the order of the sentences.

Write the theme in one paragraph. Why? Put the sentences together that tell about the people. Which should precede—the sentence that tells of their good health or the sentence that tells of their looking happy? Why?

Point out the adjectives in this description.

## LESSON 114

### Thanksgiving Day

The dinner which was brought to the door of your house last year has still to be cooked.

Which of the articles on the bill of fare will you be able to prepare?

THEMES: 10 *minutes*

1. Write an account of your experience in helping mother with the dinner.

2. Write directions for preparing some one dish—cranberries, sweet potatoes, pumpkin

pie, or anything else you choose as your part of the dinner.

3. Write an explanation of how a table should be set.

4. Write a formal invitation to a friend for Thanksgiving dinner.

#### A BILL

Make against yourself an itemized bill for the grocer; let it be absolutely accurate as to quantities and prices. Where will the names of the debtor and creditor be found? Where will the date be? The amount of the bill? What will be the form of the receipt? If it is signed by a representative of the owner, how will that fact be shown? How do you write the name of a firm?

Appoint a committee of the class to find out good business usage in all these matters, and to report to class. The committee should bring specimen bills and letter-heads to class.

#### PLACE; WHERE

Read these sentences:

Everywhere in the United States Thanksgiving is celebrated.

You can go anywhere you like for your holiday.

Somewhere a home awaits us.

Every place at the game was taken.

No place was open to him.

He was nowhere to be found.

If you should use the noun *place* instead of the word *where* in the first three sentences, you



would make an error in English. Observe that *everywhere* is one word and that *every place* is two words. Find as many words as you can which begin with *where*; which end with *where*. Such words are adverbs. What part of speech is *place*?

Copy the following words on the board in two columns and write the words that end with *where* beside them in a column.

|           |           |
|-----------|-----------|
| Every one | Everybody |
| Any one   | Anybody   |
| Some one  | Somebody  |
| No one    | Nobody    |

What difference in spelling do you find in *wherein* and *wherever*? Account for it.

## LESSON 115

### An Informal Invitation

Write a short note to one of your friends, asking him or her to come to dinner and to spend the evening with you.

Since you and your friend have the same post office, it will not be necessary to give so many details in the address. Write the number and street or the name of your house at the close of the note at the left of the page. Put the date beneath it, beginning a little farther to the right. Do not abbreviate the name of the month or the title of the street.

Do not invite your friend to take dinner with you *at your home*. Why is such a phrase objectionable?

Read these sentences:

We shall all be at home to-day. Shall you be at home to-day? Father says he will take you home. Stay at home with me. I saw the mountains as I was coming home. I did not go to school to-day; I stayed at home. We can see mountains from the windows of our house.

What difference do you find here between *home* and *at home*?

What is the difference between a *house* and a *home*?

Observe the use of *will* and *shall* in these sentences. What difference of meaning between the words?

## LESSON 116

### Drill on "ow"

This sound is composed of *ah* and *oo*.

Repeat *ah-oo* several times slowly, then sound *ow* carefully.

Pronounce these words and add as many other words containing this sound to the list as you can.

|        |       |
|--------|-------|
| flower | our   |
| south  | mouth |
| crown  | drown |
| around | pound |
| about  | out   |
| house  | mouse |

Find the sounds which are alike in the following sentences. Repeat the sentences, making every sound distinctly.

Now to sow, now to mow, now to plow.  
Town against gown and crown.

The brown owl's outcries *are* heard from off *our* towers.

Be careful to give the italicized words their exact sounds.

Learn this stanza and repeat it, taking care to articulate every sound correctly.

In a hollow tree in an old gray tower,  
The spectral Owl doth dwell;  
Dull, hated, despised in the sunshine hour,  
At dusk he's abroad and well.

## LESSON 117

### The Death of Balder

Read:

Balder was the most god-like of all the gods, because he was the purest and the best. Wherever he went his coming was like the coming of sunshine, and all the beauty of summer was but the shining of his face.

But one morning Balder's face was sad and troubled. In the night terrible dreams had broken his sleep; the air seemed to be full of awful change for him and for all the gods. At last he could bear the burden no longer, and he went out and called all the gods together and told them the terrible dreams of the night.

The gods felt sure that these dreams foretold the death of Balder, and they resolved to protect him from harm by pledging all things to stand between him and any hurt. So Frigg, his mother, went forth and made everything promise, on a solemn oath, not to injure her son. Fire, iron, all kinds of metal, every sort of stone, trees, earth, diseases, birds, beasts, snakes promised; and Frigg returned happy. But one little shrub had not sworn.

Now the gods began to make merry again. When they heard that everything had promised not to hurt Balder, they persuaded him to stand as a target for their weapons, and they hurled darts, spears, swords, and battle-axes at him, all of which went singing through the air and fell harmless at his feet.

But the evil Loke, who was never so happy as when he was doing wrong, was jealous of Balder, and when he saw these sports he went about thinking how he could destroy him. He disguised himself as an old woman and going to Frigg asked her if it were true that everything had sworn to guard Balder.

"Yes," said Frigg, "everything has sworn except one little shrub which is called Mistletoe, and grows on the eastern side of Valhal. I did not take an oath from that because I thought it too young and weak."

When the old woman heard this, she walked off much faster than she had come in, and no sooner had she passed beyond Frigg's sight than she grew suddenly erect, shook off her woman's garments, and there stood Loke himself. In a moment he had reached the slope east of Valhal, had plucked a twig of the unsworn Mistletoe, and was back in the circle of the gods.

Hoder, Balder's blind brother, was standing silent and alone. Loke touched him.

"Why do you not throw something at Balder?"

"Because I cannot see where Balder stands, and have nothing to throw if I could," replied Hoder.

"If that is all," said Loke, "come with me. I will give you something to throw, and will direct your arm."

And Hoder, thinking no evil, went with Loke and did as he was told.

The little sprig of Mistletoe shot through the air, pierced the heart of Balder, and in a moment the beautiful god lay dead upon the field. A shadow rose out of the deep beyond the worlds and spread itself over heaven and earth, for the light of the universe had gone out.

—*Hamilton Wright Mabie.*

How is Balder known among the gods? How do the gods feel about him? Why did Loke hate him? What did he do? What were the results?

Often near the beginning of a story there are things said that prepare us for the end of the story. Find such things in this story.

When you next write a story, be careful to motive the action, to prepare for the end in some such way.

Explain why Loke says: "I *will* give you something to throw." What rule do you know for the use of *will* and *shall* with *I*?

**SUGGESTION:** Read a number of the Norse stories and find one that you would like to dramatize.

After planning the scenes, try them before the class first in pantomime only, then with such dialogue as seems fitting to you.

Finally write the dialogue. You can do this in various ways, either in class or out. One way would be to work out each scene on the board, every one helping with suggestions; another way would be to appoint a different person to write each scene. In this case the work should be read to the class for criticism and revision.

## LESSON 118

### Christmas

Find out all you can this year about Christmas in different countries. If any of the class

have friends who passed their childhood in a foreign country, they might contribute much interesting information.

When you report in class, mention whether



you have got your information from friends or from books.

Observe the strange dress of the people in this picture. Of what nationality are they?

Discuss the picture. What is going on?

What is the relation of these people to one another? Are they enjoying themselves? Why is the boy crying?

Write in class a story suggested by the picture.

Learn this sentence. What does it mean?

“Christmas giving is the best kind of Christmas living.”

## LESSON 119

### Christmas Tide

Write a Christmas letter to some person who you think may be lonely or sad this year.

Read this Christmas poem:

Christmas Tide is a time of cold  
Of weathers bleak and of winds ablow,  
Never a flower — fold on fold  
Of grace and beauty — tops the snow  
Or breaks the bleak and bitter mold.

And yet 'tis warm — for the chill and gloom  
Glow with love and with childhood's glee,  
And yet 'tis sweet — with the rich perfume  
Of sacrifice and of charity,  
Where are flowers more fair to see?

Christmas Tide, it is warm and sweet,  
A whole world's heart at a baby's feet.

—Richard Burton.

Commit the poem to memory and recite before going home.

## LESSON 120

## New Year

Learn this stanza:

Here hath been dawning  
 Another blue day;  
 Think,— wilt thou let it  
 Slip useless away?

—*Carlyle.*

And this beautiful sentence:

Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report: if there be any virtue and if there be any praise, think on these things.

Discuss the meaning of the two quotations.

SUGGESTIONS: Make a sort of oral class diary of the holidays by telling some incident of each day.

Write a paragraph on "New Year Resolutions."

This subject would make a good discussion. What do you think of having one day in the year set aside for good resolutions? Half the class might prepare to tell all that is good about New Year resolutions, and the other half, all that is not so good.

## LESSON 121

## Protection from Fire

*Description of a fire:*

Ask the members of the class who have ever



gone to see a fire in the city or the country to give an account of it. They should tell you first how they came to know there was a fire, then what they saw when they first arrived, then what happened while they were there.

Those of the class who have known a fire to start at their own homes, should tell what happened inside the house. How was the alarm given? When did help come and from whom? What was done? What were the results?

A good description will make the class *hear* as well as see what is going on. The class should criticize the descriptions for their success in this respect.

*Explanation:* The fire department of a city.

Before speaking or writing on this subject, make a visit, if possible, to a fire department station, and learn the management of it for yourselves. Discuss in class each of the following groups of questions and any others that occur to you. Next, consider which of the topics could be put together into one theme. Do not begin to write your theme until you have decided the topics you will include and the order in which you will treat them.

How is the alarm of fire given in the city? Where are the boxes to be found, and what must be done to give the alarm?

What happens at a fire department station when the alarm is rung? How is it known where the call comes from? About how much

time elapses between the giving of the alarm and the start of the engines?

How many kinds of engines are there and what are their uses? How many horses are used for each engine? What sort of horses are used?

What is the equipment of a fireman? What are his duties?

How is the fire department organized? Who decides where the stations shall be placed? Who is responsible for the extinction of fires? Who decides on the work and the hours of firemen? Who pays for the maintenance of the department?

NOTES ON TENSE: It might be important in such an account as this to show clearly that something which happened had already happened before some other occurrence. For instance, there might be considerable difference of meaning between a fireman's report which said: "When we arrived, the fire had been put out," and one which said: "When we arrived, the fire was put out." If you had put it out before the engines arrived, which would you prefer him to say? Think of other circumstances in which it might be important to have the time exactly right.

What difference in the meaning of these two sentences?

You told me not to do it, but I had done it.  
You told me not to do it, but I did it.

Name the tenses used in these sentences. Remember that accuracy in the use of tenses is necessary to make one's meaning clear about the time at which an action took place.

SUGGESTIONS: Write a story about a fireman's courage.

Write a description of the fireman's dress.

Write an account of a visit to a fire department station.

## LESSON 122

### Breathing Exercise

Here is still another breathing exercise. Repeat it daily for a time, then from time to time — perhaps once a week. Do not forget, either, the other breathing exercises.

Place the hands on the sides at the waist. Inhale and read aloud one of the following stanzas. Control the breath exhalation, letting it go gradually. You must feel the waist muscles gradually falling as the breath is used. Position as before.

The swarthy bee is a buccaneer  
A burly, velveteed rover,  
Who loves the booming wind in his ear  
As he sails the seas of clover.

—*Bliss Carman.*

Then shook the hills with thunder riven,  
Then rushed the steed to battle driven,  
And louder than the bolts of heaven  
Far flashed the red artillery.

—*Campbell.*

Pronounce distinctly "swarthy," "buccaneer," "thunder," "artillery," "flashed." Look out in the dictionary the exact pronunciation of *heaven, seven, driven, riven, leaven, evening, evil.*

What difference in movement do you feel in these two stanzas? How many accented syllables in each verse? Which are they? How many unaccented syllables do you usually find between the accented syllables? Where do you find more? What effect on the movement do you feel from those extra unaccented syllables?

Read both stanzas again carefully, to give the meaning and the proper movement of each. Learn whichever you prefer.

## LESSON 123

### Lincoln's Birthday

Ask your teacher to tell you about President Lincoln and his children when the family were in the White House, and to tell you the names of some books in which you can read for yourselves about them. What sort of father do you think he must have been?

#### *Oral biography:*

Tell in class the story of Lincoln's life before he came to be president. Which three states of the Union are most connected with his life?

Where was he born? What do you know about his family and earliest circumstances?

Where was his boyhood spent? What sort

of country was it? What sort of house did he live in? To what sort of school did he go?

When did he begin to make his own living? Name in order five kinds of occupation he tried before he became a lawyer.

*Written biography:*

Write a biography of Lincoln up to the time indicated in the last paragraph. Write on the board the three topics of your paragraphs.

If you were to write a complete biography, how many more topics would you make?

## LESSON 124

### Washington's Birthday

What do you know about Washington? Where was he born? What did he do to serve his country? Tell the story of his life as far as you know it. What sort of boy was he?

Read this description of him:

He was very tall, powerfully made, with a strong, handsome face. He was remarkably muscular and powerful. As a boy he was a leader in all outdoor sports. No one could fling a bar farther than he and no one could ride more difficult horses. As a young man he became a woodsman and a hunter. Day after day he would tramp through the wilderness with his gun and his surveyor's chain, and then sleep at night beneath the stars. He feared no exposure or fatigue, and outdid the hardest backwoodsman in following a winter trail and swimming icy streams.

—*Roosevelt and Lodge.*

What things could Washington do as a boy? What things could he do as a young man? What is the sport called "flinging the bar"?\* Is it a good trial of strength? Name some other trials of strength that you think as good as that or better.

What is mentioned as a good test of his strength? of his endurance? What difference is there, if any, between *strength* and *endurance*?

SUGGESTIONS: Write in ten minutes a paragraph showing what you mean by these two words, and give illustration from your own experience.

Write a story you have heard or read about Washington; about Lincoln.

Plan a discussion about the life of Washington or of Lincoln and that of a man today. Everyone in the class should speak on one side or the other.

Plan a discussion or a theme on ancient and modern ideas of a hero.

\*Why is the interrogation mark *outside* the quotation marks in this sentence?

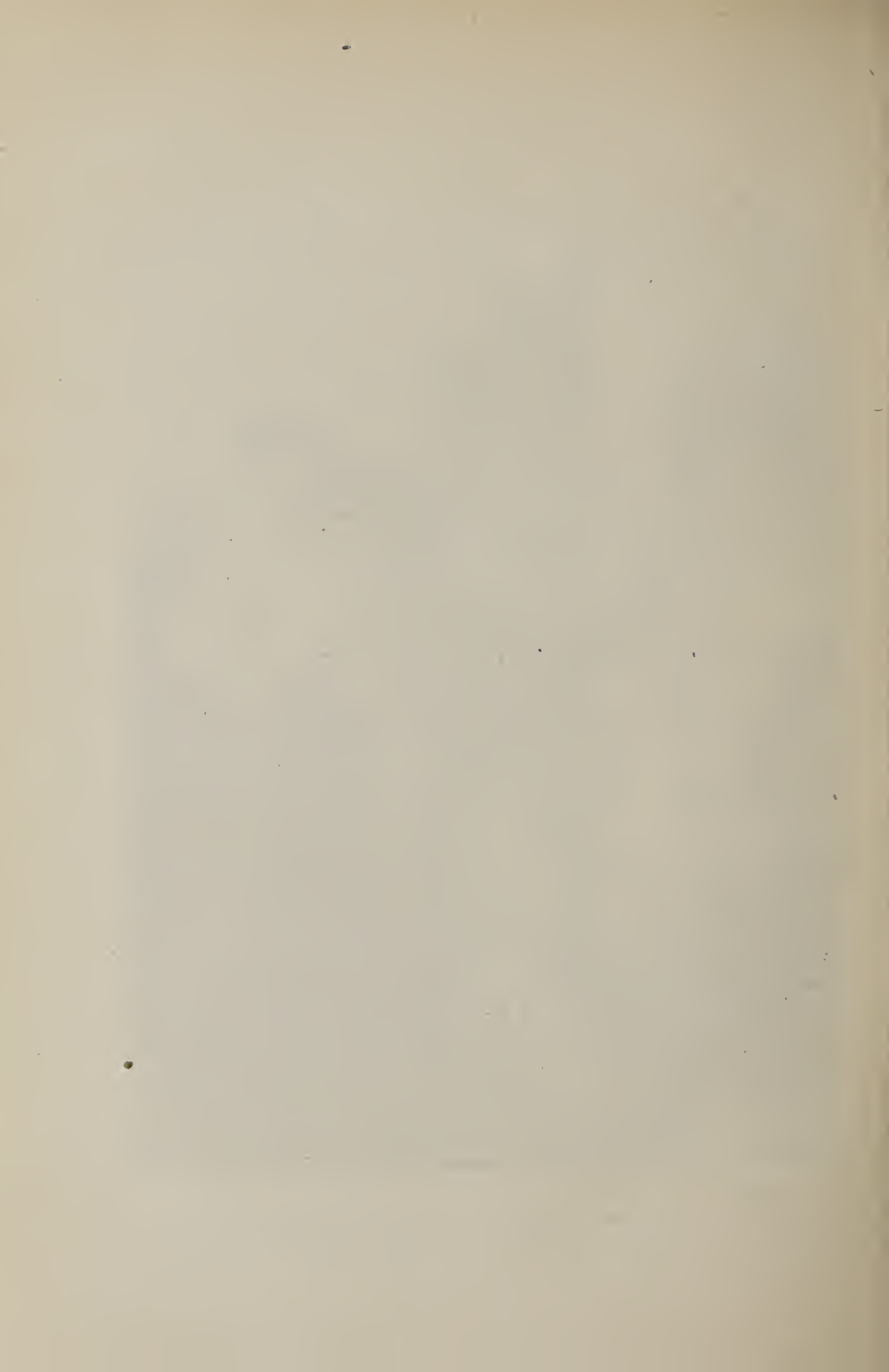
Note: The mark \* is called an asterisk. What is its use?

## LESSON 125

### How to Make a Picture Frame

Come to class prepared to tell how a picture frame may be made of a single piece of wood. Consider these questions before deciding on







what you will say: What sort of wood did you use, and why? What determined the size and shape of the frame? How did you reduce the wood to the size and shape required? What precaution did you take to prevent the edges of the wood from breaking or splitting? At what angle did you make your lines meet? How did you measure and make the hole in the middle? How did you smooth the edges? How did you strengthen the wood in the places where it was weakest? What provision did you make for the holding of the picture? What finish did you give the frame?

How many of these questions refer to matters settled before the actual process of making the frame begins? How many refer to matters settled after the process is ended? When you write your explanation, let your paragraphs make this division clear.

Explain the appearance, construction, and use of one of the following tools: Plane, try-square, T-square, vise, claw-hammer, brace.

How many kinds of saws are there, and what are their uses?

Choose one of these topics. Let your first sentence tell what you are going to do.

Submit your written work to your teacher of manual training and get his opinion of its clearness and accuracy; then take it to your father or mother and see what they say.

What is to be noted about the spelling of the following words?

Chisel, bevel, level, mantel, panel, towel, trowel, nickel, parallel, shovel.

Handle, mantle, circle, multiple, single, cable, fable, drizzle, puzzle, axle, angle, assemble.

Stencil, utensil.

## LESSON 126

### Drill on "s" and "z"

*S* is formed by pressing the sides of the tongue against the roof of the mouth and sending the breath through the small space between the tip of the tongue and the teeth. *Z* is similar to *s*, but demands more effort from the tongue and vocal muscles.

There are three different sounds given to *s* in these groups. If you do not know how to pronounce the words, look them out in the dictionary. Compare each set.

teasing, sneezing, pleasing  
hissing, blessing, ceasing

resolves, preserves, resists  
dissolves, conserves, consists

noise, annoys, refuse, lose  
absorb, absurd, obtuse, loose

rose, daisy, pansy  
crocus, hyacinths

desert, desertion  
version, excursion

syrup, soothes  
truths, youths

Find out from the dictionary the exact sound of the "s's" in Kansas, Missouri, Asia, Persia, Japanese, Javanese, Chinese.

Read these: *Sohrab and Rustum* is a Persian story. *The Arabian Nights* came from Asia. There are many absorbing stories in *The Arabian Nights*. How absurd to persist in resistance! Since they conquered the Chinese, the Japanese have been classed as one of the Great Powers. Of what does this dish consist? Of what use is a thing that you never use? Loose me before I lose patience.

## LESSON 127

### Dictionary Exercise

Arrange the following words alphabetically. Add to each list.

|             |               |
|-------------|---------------|
| adhere      | perforate     |
| interrupt   | suffix        |
| contradict  | obtuse        |
| produce     | intersect     |
| abject      | impress       |
| predict     | dissect       |
| submit      | circumstance  |
| contract    | antecedent    |
| superimpose | transpose     |
| permit      | diverge       |
| preside     | purpose       |
| dejected    | interrogative |
| inhale      | expire        |
| reflect     | congress      |

Each member of the class might undertake to look out in the dictionary the words of one group and report on, first, the meaning of the prefix, secondly, the meaning of the word.

The number of syllables.

Make nouns from the verbs and adjectives ;  
and verbs and adjectives from the nouns.

Note: When is *Congress* written with a capital letter?

## LESSON 128 .

### Stories About Bears

There are some capital stories about bears. Read, if you can, *How I Caught a Bear* by Charles Dudley Warner; and *The Biography of a Grizzly* by James Thompson-Seton.

Find out all you can about the habits and peculiarities of bears from these stories and from other books and tell in class what you find.

In the following lesson there is a description of a bear. Read it carefully and compare the ideas that the writer seems to have about bears with the ideas you have got from other reading. What differences do you find?

## LESSON 129

### Grizzly

Coward,— of heroic size,  
In whose lazy muscles lies  
Strength we fear and yet despise;  
Savage,— whose relentless tusks  
Are content with acorn husks;  
Robber,— whose exploits ne'er soared  
O'er the bees' or squirrels' hoard;  
Whiskered chin, and feeble nose,  
Claws of steel on baby toes,  
Here in solitude and shade,  
Shambling, shuffling plantigrade,  
Be thy courses undismayed!

—Bret Harte.

Read these verses silently, then again, until you are sure you can make the class understand by your reading the strange contrasts the poet shows you in the nature and the habits of this animal. What words describe the movement of the bear? What does he eat? What is his character? What word describes his size? What idea does it give you about his size? What word describes his tusks? What does it mean? What words describe his chin, and nose, and gait? Look out *plantigrade* in the dictionary.

Read the poem aloud.

#### EXERCISES IN PLURALS:

- (a) Have you seen the grizzlies in the Zoological Gardens?  
Are hippopotami native to Africa?  
There are no more buffaloes in the United States.  
Cobras are very poisonous snakes.  
Oxen are often used for drawing wagons.  
Tigresses are said to be fiercer than tigers.  
Did you ever hear of wildebeests?  
The fish of tropic waters are usually very large.  
The three fishes I caught yesterday were not large.

Read these sentences, then write the singular of each noun on the board and make a sentence about it. How many ways of forming the plural of nouns do you find here? Find other words that form their plural in the same ways.

- (b) Here are a few nouns with odd plurals

which you will come across in some of your studies. They are foreign words.

|            |             |
|------------|-------------|
| radius     | radii       |
| axis       | axes        |
| vertex     | vertices    |
| stratum    | strata      |
| oasis      | oases       |
| animalcula | animalculae |

Write sentences using the following words in the singular and in the plural:

|             |           |
|-------------|-----------|
| parenthesis | bacterium |
| index       | nebula    |

Example: Do not use parentheses around words that are to be omitted.

In which of your studies do you have occasion to use these words?

### LESSON 130

#### Drill on "w" and "wh"

Place the lips in the position for whistling. Impel the breath and pronounce the following words:

|         |       |       |         |
|---------|-------|-------|---------|
| where   | whale | which | whirled |
| wheel   | whig  | whet  | whither |
| whether | whit  | what  | whisper |

Pronounce the following words and compare them with the list above. What difference in sound do you hear?

|        |      |       |        |
|--------|------|-------|--------|
| wear   | wail | witch | world  |
| weal   | wig  | wet   | wither |
| wether | wit  | Wat   | wisp   |

Practice the following sentences until you hear the difference of sound:

When will you go? Where were you? What was that? When he went, we went. What do you want? What was it all about? Why is Y a capital letter? Whales wheel and wheeze while whirling. Wat and Winnie watched for a water witch on a weir of the Wye.

Make on paper as long a list as you can the words beginning with *wh*, and read them aloud, pronouncing them carefully.

Learn these verses and recite them.

Oh, what's the way to Arcady,  
 To Arcady, to Arcady,  
 Oh, what's the way to Arcady,  
 Where all the leaves are merry!  
 —*Bunner.*

Be careful to sound the *wh* and to give the *a* in "Arcady" the proper sound.

## LESSON 131

### Mine Host of The Golden Apple

A goodly host one day was mine,  
 A Golden Apple his only sign,  
 That hung from a long branch, ripe and fine.

My host was the bountiful apple-tree;  
 He gave me shelter and nourished me  
 With the best of fare, all fresh and free.

And light-winged guests came not a few,  
To his leafy inn, and sipped the dew,  
And sang their best songs ere they flew.

I slept at night on a downy bed  
Of moss, and my Host benignly spread  
His own cool shadow over my head.

When I asked what reckoning there might be,  
He shook his broad boughs cheerily:—  
A blessing be thine, green Apple-tree!

—*Thomas Westwood.*

Observe that each one of these three-verse stanzas finishes a part of the little story. What does each tell us?

Think of something else that might be included in the poem and work it out in a three-verse stanza that shall match the rest in movement and spirit. What has been said about the wayfarer when he first came under the protection of the apple-tree, for instance, or what sort of morning was it when he awoke?

## LESSON 132

### Confusing Words

There are some words that are pronounced exactly alike throughout, yet are written differently and have different meanings. One must be careful to write these correctly and to understand clearly what each one means. Find such words in the following sentences:

It is *too* late for the *two* children *to* go *to* school. When they went, they found *their* mother *there*. The street car *fare* from the city to the *fair* grounds was



five cents. My neighbor goes a long *way* to *weigh* his cattle. A *strait* is a narrow passage of water, but not necessarily a *straight* one. The farmer took up the *reins* and jogged on in the *rain*.

Now read carefully the following sentences. In each of them you will find words that are sometimes confused with each other; yet they are not really alike, either in the way they are written or in the way they are pronounced. What difference do you see in them? What difference do you hear?

Their *clothes* are made of the finest *cloths*. If you *loose* your dog, you may *lose* him. She is *quite* the most *quiet* child I know. The *real* reason why I stayed was to dance the Virginia *reel*.

Pronounce *receive*, *believe*. Notice the difference in spelling.

Learn this little jingle and see what part of it applies to these words.

Write *i* before *e*,  
Except after *c*,  
Or when sounded like *a*,  
As in neighbor and weigh.

What line of the jingle applies to relieve, belief?  
What line of the jingle applies to conceit, receipt?  
What line of the jingle applies to rein, reign, vein?

There are few exceptions to this rule. As you discover them in your writing, make a list of them in your note book and learn them.

## LESSON 133

## The Garden

What new things have you learned this year in your work in your garden? What mistakes have you made by which you will profit next year? Choose, each, some one thing that has interested you especially this year in your garden and plan a theme about it that will interest everybody who likes gardening.

Here are a few topics. Add a great many before choosing.

*The problem of the soil.* If you choose this topic, tell what sort of soil is natural in your garden spot, how far it was suited to your needs, what you did to improve or replace it.

*Onion-raising.* (Put a long list of vegetables here, any one of which might be substituted for onions.)

If you choose this topic, tell everything about the production of the vegetable, from preparation of the soil for planting the seed to using the vegetable on the table.

*Flowers or vegetables.* If you choose this, tell which sort of garden you prefer and give your reasons; or tell how the two may be combined.

*Garden pests.* Discuss under this topic the enemies of plants in the animal world. If the work of some of these creatures benefits the plants, let us hear of that also. Will you include the work of bees and birds in this discussion?

Read your theme aloud to the class and learn

their opinion about your work in the garden and your report of it.

## LESSON 134

### Business Letters

2113 Michigan Avenue,  
Chicago, Ill.,  
April 5, 1911.

Smith, Brown and Co., Florists,  
190 Adams Street,  
Chicago.

Gentlemen: . . . . .

. . . . .

Yours truly,  
John Black.

Read attentively the heading, salutation, and conclusion given above. How do they differ from the parts of a friendly letter?

Write a letter to this firm, giving an order for plants and seeds for the garden and asking information as to the best varieties for your purpose. Be careful to mention everything that will make it easy for the firm to help you.

Write a letter to a stationer ordering a note book, a definite quantity of paper, a definite number of pens and pencils for a definite amount of money. Discuss in class the reason for everything you say in this letter before sending it.

What abbreviations will you use in this letter?

N. B. Avoid abbreviations in the body of a friendly letter or a theme.

In business letters, use a colon (:) after the salutation.

## LESSON 135

### Letter From Marjorie Fleming

My dear Isa,—I now sit down to answer all your kind and beloved letters which you was so good as to write me. This is the first time I ever wrote a letter in my life. There are a great many girls in the square and they cry just like a pig when we are under the painful necessity of putting it to Death. Miss Potum, a lady of my acquaintance praises me dreadfully.

We have regular hours for all our occupations first at seven o'clock we go to the dancing and come home at eight we then read our Bible and get our repeating and then play till ten, then we get our music till 11, when we get our writing and accounts, we sew from 12 to 1 after which I get my grammer and then work till five.

At seven we come and knit till 8 when we don't go to the dancing.

This is a letter written by a wonderful little girl who died when she was only seven. It is full of mistakes, but is very funny and bright. Find everything in it that amuses or interests you before pointing out the mistakes.

## LESSON 136

### David and Goliath

Now the Philistines gathered together their armies to battle, and Saul and the men of Israel were gathered together, and set the battle in array against the Philistines. And the Philistines stood on the moun-

tain on the other side; and there was a valley between them. And there came out a champion out of the camp of the Philistines, named Goliath of Gath, whose height was six cubits and a span. And he had a helmet of brass upon his head, and he was clothed with a coat of mail; and the weight of the coat was five thousand shekels of brass. And he had greaves of brass upon his legs and a javelin of brass between his shoulders. And the staff of his spear was like a weaver's beam; and his spear's head weighed six hundred shekels of iron; and his shield-bearer went before him. And he stood and cried unto the armies of Israel, and said unto them, Why are you come out to set your battle in array? Am I not a Philistine, and ye servants to Saul? Choose you a man for you, and let him come down to me. If he be able to fight me and kill me, then will we be your servants; but if I prevail against him, and kill him, then shall you be our servants and serve us. And the Philistine said, I defy the armies of Israel this day; give me a man that we may fight together. And when Saul and all Israel heard those words of the Philistine, they were dismayed and greatly afraid.

Now David was the son of Jesse. And the three eldest sons of Jesse had gone after Saul to the battle: and David was the youngest: and the three eldest followed Saul. Now David went to and fro from Saul to feed his father's sheep at Bethlehem. And the Philistine drew near morning and evening, and presented himself forty days.

And Jesse said unto David his son, Take now for thy brethren an ephah of this parched corn, and these ten loaves, and carry them quickly to the camp to thy brethren; and look how thy brethren fare, and take their pledge. Now Saul, and they, and all the men of Israel, were in the vale of Elah, fighting with the Philistines. And David rose up early in the morning, and left the sheep with a keeper, and took, and went, as Jesse had commanded him; and he came to the place of the wagons, as the host which was going forth to

the fight shouted for the battle. And Israel and the Philistines put the battle in array, and came and saluted his brethren. And as he talked with them, behold, there came up the champion, the Philistine of Gath, Goliath by name, out of the ranks of the Philistines, and spake according to the same words: and David heard them. And all the men of Israel, when they saw the man, fled from him, and were sore afraid. And the men of Israel said, Have ye seen this man that is come up? Surely to defy Israel is he come up: and it shall be, that the man who killeth him, the king will enrich him with great riches, and will give him his daughter, and make his father's house free in Israel. And David spake to the men that stood by him, saying, What shall be done to the man that killeth this Philistine, and taketh away the reproach from Israel? And the people answered him after this manner, saying, So shall it be done to the man that killeth him. And Eliab, his eldest brother, heard when he spake unto the men; and Eliab's anger was kindled against David, and he said, Why art thou come down? and with whom hast thou left those few sheep in the wilderness? I know thy pride, and the naughtiness of thine heart; for thou art come down that thou mightest see the battle. And David said, What have I now done? Is there not a cause? And he turned away from him toward another, and spake after the same manner: and the people answered him again after the former manner. And when the words were heard which David spake, they rehearsed them before Saul; and he sent for him. And David said to Saul, Let no man's heart fail because of him; thy servant will go and fight with this Philistine. And Saul said to David, Thou art not able to go against this Philistine to fight with him: for thou art but a youth, and he is a man of war from his youth. And David said unto Saul, Thy servant kept his father's sheep; and when there came a lion, or a bear, and took a lamb out of the flock, I went out after him, and smote him, and delivered it out of

his mouth: and when he arose against me, I caught him by his beard, and smote him, and slew him. And David said, The Lord that delivered me out of the paw of the lion, and out of the paw of the bear, he will deliver me out of the hand of this Philistine. And Saul said unto David, Go, and the Lord shall be with thee. And Saul clad David with his apparel, and he put an helmet of brass upon his head, and he clad him with a coat of mail. And David girded his sword upon his apparel, and he assayed to go; for he had not proved it. And David said unto Saul, I cannot go with these; for I have not proved them. And David put them off him. And he took his staff in his hand, and chose him five smooth stones out of the brook, and put them in the shepherd's bag which he had, even in his scrip; and his sling was in his hand: and he drew near to the Philistine. And the Philistine came on and drew near unto David; and the man that bare the shield went before him. And when the Philistine looked about, and saw David, he despised him: for he was but a youth, and ruddy, and withal of a fair countenance. And the Philistine said unto David, Am I a dog, that thou comest to me with staves? And the Philistine cursed David by his gods. Then said David to the Philistine, Thou comest to me with a sword, and with a spear, and with a javelin: but I come to thee in the name of the Lord of hosts, the God of the armies of Israel, which thou hast defied. This day will the Lord deliver thee into mine hand; and I will smite thee, and take thine head from off thee; that all the earth may know that there is a God in Israel: and that all this assembly may know that the Lord saveth not with sword and spear: for the battle is the Lord's, and he will give you into our hand. And it came to pass, when the Philistine arose, and came and drew nigh to meet David, that David hastened, and ran toward the army to meet the Philistine.

And David put his hand in his bag, and took thence a stone, and slang it, and smote the Philistine in the forehead; and the stone sank into his forehead, and he

fell upon his face to the earth. So David prevailed over the Philistine with a sling and with a stone, and smote the Philistine and slew him; but there was no sword in the hand of David. Then David ran and stood over the Philistine and took his sword and drew it out of the sheath thereof and slew him and cut off his head therewith. And when the Philistines saw that their champion was dead, they fled. And the men of Israel and of Judah arose and shouted and pursued the Philistines. And the children of Israel returned from chasing after the Philistines, and they spoiled their camp; but he put his armor in his tent.

—*Samuel I.*, 17.

This is the story of a famous combat. Ask your teacher to read it to you from beginning to end, then read it several times silently, asking questions about whatever you do not understand.

What was the scene of the meeting between the Philistines and the men of Israel?

What was the appearance of the champion of the Philistines and what effect did it have on the men of Israel?

Who was David? Who was Saul? How did David happen to be with the army? How did he get his opportunity to fight with Goliath?

What was the outcome of the contest between David and Goliath?

After answering these questions, study carefully the equipment of Goliath. Find, too, the meaning of all the strange customs to which reference is made. What, for instance, does "spoiling the camp" mean? Look out the pronunciation of the word *Philistine*.

Now re-read everything that is said about



David. What manner of youth was he in appearance? in character? What do you think of the way he bears himself before his brethren? before the king? before Goliath?

Read this beautiful story aloud and tell it many times until you can do it justice in your reading and your telling.

SUGGESTIONS: Discuss the way a sling is made and how it effects its purpose. Write this explanation.

Compare the equipment of Goliath with that of the Greek and Norse heroes of whom you know.

## LESSON 137

### A Spelling Lesson

Compare the following words with those of the list made in a preceding lesson and recall your two rules.

|          |        |
|----------|--------|
| divide   | omit   |
| decide   | refer  |
| secede   | begin  |
| precede  | permit |
| indicate | prefer |
| surprise | commit |

What will you do in adding endings such as *ing* and *ed* to the words in the first column? To the words in the second column?

Note: Look out in the dictionary the pronunciation of the word "column."

SUGGESTIONS: Ask your teacher to tell you about old-time "spell-downs" or to read to you an account of one in *The Hoosier Schoolmaster*.

Organize a spelling-match between the children of some other school-room and your own. Prepare for it by reviewing all the rules of spelling that you know.

## LESSON 138

### Simplified Spelling

There are words in our language which may be said to have forgotten to drop useless letters. A number of years ago the National Educational Association adopted an easier form of certain of these words, and since then every one who wishes to do so may spell these words in this new way. The words will be found below.

There are other words also that have been adopted in their new form by the Simplified Spelling Board. The most common of these are given below. In England many of these new forms are unknown, but in America they are often used and are growing in favor.

Twelve words now in good use :

|           |         |
|-----------|---------|
| tho       | program |
| altho     | prolog  |
| thoro     | catalog |
| thorofare | demagog |
| thru      | pedagog |
| thruout   | decalog |

If there are any words here of which you do not know the meaning, look them out in the dictionary.

Here is another group of simplified words :

|          |           |            |
|----------|-----------|------------|
| armor    | judgment  | scepter    |
| color    | develop   | etiquet    |
| honor    | center    | omelet     |
| labor    | meter     | epaulet    |
| savior   | sepulcher | medieval   |
| traveler | theater   | esthetic   |
| woolen   | saltpeter | anesthetic |

## LESSON 139

### Tapestry Trees

Read these odd speeches of the trees.

*Oak.* I am the Roof-tree and the Keel;  
I bridge the seas for woe and weal.

*Fir.* High o'er the lordly oak I stand,  
And drive him on from land to land.

*Ash.* I heft my brother's iron bane;  
I shaft the spear and build the wain.

*Yew.* Dark down the windy dale I grow,  
The father of the fateful Bow.

*Poplar.* The war shaft and the milking-bowl  
I make, and keep the hay-wain whole.

*Olive.* The King I bless; the lamps I trim;  
In my warm wave do fishes swim.

*Apple-tree.* I bowed my head to Adam's will;  
The cups of toiling men I fill.

*Vine.* I draw the blood from out the earth;  
I store the sun for winter mirth.

*Orange-tree.* Amidst the greenness of my night  
My odorous lamps hang round and  
bright.

*Fig-tree.* I who am little among trees  
In honey-making mate the bees.

*Mulberry-tree.* Love's lack hath dyed my berries red:  
For Love's attire my leaves are shed.

*Pear-tree.* High o'er the mead-flowers' hidden  
feet  
I bear aloft my burden sweet.

*Bay.* Look on my leafy boughs, the Crown  
Of living song and dead renown!

What does each tree claim for itself? What quality in each accounts for the uses to which it is put? For instance, why is the ash used for axes, handles, spears, and wagon-wheels? Explain each couplet carefully and discuss. The bay is a symbol of the glory of the poet and the warrior. Look into its history.

Make couplets for the pine, the willow, the laurel, or any other trees.

## LESSON 140

### Language Game

Select words of all sorts—actions, names of places, people, things, qualities; put them on the board and then add as many words as possible that will be alliterative with them.

When all the words are on the board, let every one take pencil and paper and make nonsense sentences of the words on the board. The person who makes the greatest number of sentences in the time allowed wins the game.

Here is the beginning of an alphabet of nonsense sentences. Complete it and read as a test of your improvement in pronunciation. Make all the sentences alliterative. All vowel sounds are alliterative with one another.

Alfred Archer always aided Ada Allen.  
Bold base-ball batters beat Billy Brown badly.  
Captain Columbus caulked caravels continuously.  
Digging dusty diamonds delights Dick.  
Elegant Anna opens oysters.

Be sure to use capital letters wherever they are needed.

In studying grammar, what name do we apply to words that mean action? to words that mean qualities? to words that mean places, people, things?

## LESSON 141

### A Moonlight Night

Read silently this description of the sights and sounds and odors of a moonlight night.

“He watched the moonlight on the rippling river, and the black heads of the firs, and the silver frosted lawns, and listened to the owl’s hoot, and the snipe’s bleat, and the fox’s bark, and the otter’s laugh; and smelt the soft perfume of the birches, and the wafts of heather honey off the grouse-moor far above; and felt very happy, though he could not well tell why.”

—*Kingsley.*

To what season of the year does this lovely night belong? How do you judge?

In what way are all the details joined together, and yet the reader helped to make clear the meaning of each one?

Try to bring out in your reading all the beauty of the night as you feel it. Be careful not to put too much emphasis on the word *and*, yet to give it the proper sound. Where will the pauses come?

## LESSON 142.

### A Summer Day

Read—at first silently, then aloud:

In front of them, over beyond the hedge, the dusty road stretched across the plain; behind them the meadow lands and bright green fields of young corn lay broadly in the sun, and overhead spread the shade of the cool, rustling leaves of the beechen tree. Pleasantly to their nostrils came the tender fragrance of the purple violets and wild thyme that grew within the dewy moisture of the edge of the little fountain, and pleasantly came the soft gurgle of the water; all else was sunny silence, broken only now and then by the crow of a distant cock, borne up to them on the wings of the soft and gentle breeze, or the drowsy drone of the humble-bee burrowing in the clover blossoms that grew in the sun, or the voice of the busy housewife in the nearest farmhouse.

What is to be seen here? heard? smelled? Explain the meaning to you of the adjectives in the expressions “tender fragrance,” “soft gurgle,” “cool leaves.”

Write a description of a winter day. Make us see and hear and feel as you do.

## LESSON 143

## A Reading Match; An Index

Go through the book from beginning to end and make a list of the poems and prose selections it contains. Make two alphabetical lists of the authors, putting the English authors in one, the American authors in the other. Then write opposite the names the titles of the selections from their works. How will you write the names in these lists so that the alphabetical order will be clearly seen?

When you have made your index, select, each, something that you like very much, and read it to the class. Decide which reading is best.

## LESSON 144

## Morning and Evening

The year's at the spring  
 And day's at the morn;  
 Morning's at seven;  
 The hillside's dew-pearled;  
 The lark's on the wing;  
 The snail's on the thorn:  
 God's in his heaven—  
 All's right with the world !

—*Browning.*

Move eastward, happy earth, and leave  
 Yon orange sunset waning slow:  
 From fringes of the faded eve,  
 O, happy planet, eastward go;  
 Till over thy dark shoulder glow  
 Thy silver sister-world, and rise  
 To glass herself in dewy eyes  
 That watch me from the glen below.

—*Tennyson.*

Read these two little poems and choose one—whichever you prefer—for memorizing. Explain the title of this lesson.













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