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LIVE LANGUAGE LESSONS

HOWARD R. DRIGGS

FOURTH GRADE



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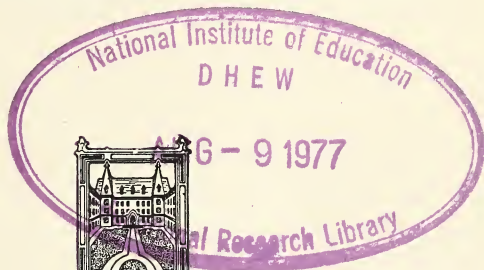
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LIVE LANGUAGE LESSONS

FOURTH GRADE

HOWARD R. DRIGGS

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TRAINING SCHOOL, UNIVERSITY OF UTAH, SALT LAKE CITY



Lincoln, Chicago, Dallas

THE UNIVERSITY PUBLISHING COMPANY

1922

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PREFACE

Children enjoy language lessons closely related to real life. These lessons are presented to develop in pupils ability to speak and to write effectively.

To this end they offer:

1. Opportunity for the child to express himself on important subjects close to the interests of his everyday life.

2. A well-organized series of constructive exercises to enrich his vocabulary and to train him in those habits which make for skill in speech and writing.

3. Well-graded corrective drills on commonly misused oral and written forms.

These books are the result of schoolroom practice. Every lesson has been developed in actual teaching both by the author and by teachers under his supervision. The lessons come as the result of experiment under conditions varying from the ungraded rural school to the most advanced graded schools. To provide for these varying conditions with a language series that is rich in content, well-organized, definite, yet flexible, and at the same time practical and teachable, has been the great problem.

The books are to some extent a composite of the best thought of teachers in many states. To all who have inspired, encouraged, and assisted him, the author desires to express his gratitude.

The following are especially to be mentioned: Dr. William M. Stewart, late Dean of the Utah School of Education; Professors George M. Marshall and F. W. Reynolds of the English Department of the University of Utah; A. C. Nelson, former State Superintendent of Public Instruction of Utah; D. H. Christensen, former Superintendent of Schools of Salt Lake City; J. E. McKnight and the teachers and supervisors of the Utah Normal Training School; J. W. Searson, Professor of the English Language, Nebraska State University; and A. H. Waterhouse, Superintendent of Schools, Fremont, Nebraska.

For courteous permission to use selections from their copyright publications, the author acknowledges his indebtedness to the following publishing houses: Houghton Mifflin Company; Charles Scribner's Sons; The Century Company; Little, Brown and Company; The Bobbs-Merrill Company.

HOWARD R. DRIGGS.

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FOURTH GRADE

FUN IN THE COUNTRY

I wonder whether country boys and girls know how much fun the country really gives them. If they do not, I am sure that the city boy or girl, who has this fun only once in a while, can tell them.

When I was a boy, there was nothing I enjoyed quite so much as a visit to grandmother's home in the country. I can see it yet—the big, stone house, half buried beneath great, shady trees, a stream of clear, cool water dancing along in front of it between grassy banks. The door is wide open; for it is summer-time, and grandmother stands there smiling a welcome as we drive up.

Then the good dinner! We are all excitement to meet our little cousins; but grandmother would never let us play till she had given us something to eat. I am glad she would not; for she always had such good things—bread and butter and creamy milk and mashed potato and chicken and custard pie. Can you imagine how good they all tasted to a hungry boy?

After the feast came the frolics. By this time the cousins had come in. There was a host of these rollicking boys and girls. They were the best playmates in the world, too. Anything they had, they were ready to share with us.

It seemed to be their delight to give us a jolly time. How we would romp together! Out in the barnyard,



PHOTOGRAPH BY UNDERWOOD & UNDERWOOD, N. Y.

PLAYING STUNT MASTER

through the orchard, over the hills, down by the river — anywhere and everywhere to find fun.

But the best sport of all — for us boys especially — was playing with the animals. We frightened the chickens, pestered the pigs, chased the calves and colts, and raced with the dogs. The dogs seemed to like it; but I fear the other animals could not see the joke. If calves can laugh, though, I am sure they laughed at us sometimes, when they kicked us or bunted us over. It was just what we deserved; so we tried our best to take our upsets merrily.

Once, when we were playing cowboy, one of the boys threw his rope around the neck of a big calf, the wildest one of all. As the rope tightened, the calf reared and bawled, then broke into a wild run across the yard. His captor clung to the rope trying to hold the young steer. It was of no use. The animal leaped through the open gate, and away they went around the orchard. I never saw a boy take such strides. He seemed to have on Jack-the-Giant-Killer's famous boots.

We wondered why he clung on. In his excitement he must have imagined he was tied to the rope; for when they came plunging back into the corral, he called out in a pleading voice,

“Come and help me let go!”

The words were hardly said, when he tripped on something and tumbled head over heels, while the frightened calf dashed into the stable.

Oh, those were jolly days!

MORE COUNTRY FUN

ORAL EXERCISE

What fun have you ever had in the country? Be ready to tell your classmates of some interesting experience of yours on the farm, in the woods, or elsewhere in the country.

Where were you? What were you doing? What happened?

Read these topics. They may call to your mind something worth telling:

- | | |
|-----------------------|---------------------|
| 1. Breaking a Colt. | 5. A Runaway. |
| 2. Riding a Donkey. | 6. My First Ride. |
| 3. Training a Dog. | 7. Fishing Stories. |
| 4. Catching a Chicken | 8. Making Hay. |

If you have had no experience in the country, tell of some fun in the park, or on the beach, or elsewhere out-of-doors.

WRITING STORIES

When you have told your stories, write one of the best of them. These suggestions will show you how such a story may begin:

1. The pony let us climb on his back. He seemed gentle enough but —.
2. We needed a trained dog for our circus so we hitched up old Nero —.
3. I went out to gather the eggs. An old sitting hen was on one of the nests, and —.
4. The horses took fright at the train. They broke into a run down the street.

OTHER TOPICS

If you have had no interesting experiences with animals, tell about other kinds of fun; as,

1. Catching Fish.
2. Fun on the Beach.
3. Riverside Rambles.
4. Fun in the Park.
5. Fun in the Woods.
6. Making Hay.
7. Swimming Excitement.
8. Hillside Happenings.
9. Other Experiences in the Country.

3

WORD STUDY

Read again the selection that opens "Fun in the Country," and pick out the expressions that suggest a picture.

1. "The clear, cool stream is **dancing** along." What kind of stream does **dancing** suggest?
2. If the writer had used **running** in place of **dancing**, would your picture be as clear?
3. Suppose he had used **sparkling**, what would your picture be?
4. If he had said **babbling**, would you see or would you hear the stream?
5. What would **bubbling** bring to you? **gurgling**?
6. What other words might take the place of **dancing**?
7. "How we would **romp** together!" If the word **play** were used, how would it change the picture?

8. Find other words in the selection that bring clear pictures, and discuss them also.

To make our stories or word pictures clear and life-like, we must be careful in our choice of words.

4

FINDING PICTURESQUE WORDS

Fill the following blanks with fitting words chosen from the list that follows, or use other apt and expressive words:

1. The chickens — and — when we dashed into the yard.

2. The — old rooster — to the top of the fence and —.

3. The — gobbler — about.

4. The big gander — his neck and — after us.

5. The — little chicks — themselves under their mother's wing.

6. The frightened cow — down the road.

7. Her — calf came — after her, with a — dog at its heels.

8. The calf — loudly, and the — mother whirled to — her little one.

9. The colt — and — when we tried to ride him; but the — donkey was so — he wouldn't even move.

10. We couldn't catch the horse; he would — and — about the field whenever we came near him.

11. The dog — and — about as if he thoroughly — the fun.

12. The cat — up the tree and — there — at the boys and dogs.

haughty	craned	reared
fluttered	barking	tucked
stubborn	excited	ran
cackled	lazy	pitched
stupid	thrust out	nestled
clucked	chasing	frolicked
plunged	downy	bellowed
flew wildly	protect	angry
strutted	fluffy	fight for
proud	frisked	defend
dash	galloped	enjoyed
flew	played	leaped
gallop	bawling	clung
crowed	liked	glaring
shot	scrambled	savage
hung	snarling	

5

FINDING THE AUTHORS' WORDS

See if you can finish these delightful farm pictures by finding the missing words in the list that follows. When you have the blanks filled, read the selections aloud:

Pigeons — and —
 Strutting high aloof
 Where the sunbeams flutter
 Through the stable roof.
 Hear the chickens —, boys,
 And the hen with —
 — them to sleep, boys,
 On the sunny side.*

*From *Child Rhymes*, by James Whitcomb Riley. Copyright 1905. Used by special permission of the publishers, The Bobbs-Merrill Company.

But the holidays I recall with delight were the two days of spring and fall when we went to the distant pasture-land, to drive thither the young cattle and colts, and to bring them back again. It was a wild and — upland where our great pasture was, many miles from home, the road to it running by a — river and up a — brookside among great hills. What a day's adventure it was! It was like a journey to Europe. There was no trouble about getting me up at sunrise that morning.

Then the cattle were to be — for the march, and the horses — up. Did I shirk any duty? Was I slow? I think not. I was — to run my legs off after the — steers, who seemed to have an idea they were going on a — and — about, dashing into all gates except the right ones; and how — I did — at them: it was a glorious chance to holler.

—From "Being a Boy," by Charles Dudley Warner.

mutter	rocky	frisky
clucking	frolicked	cheerfully
lark	brawling	willing
dashing	collected	pride
cheep	coo	yell

6

KINDS OF SENTENCES

In the sketch just given we find these groups of words:

1. What a day's adventure it was!
2. Did I shirk any duty?
3. It was like a journey to Europe.

Such groups of words are called sentences.

1. As you read the three **sentences** just given, what difference do you see in them?
2. What feeling does the first one express?
3. How is the second sentence used?
4. What is told by the last one?

In expressing our thoughts, we group our words thus into **sentences**. Most of our sentences are like the last one given. They tell something; as, It was a sunny day.

Such sentences are sometimes called **statements**.

Sometimes the sentence asks a question; as, Wouldn't you enjoy a drive in the country?

Sentences of this kind may be called **questions**.

Other sentences express strong feeling; as, Oh, what a jolly time we had!

This kind of sentence is an **exclamation**.

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EXERCISES

I

Find in the selection that opens "Fun in the Country," a **statement**, a **question**, an **exclamation**.

Find in your reader or other book three sentences of each kind. Select short ones and copy them carefully.

What marks do you notice at the close of these various sentences? How do all of these sentences begin?

II

Compose five statements, five questions, five exclamations, about the farm. Be watchful how you begin and close your sentences.

III

Here are some rules for **your fingers** to follow always when you write. Your head already knows them. Do you think you can train your fingers to remember these rules?

Begin every sentence with a capital letter.

Close every statement with a period.

Close every question with a question mark.

Close every exclamation with an exclamation point.

EXERCISE

Close the following sentences with the right mark and give your reasons:

1. "Hurrah!" cried the boys, "now for some fun "
2. What jolly experiences in the country have you had
3. There were six boys and girls in the wagon
4. Is your home in the city or in the country
5. Oh, how happy the children were
6. The horses broke into a wild run across the fields
7. Did you ever ramble through the meadows
8. The air was fresh and cool

8

WORDS OFTEN MISPRONOUNCED

Sometimes, in telling their lively experiences, boys and girls pronounce their words carelessly. The following words in black type often give such trouble. Try to train your tongue to pronounce them properly. Read the sentences aloud:

1. The horse **reared** and plunged.
2. He **burst** the cinch of the saddle.

3. The **burst** cinch was mended.
4. I like Tom; he and I are **partners** in fun.
5. We often go fishing in the **creek**.
6. Once Tom was almost **drowned**.
7. We **climbed** into the hay loft.
8. I jumped **across** the **creek**.
9. We boys **sneaked** round the haystack to **catch** the colt.
10. He **heard** us coming and ran.

9

WORD FORMS TO MASTER

IS and ARE

Read these sentences carefully:

1. The dog is barking. The dogs are barking.
2. The boy is full of fun. The boys are full of fun.
3. The turkey is strutting. The turkeys are strutting.

What changes take place in each pair of sentences? When the sentence refers to one dog, one boy, one turkey, what word is used with these names? When it refers to more than one, what word is used?

Make a rule for the use of **is** and **are**.

Prove your rule by finding in your reader or other book ten sentences that contain **is**, and ten that contain **are**.

Read aloud the sentences that you find. Change those that contain **is** so that **are** would be proper. Read the changed sentences aloud. Such practice will help your tongue to master these forms. **Are** gives most trouble.

Write ten sentences about the country that contain **are**.

10

WAS and WERE

1. The man was making hay. The men were making hay.
2. The woman was churning. The women were churning.
3. The child was washing the dishes. The children were washing dishes.

Note the changes that take place in these pairs of sentences. What is the difference in meaning?

When is **was** properly used? When should **were** be used?

Prove your rule by finding these words in ten sentences chosen from carefully written books. Practice on such sentences. Be sure to form your own sentences correctly as you talk and write. Try to make the right use of these words a habit.

11

HAS and HAVE

1. Have the boys come? Has the boy come?
2. The geese have flown away. The goose has flown away.

Study the forms **has** and **have**. What do you notice about their use in sentences?

Prove your rule and practice on these forms as you did on the others.

The words "is," "was," and "has," are used when one thing is spoken of. The words "are," "were," and "have," are used in speaking of more than one.

12

YOU and I

The rules you have just learned for using **is**, **are**, **was**, **were**, **has**, and **have** always hold good except

with the words **you** and **I**. Note their use in these sentences:

1. **Are** you going home, Mary? Yes, I **am** going home.
2. **Were** you at school today, Tom? No, I **was** obliged to stay at home.
3. **Have** you a knife, Will? Yes, I **have** one.

The words "are," "were," and "have" are used with the word "you" whether it means one or more than one.

Which forms are used with *I*? Find other sentences in which *I* is used with these three forms.

13

EXERCISES

I

Fill each of the following blanks correctly, using **am**, **is**, **are**, **was**, **were**, **has**, or **have**:

1. — you a pencil, Henry? No, I — none. Fred — one.
2. — you at home today, Tom? Yes, I — there all the morning.
3. — you going to visit your cousins this summer? No, I — not, but I should like to very much.

II

Compose, or find in other books than this, five short sentences using **are you**; five using **were you**; five using **have you**. Do likewise with **I am** and **I have**. **I was** seldom gives trouble.

Now drill your tongue by reading these forms several times each day till you master them.

LANGUAGE GAMES

Choose sides. Let the pupils on one side ask questions in turn and the other side answer them. Use **are, were, or have** in the questions; as,

Are you ready, Tom? Yes, I am ready.

Were you at the circus, John? Yes, I was at the circus.

If a pupil makes a mistake, or fails to give a complete question or answer, it is counted against his side. See which side wins.

WHAT AM I DOING?

Pupils may draw numbers. Number 1 may stand before the class and act some kind of work or play common to the country, as fishing, swimming, lassoing, hoeing, or churning. The other pupils may have five questions to guess what is being done; as,

Are you turning a washer? No, I am not turning a washer.

Are you running a milk separator? No, I am not running a milk separator.

Are you turning a grindstone? Yes, I am turning a grindstone.

The pupil guessing rightly may then act something.

WHAT ANIMAL OR BIRD AM I?

Draw numbers as before. Number 1 may rise and imitate the action or noise of some animal or bird found in the country. The others may have three questions to discover the creature that is imitated. Use **have** in the questions; as,

Have you four feet? Yes, I have four feet.

The one guessing rightly may then act.

AUTUMN GIFTS

14

THE SPIRIT OF AUTUMN

Autumn is sometimes represented as a beautiful goddess, or queen of the harvest. How do you think this goddess or queen might be dressed?

Usually she stands near a great cornucopia, or horn of plenty, out of which her gifts to the world are pouring. What are Autumn's gifts?

Autumn might be represented, too, as a jolly king. He might be seated on a throne made of golden pumpkins. What would do for his canopy? his robe? his scepter? his crown? What else might be used to deck his throne? Who might be his attendants? Jack Frost might play the part of the jester, mightn't he? Why?

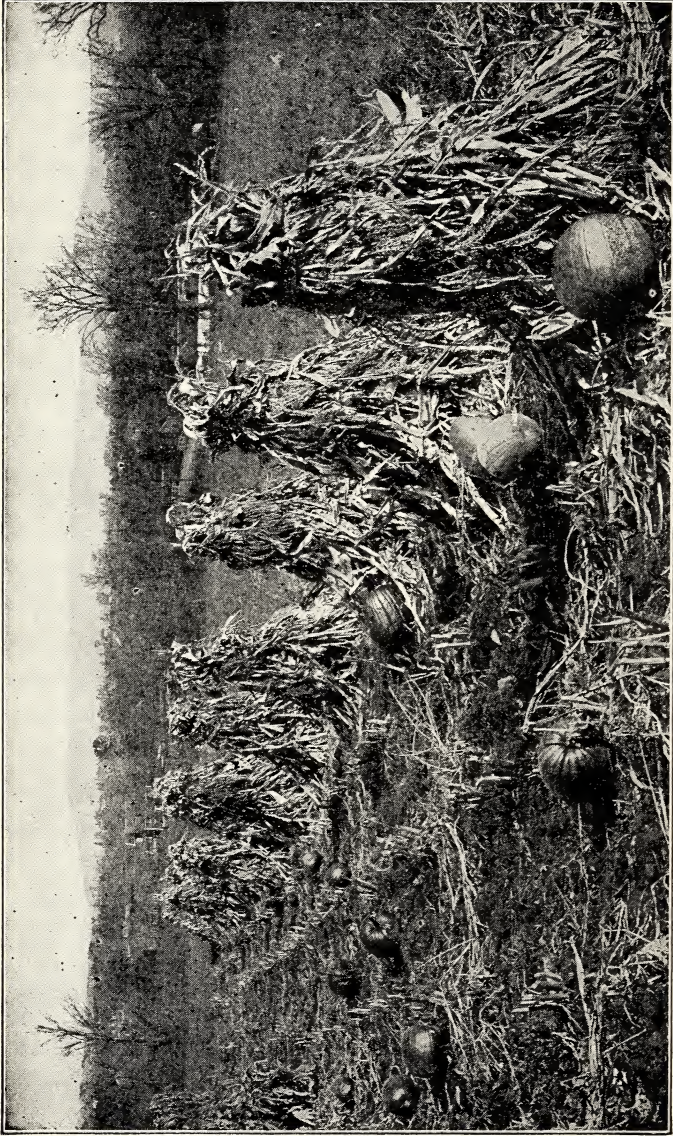
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KING AUTUMN'S FEAST

Suppose this merry king should decide to give a feast, and should call upon all the plants and animals to send their choicest gifts. What vegetables, fruits, flowers, beasts, fowls, fish, and other things would come?

Imagine that you are one of these coming as a gift to the king — an apple, a pumpkin, a potato, a

15



WHEN THE FROST IS ON THE PUMPKIN AND THE FODDER'S IN THE SHOCK

cranberry, a turkey, a walnut, an ear of corn, or some other good thing. Present yourself to the king by telling him a story about yourself. The following paragraph will suggest one way to do it. You will think of other ways also.

THE APPLE

Your Majesty, I am a crisp and juicy apple. No flavor is richer than mine. Some call me the king of fruits. My true name is Rhode Island Greening. That tells the place I came from and suggests my color, which is golden green, sometimes touched with red. I am delicious just as I am; but perhaps you will enjoy me better, O King, when I am baked or stewed or made into apple dumplings or apple pie. Whichever way you wish, I stand ready to try to please your royal taste.

There are many other delightful things to choose. Take something you like very much and try to describe it so that others will appreciate it.

16

WRITTEN EXERCISES

To describe the gift really well, write your description of it first. As you write, tell each thing about yourself in a sentence. Be watchful how you begin and close each sentence. When you have written the description, practice reading it so that you may give it clearly.

Write several different descriptions and take the one you like best.

If you were a pumpkin, what would you say to the king?

What would you say if you were a potato? a cranberry? a turkey? a walnut? a trout? a pony? a sheep?

SOWING THE SEEDS

Read aloud:

Behold, a sower went forth to sow; and when he sowed, some seeds fell by the way side, and the fowls came and devoured them up: some fell upon stony places, where they had not much earth: and forthwith they sprung up, because they had no deepness of earth: and when the sun was up they were scorched; and because they had no root, they withered away. And some fell among thorns; and the thorns sprung up and choked them: but others fell into good ground, and brought forth fruit, some an hundredfold, some sixtyfold, some thirtyfold.—*St. Matthew 13:3-8.*

AUTUMN AIRSHIPS

Springtime is seedtime with the farmer. It is then that he sows most of his crops. When does Mother Nature do most of her planting? Is it not in autumn,

When all the lovely wayside things
Their white-winged seeds are sowing?

Not all, but most of the seeds are ripe for the planting in fall time. It is then that they are scattered far and wide over the earth.

1. What pictures of nature come as you read the lines just given from *October's Bright Blue Weather*?
2. What "white-winged seeds" have you watched flying in fall time. Name all you can.
3. Where have you seen such seeds as those of the milkweed and thistle floating away on their downy wings?

4. Find five or more other words that would describe these seeds as do the words **downy** and **white-winged**.

5. Find five or more words to suggest their motion as does **floating**. Gathering some of these seeds will help you find words to describe them.

6. What seeds may be called "autumn airships"?

19

OTHER SEED TRAVELERS

1. In what other interesting ways does Nature sow her seeds?

2. What seeds roll or tumble about?

3. What seeds steal rides? Where have you seen them doing it?

4. What seeds sail away on the water?

5. What seeds pay for their trip by giving something good to eat?

6. Tell some interesting thing you have observed or read about seed travelers.

20

A TALE OF A TRAVELER

Copy this story carefully, filling the blanks with fitting words chosen from the list that follows:

TOMMY COCKLEBUR'S TRIP

It was a — morning in October. The air was — and —.

"A — day to take my trip," I thought. "If only that old cow would come nearer, I'd — a ride."

She was — quietly along the — close by us, when suddenly something made her — her tail. As it — up I caught it. The old cow tried to shake me loose, but she could not do it, for — on —. By and by she lay down and began to — her —. When I looked about, I found many other seeds — too. There were Sammy — and Billy —, two of my cousins.

"Hello," I — to them, "are you taking a — too?"

“Yes,” replied Billy, “but I don’t know where we’re going.”

Just then the old cow — up. A — boy with a — was coming. Away we went again. This time she — us into the corral. Very soon the boy came with his milk pail. He was just going to sit down on the stool to milk when the cow fetched him a — stroke across the face with her tail. It must have — him, for he jumped up angrily and began to pull us out. We — on as tightly as we could, and — his fingers, but he finally loosed us from the hair and was just going to stamp us into the ground when his father called out:

“Here, Tommy, don’t do that. Take those burs and burn them. We must clean up the fences of these — things and make a bonfire or we shall have no end of work next year.”

The thought of a bonfire must have made the boy happy, for he — up the burs and — to fling them into the kitchen fire. But he missed one of them. The old cow had stepped on me, and that is how I escaped to tell this story.

gathered

stinging

trip

graze

frosty

clung

bright

fastened

Sticktight

steal

browse

ran

lively

crisp

fast

grazing

sticking

grabbed

good

tightly

take

clinging

hurried

raked

jumped

held

clear

chew

fine

Burdock

contented

lazy

cud

TALES OF OTHER TRAVELERS 21

said	browsing	called
creek	swished	switch
stick	ride	carried
hurt	clung	pricked
took	troublesome	pesky

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TALES OF OTHER TRAVELERS

Choose some interesting seed traveler you know well, and tell his tale for your classmates. Here are some titles that you may like:

1. Mrs. Milkweed's Babies.
2. The Dandelion Seeds I Blew Away.
3. Grandma Burdock's Story.
4. Adventures of Sammy Sticktight.
5. The Thistle's Travels.
6. A Journey on a Seed Airship.
7. Tumbling with a Tumbleweed.
8. Sailing with a Seed Boat
9. Experiences of a Seed Stowaway.
10. The Watermelon Seed Story.

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AUTHOR STUDY

One of the greatest writers of stories for children, Hans Christian Andersen, has told us a charming tale of seed travelers. You will enjoy reading it.

THE PEA BLOSSOM

There were once five peas in one shell; they were green and the shell was green, and so they believed that the

whole world must be green also, which was a very natural conclusion.

The shell grew, and the peas grew. The sun shone without and warmed the shell, and the rain made it clear and transparent; and the peas, as they sat there, grew bigger and bigger, and more thoughtful as they mused, for they felt there must be something for them to do.

"Are we to sit here forever?" asked one. "Shall we not become hard by sitting so long? There must be something outside—I feel sure of it."

And so weeks passed by; the peas became yellow, and the shell became yellow.

"All the world is turning yellow, I suppose," said they,— and perhaps they were right.

Suddenly they felt a pull at the shell; it was torn off, and held in human hands, then slipped into the pocket of a jacket in company with other pods.

"Now we shall soon be let out," said one,— just what they all wanted.

"I should like to know which of us will travel farthest," said the smallest of the five; "we shall soon see now."

"What is to happen, will happen," said the largest pea.

"Crack!" went the shell as it burst, and the five peas rolled out into the bright sunshine. There they lay in a child's hand. A little boy was holding them tightly; he said they were fine peas for his pea-shooter. And immediately he put one in and shot it out.

"Now I am flying out into the wide world," said the pea; "catch me if you can." And he was gone in a moment.

"I," said the second, "intend to fly straight to the sun; that is a shell that lets itself be seen, and it will suit me exactly." And away he went.

"Wherever we find ourselves, we will go to sleep," said the two next; "we shall still be rolling onwards." And they certainly did fall on the floor and roll about before they got into the pea-shooter; but they were put in for all that. "We will go farther than the others," said they.

"What is to happen, will happen," exclaimed the last, as he shot out of the pea-shooter.

As he spoke, he flew up against an old board under a garret window, and fell into a little crevice, which was almost filled up with moss and soft earth. The moss closed itself about him, and there he lay, a captive indeed, but not unnoticed by God.

"What will happen, will happen," said he to himself.

Within the little garret lived a poor woman, who went out to clean stoves, chop wood into small pieces, and perform such like hard work, for she was strong and industrious. Yet she remained always poor, and at home in the garret lay her only daughter, not quite grown up, and very delicate and weak. For a whole year she had kept her bed, and it seemed as if she could neither die nor live.

"She is going to her little sister," said the woman. "I had but the two children, and it was not an easy thing to support them; but the good God provided for one of them by taking her home to himself. The other was left to me, but I suppose they are not to be separated."

The mother stepped to the window, and half opened it.

"Oh!" she said, "there is actually a little pea which has taken root and is putting out its green leaves. How could it have got into this crack? Well, now, here is a little garden for you to amuse yourself with."

So the bed of the sick girl was drawn nearer to the win-

dow, that she might see the budding plant; and the mother went out to her work.

"Mother, I believe I shall get well," said the sick child in the evening; "the sun has shone in here so brightly and warmly to-day, and the little pea is thriving so well; I shall get on better, too, and go out into the warm sunshine again."

"God grant it!" said the mother, but she did not believe it would be so.

She propped up with a little stick the green plant which had given her child such pleasant hopes of life, so that it might not be broken by the winds; she tied the piece of string to the window-sill and to the upper part of the frame, so that the pea tendrils might twine round it when it shot up. And it did shoot up; indeed, it might almost be seen to grow from day to day.

"Now really here is a flower coming," said the mother one morning, and at last she began to encourage the hope that her little daughter might indeed recover. She remembered that for some time the child had spoken more cheerfully, and during the last few days had raised herself in bed in the morning to look with sparkling eyes at her little garden which contained but a single pea-plant.

A week later the invalid sat up for the first time a whole hour, feeling quite happy by the open window in the warm sunshine, while outside grew the little plant, and on it a pink pea-blossom in full bloom. The little maiden bent down and gently kissed the delicate leaves. This day was like a festival to her.

"Our Heavenly Father himself has planted that pea and made it grow and flourish, to bring joy to you and hope to me, my blessed child," said the happy mother, and she smiled at the flower as if it had been an angel from God.

But what became of the other peas? Why, the one who flew out into the wide world, and said, "Catch me if you can," fell into a gutter on the roof of a house and ended his travels in the crop of a pigeon. The two lazy ones were carried quite as far, for they also were eaten by pigeons, so that they were at least of some use; but the fourth, who wanted to reach the sun, fell into a sink, and lay there in the dirty water for days and weeks till he had swelled to a great size.

"I'm getting beautifully fat," said the pea; "I expect I shall burst at last; no pea could do more than that, I think; I am the most remarkable of all the five which were in the shell." And the sink confirmed the opinion.

But the young maiden stood at the open garret window, with sparkling eyes and the rosy hue of health upon her cheeks, and folded her thin hands over the pea-blossom, thanking God for what he had done.—*Hans Christian Andersen.*

1. What do you know from experience of the influence of flowers on those who are ill?

2. What kind of people does the pea which grew into the blossom call to your mind?

3. What pleasant thought does the story bring to you?

4. Find in the story three questions. Copy them carefully.

5. Find and copy ten picturesque expressions; as, "rosy hue of health."

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AUTUMN LEAVES

OCTOBER'S PARTY

October gave a party;

The leaves by hundreds came—

The Chestnuts, Oaks, and Maples,

And leaves of every name.

LIVE LANGUAGE LESSONS

The sunshine spread a carpet
And everything was grand;
Miss Weather led the dancing;
Professor Wind, the band.

The Chestnuts came in yellow;
The Oaks in brown were dressed,
The lovely Misses Maple
In scarlet looked their best.

All balanced to their partners,
And gaily fluttered by;
The sight was like a rainbow
New fallen from the sky.

Then in the rustic hollow
At hide and seek they played;
The party closed at sundown
And everybody stayed.

Professor Wind played louder;
They flew along the ground,
And then the party ended
In hands across all round.

—From "*Song Stories for Little Folks.*"

EXERCISES

1. As you read the poem, what autumn pictures do you see?
2. Which words bring the clearest pictures?
3. When and where have you ever seen such a party?
4. What fun have you had with autumn leaves? Which leaves do you like best? Why?

FINDING CHOICE WORDS

Fill these blanks with fitting words from the list that follows, or with other apt words:

1. Autumn leaves are ———.
2. In the fall all the trees are ——— with them.
3. The ash and aspens and cottonwoods turn then to a ——— color.
4. The peach leaves grow ———.
5. The maples on the hillsides change to ———.
6. Every tree and shrub puts on a ——— dress for October's ball.
7. How the leaves do dance when Professor Wind plays his ———!
8. They come ——— down from the trees.
9. They ——— along the ground with a ——— sound.
10. Sometimes a gust of wind ——— them into the air, and gives them a ——— dance over the ——— and ——— and ———.
11. They drift about the ——— and ——— and ———.
12. There they lie in ——— till Winter comes with his ——— blanket to ——— them in for their long sleep.

music	tuck	walls	trees
gorgeous	many-tinted	whisks	downy
splendid	tunes	creek	whirls
golden	pink	houses	jolly
yellowish	dainty	lifts	lively
scarlet	fluttering	quiet	sprightly
walks	rustling	fences	happy
peace	sweep	merry	scurry

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MORE WORD FORMS

Read these groups of sentences carefully:

1. See the birds fly. Some flew into the barn yesterday. Most of the birds have flown south.

2. How the wind blows! It blew hard last night. It has blown every day this week.

3. See me throw the ball. I just threw it over the house. I have thrown it over three times.

4. This dog knows me. He knew me last summer. He has known me a long while.

5. A pumpkin grows fast. One grew in our garden last year. The vine has grown over the wall.

What time is expressed by the words **fly, blows, throw, knows, grows**?

What time is meant when the words **flew, blew, threw, knew** and **grew** are used?

What words are used with the forms **flown, blown, thrown, known, grown**?

Practice especially on the forms **flew, blew, threw, knew, and grew**. They give the most trouble. Let each pupil compose sentences orally, using each of these forms.

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EXERCISES FOR PRACTICE

Read aloud several times:

1. The wind blew hard.
2. He knew his lessons.
3. The boy threw the ball.
4. The cabbage grew rapidly.
5. The bird flew away.

Make oral sentences using each of these five words. Make sentences using **flown, blown**, etc.

Be watchful not to use **has, have, or had** with **blew, flew, grew, knew, or threw**.

ANOTHER HELPFUL MARK

Read these sentences carefully:

1. The blackbirds, the robins, the meadowlarks, and the bobolinks have flown south.
2. We saw grapes, peaches, pears, and apples in the orchard.
3. The children gathered maple, oak, mountain ash, and aspen leaves.

What mark separates the names of the birds, of the fruits, of the leaves? A list of names, or other words, used together as in any of the foregoing sentences is called a **series** of words.

When words are used in a series without and or some other word to connect all of them, the comma is used to separate the words; as,

Seeds of the thistle, the dandelion, the lettuce, and other plants fly.

Seeds of the cocklebur, the burdock, the sticktight, and others are carried by animals.

EXERCISES

Find five sentences in your readers that contain such a **series** of words as those in the sentences just given. Copy them carefully. Compose ten such sentences about the autumn time.

REVIEW EXERCISES IN PUNCTUATION

Copy the following groups of sentences, punctuating them properly; give reasons for the marks you use:

1. Oh, see the gorgeous leaves They are yellow orange brown and crimson Aren't they brilliantly colored

2. Autumn brings rich fruits grains and vegetables What a rich treat he gives to all Do you enjoy his gifts

3. Hurrah for the jolly fun of fall time It is then that we build the bonfires go a-nutting play Hallowe'en pranks and feast on Thanksgiving Isn't it a merry season

4. Have you ever helped to gather apples How did you do it Apples are a wholesome fruit They keep well through the long cold dreary winter

5. Oh see the snowflakes They are the first to come this fall Aren't you glad Now we shall have a sleigh-ride Hurrah for the sport

II

Fill the following blanks with **is** or **are**; **was** or **were**. Tell why you think the words you choose are right:

1. There — five birds on the fence.
2. There — a quail in the corn stubble.
3. Here — some pretty leaves.
4. Where — the robins now?
5. Here — the apples we gathered yesterday.
6. We boys — going nutting tomorrow.
7. We girls — in the woods yesterday.
8. — the children happy in the autumn time?
9. There — some ripe nuts in the woods now.
10. Here — a fine story book to read before the fireplace.

HALLOWE'EN

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A POEM PICTURE

O fruit loved of boyhood, the old days recalling,
When wood grapes were purpling and brown nuts were
 falling,
When wild, ugly faces we carved in its skin,
Glaring out through the dark with a candle within!
When we laughed round the cornheap, our hearts all in
 tune,
Our chair the broad pumpkin, our lantern the moon,
Telling tales of the fairy who traveled like steam
In a pumpkin shell coach with two rats for a team.

—From "*The Pumpkin*," by John Greenleaf Whittier.

1. What is meant by "the fruit loved of boyhood"?
2. Have you ever "carved wild, ugly faces on its skin"?
3. Tell your classmates how to make a jack-o'-lantern.
4. What picture do you see as you read the fifth and sixth lines?
5. What "tale of the fairy" is meant?
6. What part does the pumpkin play in the story of Cinderella?

Tell the story.

7. Memorize the selection just given.

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PUMPKIN PRANKS

When you think of Hallowe'en, what jolly fun comes to your mind? What fun have you ever had with Mr. Jack-o'-Lantern? He is a plump and happy old chap, isn't he? I wonder what he sees

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PHOTOGRAPH BY UNDERWOOD & UNDERWOOD, N. Y.

GETTING READY FOR HALLOWE'EN

with his bright eyes. What tales do you think he would tell if he could talk? Think of some lively adventure, and be ready to join with your class in creating a story or a series of stories about him.

What shall we call our story? "The Adventures of Mr. Jack-o'-Pumpkin"? Perhaps you can suggest a better title. Try it.

Now, to begin our story, each one may copy the following, filling the blanks with picturesque words of his own choosing:

THE ADVENTURES OF MR. JACK-O'-PUMPKIN

It was a —— autumn day. I awoke with a ——; for I felt a —— of pain.

"Oh," I ——; "Jack's bite is getting ——. I'll take the rheumatiz if I lie here much longer."

But it wasn't Jack Frost this time; it was —— ——, who had —— me off my stem.

"——!" he shouted, as he lifted me in his arms; "here is a —— one!"

Then he carried me to the house, and the next thing I knew he began to ——.

Continue this story by telling: what the boy did with the pumpkin; what sort of face he carved on it; where he carried it; who went with him; what funny things happened; what was the end of Mr. Jack-o'-Pumpkin.

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HOW HALLOWE'EN CAME TO BE

Most boys and girls do not stop their fun long enough to ask why Hallowe'en is celebrated. All will be interested, however, to know that this strange holiday was first a harvest festival.

In the days of long, long ago, the people called Celts used to gather on the evening before November 1 to rejoice over the harvest gifts. Great bonfires were built on the hill tops, and the sacred fires of the Druids, the Celtic priests, were extinguished and then relighted for another year. These fires were kept always burning in honor of the sun.

In after years, Christianity took the place of the Druid worship; but the eve of November 1 was still held sacred. It was celebrated, however, not as a harvest festival, but in honor of all the saints, or hallowed people, and was given the name All-Hallow-Even.

After a time there grew up in the minds of the folk the belief that on this night the fairies would come out of their grotts and other hiding places and gather about the ruins and in the dark woods. These spirits, it was thought, were full of mischief and evil, and the people would build hallowing fires to keep them away.

These old notions and customs have passed away. We think of Hallowe'en now only as a time for frolic and pranks. But we still build our bonfires and pretend that we believe in fairies and ghosts and witches and elves.

These spooky folk still get into mischief, too, sometimes. What do you think of many of their silly antics? How might they and we all make merry on Hallowe'en without being foolish or rude?

CELEBRATING HALLOWE'EN

What clever, yet innocent, games or sports have you ever seen played on Hallowe'en? Would it not be merry fun to plan a program for this jolly holiday and entertain some other class or our parents? Discuss it and suggest clever things you might do to make a Hallowe'en program.

STORIES

Write up the adventures of Mr. Jack-o'-Pumpkin. Each pupil may try, and the best five or more adventures may be read as part of the exercises.

Or create another Hallowe'en story.

CREATING HALLOWE'EN RHYMES

Here are a few jolly titles to rhyme about; try any of these or choose one you like better.

1. The Bonny Brownies
2. The Jolly Elves
3. Fairy Frolics
4. The Rolypoly Pumpkin
5. Goops and Goblins

To make a merry rhyme, first make a merry line. The following lines will give you a beginning for the lively exercise:

One moonlit night a wee little elf
Sat on a toadstool fanning ——

Find all the words you can to rhyme with **elf**.

A sly little brownie came tripping along
 His heart was so merry, he ——— ——— ———

Find all the words you can that rhyme with **along**.

Finish the following stanza. Find first the words that rhyme with **night**, and choose one of them that is fitting to end the last line. The first and the third line need not rhyme:

Goops and ghosts and goblins
 Scare ——— ——— ——— night,
 They ——— ——— ——— ———
 And ——— ——— ——— ———

Try to make another stanza from this suggestion:

Jack was a jolly old pumpkin
 With eyes —————
 He —————
 And —————

Or sing about:

The airy little fairies
 A-tripping —————

Now try to make for yourself a merry line and then a stanza from it. Perhaps you can make several stanzas. Try different beginnings. Keep the Hallowe'en spirit.

SOME VERSES TO ENJOY AND LEARN

Many poets have created delightful verses about the fairy folk. Catch the music and spirit of the following fairy songs. It may help you to make

your songs of Elfland merrier. Choose the poem you like best and memorize it.

I met a little elf-man once
 Down where the lilies blow.
 I asked him why he was so small
 And why he didn't grow.
 He slightly frowned, and with his eye
 He looked me through and through;
 "I'm quite as big for me," said he,
 "As you are big for you."

— *John Kendrick Bangs.*

Up the airy mountain,
 Down the rushy glen,
 We daren't go a-hunting
 For fear of little men;
 Wee folk, good folk,
 Trooping all together;
 Green jacket, red cap,
 And white owl's feather!

— *From "The Fairies," by William Allingham.*

THE FAIRY

Oh, who is so merry
 As the light-hearted fairy?
 He dances and sings
 To the sound of his wings,
 With a hey and a heigh and a ho.
 Oh, who is so merry
 As the light-hearted fairy?
 His night is the noon
 And his sun is the moon,
 With a hey and a heigh and a ho.

— *Anonymous.*

A HALLOWE'EN PLAY

Think of the characters we have for a delightful play. There are the good brownies and fairies and elves; and the mischief-making dwarfs and witches and goblins. And then we have the jolly boys and girls with their jack-o'-lanterns; besides these, owls and black cats and other interesting things.

The following suggestive names and hints for the play will help you work out something lively and interesting:

ADVENTURES IN GOBLIN LAND

SUGGESTIVE OUTLINE

Work out the play orally at first. The whole class, under the suggestive guidance of the teacher, may plan it. Then, if desired, it may be written in outline or in full.

Begin in some such way as follows:

ACT I

A NUTTING SCENE IN THE WOODS

Jack (entering with partly filled bag on shoulder): Come on! come on! here's the finest tree yet! (*Begins hastily to gather the fallen nuts.*)

Children run in from various directions, laughing and talking and picking up the nuts.

Will: Oh, look! the tree's just loaded. Let's all give it a big shake to bring down more.

The children cluster about the tree and shake it. Groan is heard.

Children: Oh, oh! what's that?

Jack (trembling but trying to be brave): Oh, nothing but the wind; let's shake again.

Children give another shake. Again the groan, louder than before.

Children: Oh, it's something awful; let's run.

Jack: No, let's hide behind these rocks.

All scamper to rocks and hide, Jack peering out at times to watch.

Jack: Sh! here they come; lie low.

Enter Goblin King with his band.

Goblin King (in ghostly tones): Where are they?

Goblin Scout: I saw them here! I saw them here!

Goblin King: Then bring them forth, or you shall be my scout no more, no more.

Goblins begin to search about. As Jack peeps again, the scout spies him.

Scout: Ah, here is one! here is one! (*Takes Jack by the ear and leads him before the king.*)

What would the king say?

How would Jack reply?

If Jack refuses to tell where his companions are, how will the goblins treat him?

Let the children be found. Let some one play the baby, and for this show of weakness have the king decree that they shall all be taken to Goblin Land to live till they learn not to be frightened by goblins and other imaginary beings.

Let a magic word be given and the goblin cave open. Have the children taken inside.

ACT II

LIFE IN GOBLIN LAND

Work out this act with elves and brownies, jack-o'-lanterns, and other imaginary beings.

You may have the elves sing and dance. The different jack-o'-lanterns may tell how they have frightened boys and girls and grown-ups. The elves may laugh and challenge the jack-o'-lanterns to frighten them.

The goblins might enter with the boys and girls.

Have the goblins dance and sing, and boast of their adventure.

Have the elves help the children be brave.

Make the play end happily.

This is only one of many ways by which the play may be worked out. Follow the suggestions offered, or take any of the following plans and create other plays:

A TRIP TO FAIRY FOREST

Let a boy or a girl, or both, fall asleep and dream of being in the Fairy Forest. Have the fairies dance and sing. Let the dwarfs make mischief. Plan to get the boy and girl back safely.

JACK-O'-LANTERN JOLLITIES

Play that the King of the Pumpkins sends out his band on Hallowe'en to make a merry time. Let each come back and tell in verse or prose the lively fun he has had.

OR, PLAN A PLAY OF YOUR OWN

When you have decided what to do, write up the parts, learn them well, and play them. Each pupil can help out. Give all a chance, both to help create and to play. Not all may take leading parts, but everyone can do something.

WORDS FOR HALLOWE'EN

To make your rhymes and stories and plays of Hal-
lowe'en bright and lifelike, you will need picturesque
words. The following exercises will help you get
some of them. Find two or more words to take the
place of each word in black type:

1. We had a **jolly** time.
2. The children **scampered** up the street.
3. It was a **dark** night.
4. The pumpkin's eyes **glared** strangely.
5. The ghosts **frightened** us.
6. The boy dressed like a **rolypoly** brownie.
7. The children **danced** with delight.
8. When the fun was over we were **very tired**.
9. We slipped round the house and **crept** inside.
10. The little children **screamed** with fright.
11. They **shrank** away from the **frightful** pumpkin.

MORE WORD FORMS

Read the following sentences aloud twice, and
listen well:

Has Tom run home? No, he ran down the street.

Ned has sprung over the fence. John sprang over the
woodpile.

In the sentences just given, when **run** and **sprung**
are used, what other words are found with them?

Note that **ran** and **sprang** are used without **have**
or **has**.

EXERCISES

I

There are other forms, much like these, which should be used in the same way. Name all you can call to mind. If possible, find in your other books the following words. Copy the sentences that contain them in your note-book and bring the note-book to class. If you cannot find the forms readily in books, then write good sentences containing them:

sang	sung
rang	rung
began	begun
drank	drunk
sank	sunk

How are the words which are used without **has**, **have**, or **had** spelled? Spell the forms that are used with **have**, **has**, or **had**.

II

Fill these blanks with the right form of the words heretofore given; then read the sentences aloud:

1. I —— two cups of water.
2. The boys —— to laugh, when Ned —— over the fence.
3. We had just —— our game when the bell ——.
4. The girls —— several merry songs.
5. I wish they had —— more.
6. Where has John —— now? He —— behind the barn, I think.

HOME HELPERS

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OUR HIRED GIRL*

Our hired girl, she's 'Lisabuth Ann,
An' she can cook best things to eat;
She ist puts dough in our pie pan,
An' pours in somefin' 'at's good an' sweet,
An' 'nen she salts it all on top
With cinnamon; an' 'nen she'll stop
An' stoop an' slide it, ist as slow,
In the old cook-stove, so's 'twon't slop
An' git all spilled; 'nen bakes it so
It's custard pie, first thing you know!
An' 'nen she'll say,
"Clear out o' my way!
They's time fer work an' time fer play.
Take yer dough, an' run, child, run,
Er I can't git no cookin' done."

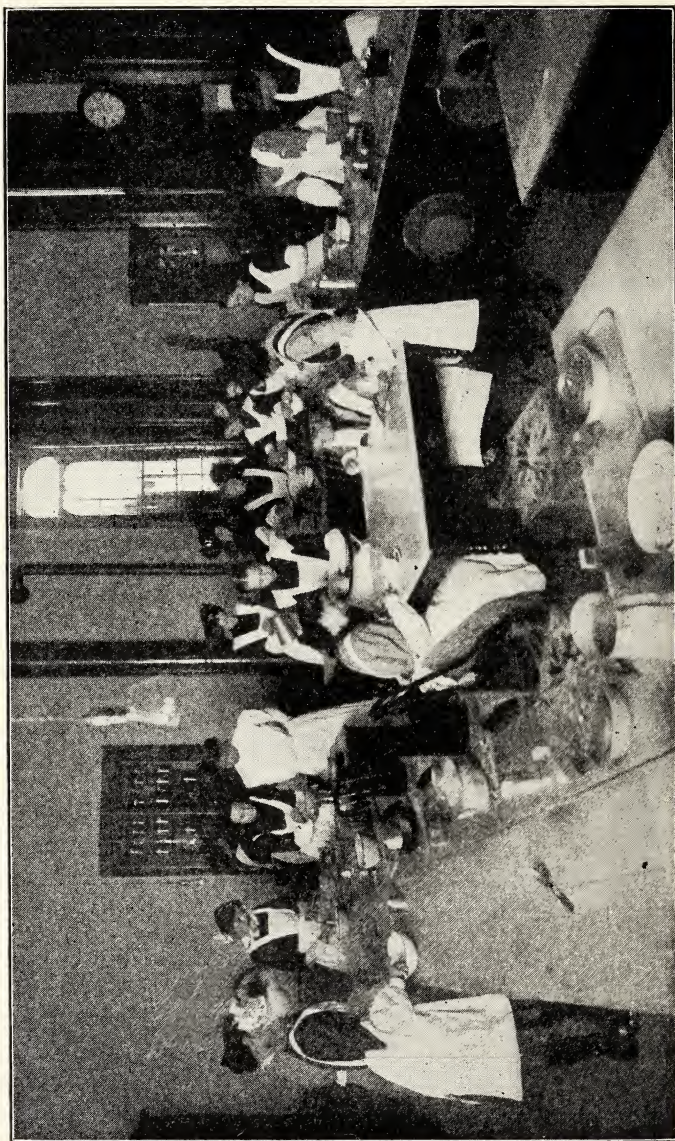
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LEARNING TO COOK

1. What pictures come to your mind as you read this verse from *Our Hired Girl*?
2. What interesting cooking have you ever

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GIRLS LEARNING TO COOK

watched the "hired girl," or mother, or some one else do?

3. Think, now, and be ready to tell your classmates just how she cooks some kind of food; as, pies, cakes, puddings, biscuits, meats, vegetables. You may have a chance to watch the process again before you are called on. Learn all the steps it takes to prepare some tempting dish. Then try to describe the process just as clearly as does the little watcher in Riley's clever verse.

You will not make the language mistakes he does, of course. He is a very little boy, I think, and doesn't know how to sound his words plainly. Elizabeth Ann has probably never studied language lessons; but she seems to know how to cook well, doesn't she? That is well worth knowing, isn't it? Every boy and every girl ought to know how to cook.

"Boy!" you say. Of course I did. Why not? Some of the best cooks in the world are men. Don't you remember the old rhyme — "Pat-a-cake, pat-a-cake, baker man"? What would you think of a boy who went camping and didn't know how to cook. A sorry plight he would find himself in, if he were left alone, wouldn't he? Besides, every boy ought to know how to give his mother or sister a helping hand in the kitchen when need calls — and be manly enough to do it. What do you think? Give several good reasons why boys and girls should learn to cook well.

REAL PLAY DINNERS

“Ring the bell for dinner, hot mud pies,”— this little line of verse keeps ringing in my mind whenever I think of playing dinner. What merry times the boys and girls do have sometimes playing dinner! You surely have enjoyed the pastime. Let the following suggestive topics remind you of some cooking fun you have had. Tell about it:

1. How We Played Dinner.
2. An Amusing Mishap at Cooking.
3. Roasting Potatoes or Corn at the Bonfire.
4. Making Candy.
5. Camp Cooking.
6. Helping Mother in the Kitchen.
7. Popping Corn.
8. Cracking Nuts.

WRITTEN EXERCISE

When you have talked about preparing and serving real dinners and about the play dinner fun you have had, write one of the little stories as interestingly as you can. You might make a “Cook Book” full of fun.

The following will suggest ways to begin your little “Cook Book” sketches:

1. Mother had gone shopping and left me to get dinner.
- I** _____

2. Have you never made candy? Well, this is the way
I _____

3. We were playing round the bonfire one night, when one of the boys suggested, "Let's roast some _____"

4. Nuts to crack? Why, of course. Sit right here, and while we crack them, I'll tell you the story Grandma told me once when we were cracking walnuts by her old fireplace.

5. We were out camping. John was the cook, and oh, the meals he did serve us _____.

Try to tell your story merrily.

HELPING HANDS

"I love you, mother," said little John;
Then, forgetting his work, his cap went on,
And he was off to the garden swing,
Leaving his mother the wood to bring

"I love you, mother," said rosy Nell;
"I love you better than tongue can tell";
Then she teased and pouted full half the day,
Till her mother rejoiced when she went to play.

"I love you, mother," said little Fan;
"To-day I'll help you all I can;
How glad I am that school doesn't keep!"
So she rocked the baby till it fell asleep.

Then, stepping softly, she took the broom.
And swept the floor, and dusted the room;

Busy and happy all day was she,
 Helpful and cheerful as child could be.

“I love you, mother,” again they said—
 Three little children going to bed;
 How do you think that mother guessed
 Which of them really loved her best?

—*Joy Allison.*

1. Answer the last question as you think the mother answered it.
2. How does Mother show every day that she loves you?
3. How does Father show it?
4. How can you best show your love for them?
5. Discuss this saying: “The happiest home is where everyone helps.”
6. What little chores or other home duties do you perform every day? Why should every boy and girl be a home helper? Give three good reasons in writing.

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LITTLE DUTIES FOR LITTLE FOLK

Be ready to tell your classmates clearly how to do any one of the following home duties you know well:

1. How to prepare a room for sweeping.
2. How to dust a room without scattering the dust.
3. How to clean a window.
4. How to make a bed.
5. How to keep the rooms airy and sweet.
6. How to take care of a pet bird, a cat, a dog, or other pet.
7. How to care for window flowers.
8. How to make home beautiful (one way).

9. How to sew on a button.
10. How to darn a stocking.
11. How to keep shoes tidy.
12. How to care for clothing — brushing it, folding it, keeping it in place.
13. How to keep brushes and combs clean.
14. How every child can save many steps for mother.
15. How every child can save money for father.
16. How I earned my first money.

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HOME RULES IN RHYME

You will enjoy trying to express your thoughts about home helpers in rhyme. Have you ever read *The Goop Books*, by Burgess Johnson?

Perhaps you can recite some of his goop rhymes.

Let each pupil try to express in verse some suggestion or rule for making homes happier. For illustration:

Early to bed and early to rise
Makes a man healthy, wealthy, and wise.

Complete these and make others:

1. At night I fold my clothes away
And there they are at — — —.
2. Did you ever meet a tidy boy
Who didn't fill your heart with ——?

PIONEER FOODS AND COOKING

I

CONVERSATION EXERCISES

Foods and cooking are very different to-day from what they were in the days of the pioneers. What stories have you ever heard your grandparents or other elderly people tell of their foods? What did they have to eat? What meats? What vegetables? What did they use for sugar? What fruits had they? What have you heard about their greens, sorghum, "lumpy dick," salt-rising bread, pumpkin pies, and other old-time dishes? Describe the old fireplace with its cooking utensils—the baking kettles and other equipment. What cooking mishaps, amusing or serious, occurred at times?

Ask your parents or grandparents or some pioneer to tell you of these things. Get some story of early-day home life and tell it to your classmates. The following true story may help you to find something interesting. Read it carefully:

II

MARY'S PANCAKES

Mary was a little girl who crossed the plains in early days. She came with her parents in a wagon drawn by oxen. They settled in a little pioneer village in the mountains. The first winter was long and cold. Before spring came, all the food, except the precious seed they

must save, was eaten. There was very little food to be bought from the other poor settlers.

Mary's father taught school to earn something to help them along. Day after day he trudged through the deep snow for a mile to the little fort, carrying his little bare-footed girl on his shoulders. There he stayed all day in a log cabin teaching her and the other little pioneer boys and girls their A B C's. For this work he was paid a little wheat, some potatoes, a few squashes, and other supplies, and thus the family managed to live along till spring came.

Then he turned to his farm work. The ground must be plowed and planted. A ditch to carry the water to the land must be dug. He worked hard. They had little food besides the greens they could gather, and a little milk. It was poor fare for a working man. He grew so weak from toil and lack of proper food that they feared he would fall into the ditch and be unable to get out.

Little Mary worried about what they said till finally she thought of a plan to help him. Out to the old wagon she went and found the sacks in which their flour had been carried across the plains. She shook the flour dust from them very carefully into a little dish. This flour she mixed and made into two little pancakes; and these she carried to her father.

WORDS THAT TROUBLE THE TONGUE

I

What words in the verse from *Our Hired Girl* does the little child not pronounce clearly? Many boys and girls find it difficult to say those and other

words like them rightly, or perhaps are careless. The following words seem to be especially troublesome; practice them till you have trained your tongue to say them trippingly; give every sound in them:

This, that, then, think, them.

Just, can, get, catch.

Swept, kept, slept, wept, crept.

Singing, ringing, bringing, thinking.

Pudding, cooking, raisin, pumpkin.

Elizabeth, Caroline, Hannah, Ethel, Henry.

Bertha, Mildred, Hazel, Ruth, Helen.

What other names are rather difficult to say clearly? Practice them. See if you can pronounce properly the names of all your classmates. Try calling the roll.

Find ten other words than those heretofore given that end in **ing**. Write the list, and practice them also.

II

Train your tongue to say the following sentences rightly also; be watchful of the words in black type:

1. Please **bring** me some water.
2. **I** have **nothing** in which to get it.
3. The **children** popped the corn and **ate** it.
4. The hired girl **told** the little boy to clear out of her way
5. Won't you **let me** help you make pies, mama?

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MORE WORD FORMS

SAW and SEEN

Read these sentences aloud:

1. I saw mother bake a cake. I have seen her make pies.

2. We saw Hannah cook the dinner. We have seen her do this many times.

What word is used with **seen** in these sentences?

Find five sentences in which **saw** is used, five in which **seen** is used. Copy and read them aloud several times.

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REVIEW

Fill the following blanks with: **is, are; was, were; has, have**. Give reasons. When you are right, read the sentences aloud:

1. We —— playing dinner when mama called us.
2. —— you ever cooked a meal?
3. The children —— gone to the fields to gather flowers.
4. —— your brother gone camping?
5. —— you playing round the fire with the boys last night?
6. We girls —— out at a candy pull on Friday evening.
7. Mary and I —— planned to give a party soon.
8. —— our school to have a holiday on Monday?
9. We boys —— going to play Indians. Come and —— a meal with us, will you?
10. John and Henry —— invited us to go on a fishing trip.

CHRISTMASTIDE

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THE FIRST CHRISTMAS STORY

And there were in the same country shepherds abiding in the field, keeping watch over their flock by night. And lo, the angel of the Lord came upon them, and the glory of the Lord shone round about them: and they were sore afraid. And the angel said unto them, Fear not: for, behold, I bring you good tidings of great joy, which shall be to all people. For unto you is born this day in the city of David, a Saviour, which is Christ the Lord. And this shall be a sign unto you: Ye shall find the babe wrapped in swaddling clothes, lying in a manger. And suddenly there was with the angel a multitude of the heavenly host praising God, and saying, Glory to God in the highest, and on earth peace, good will toward men.—*St. Luke 2: 8-14.*

Read "The First Christmas Story" aloud several times till the beauty of its simple language comes to you.

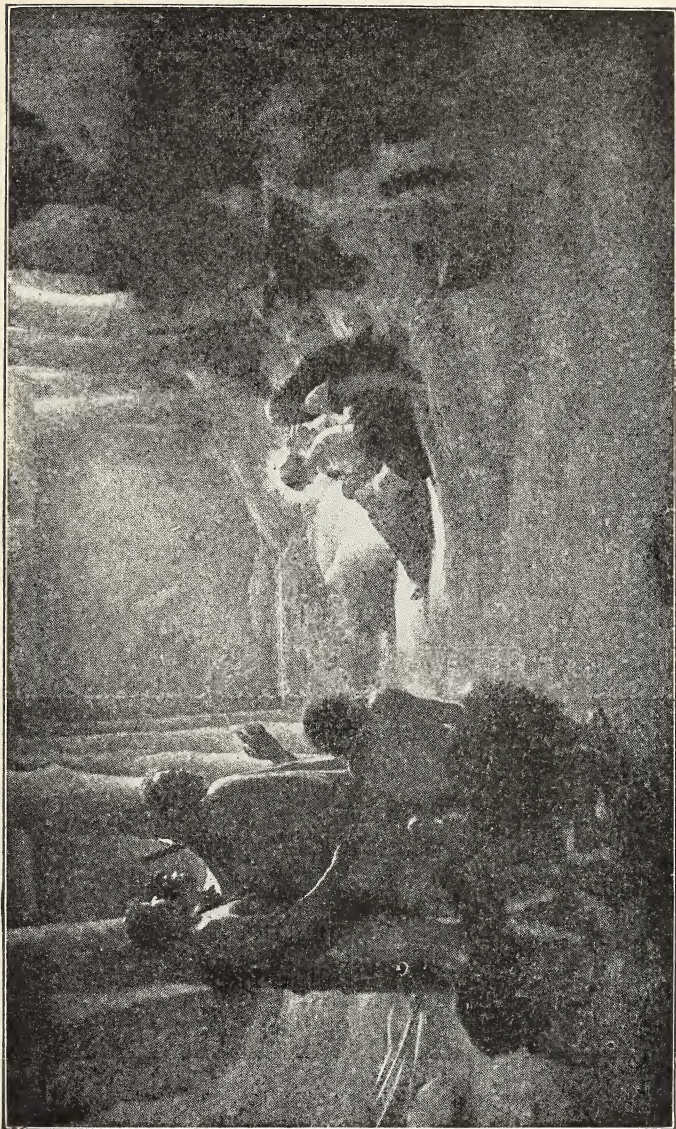
50

CHRISTMAS SPIRIT IN POETRY

MEMORY VERSES

Read the following Christmas rhymes. Choose the one you like best, memorize it, and be prepared to

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ARRIVAL OF THE SHEPHERDS—*Le Rolle*

recite it so well that others can catch the Christmas spirit in it:

Oh, holly branch and mistletoe
 And Christmas chimes where'er we go,
 And stockings pinned up in a row,—
 These are thy gifts, December.

— *Hannah F. Blodgett.*

Little fairy snowflakes
 Dancing in the flue;
 Old Mr. Santa Claus,
 What is keeping you?
 Twilight and firelight
 Shadows come and go;
 Merry chimes of sleigh-bells
 Tinkling through the snow;
 Mother's knitting stockings
 (Pussy's got the ball),—
 Don't you think that winter's
 Pleasanter than all?

— *From "Marjorie's Almanac," by T. B. Aldrich.*

God bless the little stockings, all over the land tonight,
 Hung in the choicest corners, in the glory of crimson
 light;
 Worn by the wonderful journeys that the darlings have to
 go.
 And Heaven pity the children, wherever their homes may
 be,
 Who wake at the first gray dawning, an empty stocking
 to see.

— *Anonymous.*

OTHER POEMS ABOUT CHRISTMAS

You may know some other verse that is full of the Christmas spirit. There are many such verses. Find one and be ready to recite it to others. Every one knows the merry poem beginning, "'Twas the night before Christmas." Perhaps your teacher will let you recite or read that.

Here are titles of a few good Christmas poems:

The Cradle Hymn, to be found in *The Posy Ring*.

Santa Claus, Anonymous.

A Real Santa Claus, in *Little Folk Lyrics*, by F. D. Sherman.

Santa and the Mouse, in *The Child's World*, by Emilie Poulsen.

Piccola, by Celia Thaxter.

SHARING OUR CHRISTMAS PLEASURES

Read and think over the following questions, and be ready to talk of what they bring to your mind:

1. What is the happiest Christmas you have ever spent? Tell what happened on that day.
2. Of all the Christmas gifts you have received, which gave the most joy? Why?
3. What happy surprise was ever given you on Christmas?
4. What jolly joke was ever played on you or others on Christmas?

5. What pleasant surprise have you given others at that time?
6. Of all the presents you have made to others, which do you remember with most pleasure?
7. What makes any Christmas gift most valuable?
8. How do boys and girls often show that they have forgotten the true Christmas spirit?
9. How do they show that they have caught the true Christmas spirit?
10. Memorize:

HOLIDAY GIFTS

Why do you look so downcast?
 What do I hear you say?
 Nothing to give on Christmas
 Or on New Year's Day?
 You want to be making presents?
 Well, now just think awhile;
 Suppose you look in the glass, dear,
 And present yourself with a smile.

—Anonymous.

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CHRISTMAS REMEMBRANCES

Every one likes to be remembered. In what beautiful yet inexpensive way might you remember some of your friends on Christmas? Here is a suggestion:

Christmas cards and Christmas letters of your own writing and making. Such things can be bought, but we can get and give much greater pleasure by preparing them ourselves.

You have many friends to whom you would like

to send something on Christmas — grandpa, grandma, father, mother, brothers, sisters, uncles, aunts, cousins, playmates. Besides these, there are other people, young and old, some of them poor, perhaps, who are seldom remembered. All of these friends would be delighted to get a Christmas greeting from you, especially if it were of your own work.

You can compose verse for your cards or write pleasant letters, adding to these a touch of Christmas by sketching or painting a bit of holly, mistletoe, or something else appropriate. Try to make such touches artistic, not gaudy.

WRITING THE LETTERS

I

Make the letters bright. They need not be long. Say with happy spirit the things you wish to say. The following letter will suggest one way to do it. Do not try to imitate the letter, but rather express your own thoughts and feelings; let yours be a real letter. There are many, many ways to express our feelings and good wishes in Christmas letters.

Mountain Home, Idaho,
Dec. 24, 1912.

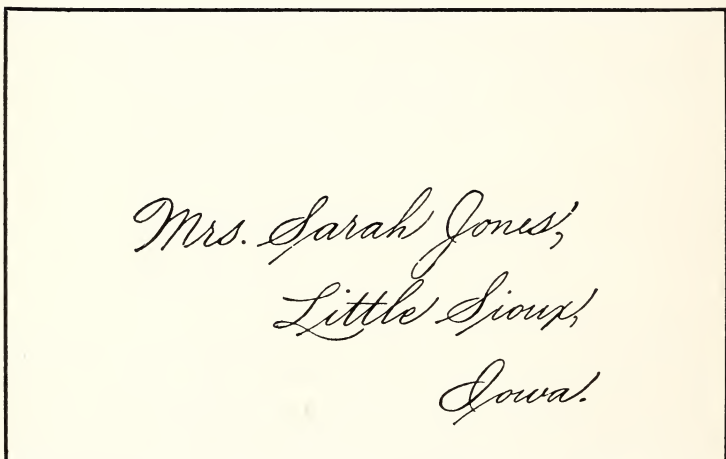
Dear Grandma,

A Merry Christmas from your far-away little girl!
I hope old Santa will stuff your stocking with good health,

good cheer, and other goodies enough to last for many years.

Your loving granddaughter,
Mary Smith.

Study carefully the punctuation of this letter. See that your letter also is punctuated and arranged properly. When it is neatly written, fold it with care to fit the envelope and then address the envelope. This form will show you how to do it:



Try to write the person's name as near the middle of the envelope as you can. Write the name of the city, of the state, and of the street if necessary.

II

EXERCISES FOR THE FINGERS

1. To give your fingers practice, write ten or more addresses.
2. Write ten or more **headings** for letters; as, Mountain Home, Idaho, December 24, 1912.

3. Write ten or more **greetings**; as,
Dear Cousin Mary,
Dear Henry,
4. Write ten or more expressions with which to close your letter; as,
Lovingly yours,
Yours affectionately,
5. Punctuate your letter and your written exercises correctly.

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CHRISTMAS CARDS

First make some merry **couplets**; as,

The season's greetings, grandpa dear!
May Santa bring you merry cheer.

A **couplet** contains how many lines? What in the word **couplet** tells us? Now, catch the spirit and music of these lines that follow, and by adding a line, make **couplets** of them. Then make several of your own.

A happy Christmas, little friend!
May Christmas bring thee peace and joy,
May thy New Year be as bright

You may try stanzas of four lines, and you may even include a joke if you will be careful to make it a pleasant one. The following bit of nonsense would do for some boys:

On this bright Christmas morning,
I send you fair warning:
Don't stuff with good cheer,
Or it may cost you dear.

Finish the following; then try some stanzas of your own:

Now for the fun! the pudding is done,
 And _____
 The _____
 Let's _____

Change any of the words you wish.

There are hundreds of merry rhymes to be made by trying. When you have composed several **couplets** or stanzas, choose the ones you like best and write them neatly on cards. These cards may be provided for you in the form either of post cards or of cards to slip into envelopes. For a few cents, each pupil can buy as many as he needs.

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WRITING VERSE

Look carefully at the **couplets** and **stanzas** given here or elsewhere in this book, or in other books. What do you observe about the beginning of every line in them? In writing your verse, how should you begin each line? Train your fingers to remember that

Every line of verse begins with a capital letter.

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OTHER RULES FOR THE USE OF CAPITALS

1. As you wrote the headings to your letters, what words did you capitalize?
2. When you addressed the envelopes, how were

the names of the persons written? the names of the cities? the names of the states?

3. What have you noticed about these names as you have seen them in books?

4. Make a rule for the writing of the names of persons, cities, and states.

5. Find and copy in your note-book carefully:

- a. Ten or more lines of some poem you like.
- b. Ten names of persons.
- c. Ten names of cities or states.

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NEW YEAR'S GREETINGS

I

THE MOONS

In his delightful story of *Redruff, the Don Valley Partridge*, Ernest Thompson Seton gives this interesting calendar of the months as the partridge sees them:

January, stormy moon.

February, hungry moon.

March, wakening moon.

April, drumming moon.

May, love moon.

June, chick moon.

July, berry moon.

August, molting moon.

September, gunning moon.

October, acorn moon.

November, mad moon.

December, snowy moon.

The Indians' way of describing the months was to call them **moons**. Can you tell why? Each **moon** meant something. Thus, they spoke of the "moon



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A JANUARY SNOW

of snowshoes," the "moon of strawberries," the "moon of flowers," the "moon of fruits," the "cold moon."

Can you guess what months they meant?

II

MAKING A CALENDAR

Write a list of the months, giving, with each, words to tell what in particular the month means to you; as,

January, the coasting moon.

Be careful to spell the words properly. Which are hardest to spell? Learn them so well that they will never bother you more.

What else should be learned about writing the names of the months? How is each begun?

When you have your various months described, it will be a beautiful exercise to make a calendar complete, with all the days arranged neatly.

The calendar may be decorated with appropriate sketches in pencil or ink or color, and with a little verse for each month; as,

January, The Coasting Moon.

Flying sleds, rosy cheeks,
Snowflakes light, winds so bleak,—
These are the gifts of January.

ABBREVIATIONS

In writing the headings for your letters, how did you write the name of the month?

Notice that the word was shortened and followed by a period: **Dec.** Such a shortened expression is called an **abbreviation**. Find something like the word **brief** in this long word. What does **brief** mean? What does **abbreviation** mean?

Why are the names of most of the months sometimes abbreviated in letters?

Which of the names of the months are not **abbreviated**? Why?

Write the abbreviations for the following:

January	August	November
February	September	December
	October	

Note that the first three letters of each are used, except that **September** is usually written **Sept.**

Other common abbreviations used in letters are:

Gen. for General	Pres. for President
Ave. for Avenue	Mr. for Mister
Co. for County or Company	Mrs. for Mistress
Dr. for Doctor	St. for Street
Sec. for Secretary	Supt. for Superintendent

What should follow each abbreviation?

Give your fingers practice on this rule by writing twenty or more dates that mean something to you, such as your birthday, thus: Feb. 22, 1913.

DAYS OF THE WEEK

Write the names of the days of the week.

Be watchful of your capitals.

How did the days get their names?

We can readily guess how Sunday and Monday came by theirs; but it is somewhat harder to tell the meanings of Tuesday, Wednesday, Thursday, Friday and Saturday.

The first four were so named in honor of the Teutonic gods — Tyr, Odin (or Woden, as our Anglo-Saxon forefathers called him), and Thor—and the goddess Freya. Saturday was named after the Roman god Saturn.

Tuesday, then, is Tyr's day.

Wednesday is Odin, or Woden's day.

Thursday is Thor's day.

Friday is Freya's day.

Saturday is Saturn's day.

OLD-TIME TALES

You have no doubt heard of Thor and his hammer. Perhaps you have heard, too, some story of Odin, the All-Father; of Tyr, the god of war, who lost his arm in the mouth of the wolf Fenris; and of Freya, the beautiful goddess of love.

If you have, be prepared to tell one of these wonderful stories of the Norse gods to your class. If

not, you will find them charming, especially when you read them in such books as *Hero Tales*, or *Siegfried*, by James Baldwin; or in *Norse Stories*, by Hamilton Wright Mabie. You may be able to get and read them during the long winter evenings.

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REVIEW

I

Use properly the different forms of the following words in oral sentences:

Fly, throw, blow, know, grow.

Begin, run, think, sink.

Example: The birds fly. The birds flew. The birds have flown.

Use **is, are; was, were; has, have**, properly in oral sentences.

Use the forms **see, saw, seen**, likewise orally.

II

Place the proper marks at the close of the following sentences:

1. Oh, what a jolly Christmas it was
2. The names of the days of the week are full of story
3. "Why do bells for Christmas ring
Why do little children sing "
4. Hear the sledges with the bells, silver bells
5. Winter brings many a jolly pleasure

SNOW SPORTS

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SHARING OUR WINTER FUN

What are the chief sports that winter brings to boys and girls? Which do you like the best—snowballing, skating, making snow men, coasting, or sleigh-riding?

As you think of these winter pleasures, what



SNOW SPORT

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merry mishap or bit of excitement comes to your mind? Were you ever upset while coasting or riding? What fun have you had making snow men? Did you ever meet with an accident, or see others meet with one? Think of all the snow sports you have ever had, and tell the class of one of your liveliest experiences.

Describe the day; tell where you were, who was with you, what you were doing, and what makes you remember the incident?

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FITTING WORDS

This exercise will help you find expressive words, and will suggest one way to tell your incident. Fill the blanks with words from the list that follows, or others as expressive, then read your story of

BUMPING THE BUMPS

The air was so — that day that it made our ears — and touched our cheeks with — The track was — and —, just right for —.

“—!” cried Fred; “here goes for a — ride!” He flung himself on his sled and — down the hill like a —, crying “—! —!”

The rest of us followed close upon his flying heels.

Oh, what — sport it was! The air turned to — wind, as we — through it. But it wasn't so much fun to — our sleds back up the — slope. We forgot all about the — and — climb, though, as again we — on our sleds and — down the — track.

“Let’s make a ‘bump the bumps,’” suggested Tom.

“How?” I asked.

“Oh, just pile snow across the track in heaps. It’s — fun to make the sleds — over them.”

“Anything for more fun,” we agreed.

Then we all set to work —, and before many minutes we had the track as bumpy as a camel.

“My first!” cried Tom. We were all willing.

“Now watch me cling to Flying Billy, my — broncho,” he shouted.

His sled — down the track, and it surely did look like a — broncho as it — and — over the bumps. Tom stayed with it, however, till he had reached the bottom, then suddenly he — the biggest bump of all, and the next thing he knew he was — heels over head into the — snow.

How we — and — to see him — through the —.

But he had his laugh on us, too; for not a boy could “bump the bumps” the first time he tried it, without getting — off his sled.

tingle
coasting
sharp
icy
sting
shot
track
cutting
flew
drag
bound

crisp
hooray
sped
wind
biting
leaped
merry
jolly
pull
vigorously
bounded

flung
look out
smooth
frosty
glassy
rosy-red
flying
plunging
arrow
heavy
bucking

shouted	deep	long
struck	laughed	flung
hit	thrown	air
flying		slipping

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A BOOK OF SNOW STORIES

Choose the liveliest experience of snow fun you have had, and write the account of that experience as interestingly as you can.

Give your story an interesting title; as,

The Snowball Battle.

How We Stormed the Snow Fort.

A Sled Mishap.

Sorrows of the Snow Man.

When each boy or girl has written a story well, it will be a delightful exercise to put all the stories into a book made by the class.

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CONVERSATION IN STORIES

Choose words that will give your story a lively spirit. What else besides choice words will give it life? Notice in the story of "Bumping the Bumps" that sometimes the exact words of the boys are given. How does conversation help a story? In telling your story, have the boys and girls talk at times, and notice how it brightens your story.

Find in your reader a story that has conversation in it. Read some of it aloud, and notice how the conversation enlivens the tale.

QUOTATION MARKS

What marks do you find enclosing the exact words of another?

Such marks are called quotation marks (“ ”).

Remember this rule: When the exact words of another are written, they should be enclosed in quotation marks; as, “Hurrah for the fun!” called Ned.

EXERCISES

I

Look in your readers, or some other book, and find five sentences which contain one set of quotation marks; as, “Now for a racing ride!” exclaimed Harry.

Copy these sentences with their marks.

Compose ten more such sentences.

II

Copy the following sentences, placing quotation marks where they should be. Watch the other marks also:

1. Let's make a fat, old snow man, suggested Eva.
2. Good! Good! shouted the other children.
3. Old Winter is a frosty chap, said Ned.
4. The boys are having merry fun today, said the gentleman.
5. Oh, this frosty air makes my fingers ache, whimpered the little boy.
6. Put on your mittens, called Mary.
7. Ha, ha, ha, laughed Dick as he jumped up

8. Where is my sled? asked Will as he floundered out of the snow.

9. Here they go! track! track! yelled the boys.

10. Down the hill they came yelling, Track! track!

In each sentence copied, observe that the comma or the period at the end of a quotation is placed within the quotation marks.

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WORDS THAT TAKE THE PLACE OF "SAID"

In the sentences just given, note the words that are used in the place of **said**.

Punctuate the following sentences, filling the blanks with words other than **said**:

1. Hurrah — the boys
2. Oh Oh I'm afraid — Fanny
3. Jump on — Frank
4. Isn't the wind sharp — Tom
5. The children were walking along the path when suddenly some one — track track
6. Ho ho ho — Will
7. You mean thing — the girls

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SNOW STORIES TO READ

You will enjoy these winter tales from noted writers:

The Little Post Boy, by Bayard Taylor, found in *The Riverside Fourth Reader*.

The Snow Battle, in Thomas Bailey Aldrich's *Story of a Bad Boy*.

The Snow Image, by Nathaniel Hawthorne.

A POET'S PICTURE OF THE SNOW

Read these verses silently, then aloud:

THE FIRST SNOWFALL

The snow had begun in the gloaming,
And busily all the night
Had been heaping field and highway
With a silence deep and white.

Every pine and fir and hemlock
Wore ermine too dear for an earl,
And the poorest twig on the elm-tree
Was ridged inch deep with pearl.

From sheds new-roofed with Carrara
Came chanticleer's muffled crow.
The stiff rails were softened to swan's down,
And still fluttered down the snow.

— *James Russell Lowell.*

1. As you read these lines, what winter pictures come to you?
2. What kind of snowstorm was the poet watching—a blustery or a quiet one?
3. How deep have you known the snow to fall?
4. Why does the poet call the snow “a silence”? “ermine”? “pearl”?
5. “Carrara” (pronounced *kä-rä'rä*) is a pure white marble that comes from Italy. Pronounce the word slowly but distinctly. What does it mean as used here?
6. Why does the poet say “muffled crow”?
7. What other well-chosen words do you notice?
8. As you read the poem aloud, do you not hear how softly the words flow along? Read it aloud again and listen.

CONTRACTIONS

In the story, "Bumping the Bumps" (see exercise 64), you will find the words **let's** and **it's**. What do these words mean? Such shortened word forms are called **contractions**. They are often used in lively, chatty sentences.

Find in your books other words that have been **contracted**, or shortened. How do you know these words when you see them? The mark used to indicate the **contraction** is called an **apostrophe**. Where is the **apostrophe** used in the **contraction**?

The following words are often written together as **contractions**. Write them so, placing the **apostrophe** correctly. Learn to spell the contractions.

can not	shall not	you are
I will	it is (write in two ways)	does not
he will	must not	had not
we will	I had	do not
you will	I am	will not
there is		

USES OF CONTRACTIONS

1. Contractions are found most frequently in **conversation**. Can you tell why? In other prose writing they are not often used.

2. In **poetry**, also, we find many of them. When

the poet needs a word of fewer syllables, he often uses a **contraction**; as, **o'er** for **over**.

3. What do these contractions mean:

e'er, ne'er, 'mong, 'neath?

4. Find five other such shortened words in poems.

Make a rule to guide yourself in placing the **apostrophe** in **contractions**.

TROUBLESOME CONTRACTIONS

Read these pairs of sentences aloud:

1. The boy doesn't speak plainly. The boys don't speak plainly.

2. Doesn't he go to school? Don't they go to school?

3. She isn't a kind girl. They aren't kind girls.

4. Isn't this book yours? Aren't those books yours?

5. Hasn't he come yet? Haven't they come yet?

6. 'Tisn't quite time to go.

What differences do you see in the use of these pairs of words? How many are spoken of in the first sentence in each pair? How many in the second sentence?

The forms, **doesn't**, **don't**; **isn't**, **aren't**; **hasn't**, **haven't**; and **'tisn't**, need careful watching. They sometimes make mischief for our tongues. People frequently use the word **don't** when but one is spoken of; as, "The boy don't know his lessons." They would smile at themselves if they said, "The boy do not know his lessons." But when the word is contracted they seem to forget that **don't should be used when**

more than one is meant, except when it is used with I or you; as, I don't; you don't.

Compose ten short sentences like these: **The girl doesn't sing. Doesn't he play?** Read them aloud till you are sure they are correct.

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THREE MISCHIEF-MAKERS

With the contractions, **isn't, aren't, hasn't, haven't, and 't isn't**, the trouble is often different. Other words have slipped into our language to crowd these proper forms out. These little robbers are "aint," "haint," "taint." Did you ever meet them? Well, the next time you catch them trying to slip into places that belong to good forms, just drive the rascals away. Prepare for them at once by drilling upon the following and similar sentences, to guard your tongue:

Isn't he good?

Aren't you going?

I am not going.

Haven't you a knife?

I am not afraid.

Am I to go?

It's my turn, isn't it?

I'm to do it, am I not?

I am the tallest, am I not?

Am I not right?

Drill on questions like these daily, till they become strong guards. Using these forms, play the game suggested in exercise 13.

AROUND THE FIRESIDE

75

Enjoy these winter stanzas. Read them aloud. Tell what you hear. Describe some winter picture that they bring to you. Learn the verse you like best:

Crackle and blaze,
Crackle and blaze;
There's snow on the housetops, there's ice on the way;
But the keener the season
The stronger's the reason
Our ceiling should flicker and glow in thy blaze.

— *William Cox Bennett.*

Shut in from all the world without,
We sat the clean-winged hearth about,
Content to let the north wind roar
In baffled rage at pane and door.
And ever, when a louder blast
Shook beam and rafter as it passed,
The merrier up its roaring draught
The great throat of the chimney laughed.

— *From "Snowbound," by John Greenleaf Whittier.*

When wild winds shriek,
And the driving sleet
Makes music on the window pane,
Then we snuggle close
Where the red fire glows
And sing our cheeriest songs again.

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When Jack Frost nips
 Our finger tips,
 And pinches our ears and nose,
 Then we poke the blaze
 And dance and play,
 Nor care a whit how it blows.

— *Anonymous.*

Then blow, winds, blow,
 And rave and shriek
 And snarl and snow
 Till your breath grows weak —
 While here in my room
 I'm as snugly shut
 As a glad little worm
 In the heart of a nut.*

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FIRESIDE FUN

What do you do at home to make the long, cold winter evenings pass happily? What games do you play? What stories do you read or tell? What songs do you sing? What good things do you have to eat? What other pleasant pastimes do you enjoy around the fireside? Be ready to tell your classmates how to fill winter evenings with rich fun.

77

INDOOR GAMES

Think of the home games you like best. Choose one, and describe the game to your classmates so

*From *Child Rhymes*, by James Whitcomb Riley, copyright 1905. Used by special permission of the publishers, The Bobbs-Merrill Company.

clearly that they can play it with you. Maybe your teacher will let you play it if you describe it well.

Here are some jolly old games. Can you describe any of them? What others do you know?

Pussy Wants a Corner

On the March

Blind Man's Buff

The Tailless Donkey

The Hudson Family

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LANGUAGE GAMES

Guessing Game. Select some flower, some animal, or some bird. Then describe the object carefully without naming it. For example:

I am an animal, not very large, nor yet very small. I live in the woods, and in the mountains. People do not like me very well. They think that I make too much mischief. They like my fur, however, to keep them warm. Guess my name.

Your classmates may question now in complete questions, which you will answer in sentences; as,

Are you a muskrat?

No, I am not a muskrat.

Are you a bear?

No, I am not a bear.

Are you a coyote?

No, I am not a coyote.

Are you a fox?

Yes, I am a fox.

The one who guesses correctly should be allowed to tell his story next.

THE GROWING STORY

Here is another game. One begins a story, another adds a few lines to carry it on. Some one else continues it. Thus it goes round the class. It is interesting to hear how it grows and how it ends.

WHAT HAPPENED TO PETER JONES

Peter Jones was a bright enough lad, but he was very forgetful. He couldn't hold his thoughts on one thing a minute at a time. If he started out to get a bucket of coal, he might see a strange dog or something else that would set his head going another way and before he could turn it back again he might put his coal hod in the ditch, or under the pump or the tap, and the next thing it would be just like him to take it back to the house and begin to pour the water into the stove. Peter was surely a strange boy.

One day his father asked him to harness the horse, and what did Peter do but _____.

The pupils in turn may tell what he did. Be ready with your story.

Another time his mother sent him to the store with a basket of eggs to buy some sugar, and what do you think?
_____.

Be ready to tell of some interesting thing he did.

On another occasion that forgetful boy—it was the day before Thanksgiving—went out in the yard to catch the old gobbler, but _____.

Complete this by adding various adventures.

Try to keep your stories lively and humorous. Each part should be brief, but the happening should be fully told.

Begin other stories and make them grow.

Tell what happened to Merry Jane, Meddlesome Matty, Curious Charley, and others.

If you wish, each of you may write part of the story beforehand and read it in class. Let some pupils take one story, some another.

CHARADES

Did you ever play the game called charades? This is the way to do it: Two leaders choose sides. One side goes into another room and selects a word that can be acted out in one or more acts; as, "scarecrow." The leader returns, gives the number of syllables the word contains, and tells how many acts there are to be. The word "scarecrow," for instance, might be given in one act; a pupil might crow while the rest tried to scare him.

Other words that may be easily acted out are:

Galveston (gal-vest-on)	ketchup
mantelpiece (man-tell-piece)	lonesome
mist	sulky plow
Black Beauty	window pane

There are hundreds of words that give chance to do clever acting. Bring other words and expressions and tell how they might be acted out.

THE STORY HOUR

What stories come to your mind as you read the following titles? Be prepared to tell one of the stories to your classmates:

The Ugly Duckling	Robinson Crusoe
The Pied Piper of Hamelin	Aladdin
Cinderella	Clytie
Dick Whittington	Balder
Jack and the Beanstalk	Hiawatha
Tom Thumb	Damocles and his Sword
The Elves and the Shoemaker	Alexander and Bucephalus

Which of the following stories have you read?

Old Pipes and the Dryad, by Frank R. Stockton, found in *Fanciful Tales*.

Moni, the Goat Boy,

Pinnocchio,

The Forging of Balmung, in Baldwin's *Hero Tales*.

Tinkey, by Shields, in *Fairy Stories Retold from St. Nicholas*.

Moufflou, by Wiggin, in *The Story Hour*.

The Wizard of Oz, by Frank Baum.

Name another story that you have enjoyed very much. Tell your classmates about it.

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REVIEW

Write from memory some stanza that you have learned. Be careful of your capitalization and punctuation.

Copy the following sentences and place the needed marks in them:

1. In the early days there werent many books
2. Have you read *Pinnocchio Cinderella* or *Aladdin*
3. Come boys lets play a game of checkers said Freds father

4. Apples nuts raisins and popcorn help make a winter evening pleasant
5. Wont you tell us a story grandma asked Tom
6. Isnt it interesting to listen to old-time tales
7. Grandfather tells us many stories about the Indians the mountaineers the trappers and the Pilgrims
8. Oh what a happy evening we have had
9. I havent heard so many good stories in years said Henry
10. Arent you ready to go to bed children asked mother
11. No mother they answered we want to hear just one more story
12. Winter brings frost ice and snow; but it gives us a good time with songs stories and games too
13. Where did you get so many tales to tell grandma asked the children
14. I like the ones about Giant-Killer Cinderella and Tom Thumb best said Polly
15. Hurrah for Jack shouted Harry ne was a hero
16. I like peanuts hazelnuts pinenuts pecans almonds and every kind of nuts said Mary
17. Yes but I like figs raisins dates bananas oranges and all kinds of candy better said Will
18. Come come children said mother you must go to bed

LITTLE FOLK OF OTHER LANDS

83

Little Indian, Sioux or Crow,
Little Frosty Eskimo,
Little Turk or Japanee,
Oh, don't you wish that you were me?

—*Robert Louis Stevenson.*

Did you ever try to imagine yourself a little boy or girl of some other land? Of course you really wouldn't want to belong to any other country, but we ought to be interested in the boys and girls of other lands, too, and learn all we can of them.

Of all the little folk of other lands, which interests you most? Why? Tell your classmates all you can of your favorite little foreign friend. How does he dress? What is his complexion? What does he have to eat? What interesting games does he enjoy? What work does he have to do? Tell other interesting things you know of him.

You may have in your city or town people from various countries who will be glad to tell you about the boys and girls in the lands from which they came. Find out all you can from such people, and be ready to let your classmates enjoy what you learn. There are many delightful books that will help you. Here are some of them:

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GRETCHEN AND JOHN VAN VOLENDAM

Seven Little Sisters, by Jane Andrews. Ginn and Company.

Each and All, by Jane Andrews. Ginn and Company.

Children of the Cold, by Frederick Schwalka. Educational Publishing Company.

Five Little Strangers, by Schwartz. American Book Company.

The Dutch Twins, by Perkins. Houghton Mifflin and Company.

The Japanese Twins, by Perkins. Houghton Mifflin and Company.

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WRITTEN EXERCISE

After learning what you can of the life of the little foreign friend you choose to represent, imagine that you are this little friend and tell your story. The following sketch will suggest a way to give it. You will try other ways also.

LITTLE LEE YON FOO

Early morning, my little American friends! Oh, you "no savvey." Well, good morning, then. We Chinese boys say "early morning," you know, instead of "good morning." I suppose it is because we get up so soon. I have to be in school by seven o'clock. Would you like that?

What is my name? you ask. It is Lee Yon Foo; but you may call me "Lee"; for we are to be the best of friends, aren't we? Shall we have some Chinese fun right now?

Oh, you thought we were sober little boys who never play at all. Well, you are mistaken. We enjoy fun as well as you—even better, I guess; for we are not allowed to

play so much as you are. Don't you ever get tired of play? You seem to be at it all the time. You go swimming. So do we sometimes. And you even go fishing for fun. We fish for fish. Fishing is work, not fun, for us. We boys and girls play some of your games—puss in the corner, cat's cradle, jackstraws, and jackstones. Then we have a game called "guessing pennies"; I suppose you do not know that game; but it's easy! I'll show you how to play it some day.

But best of all our fun is kite-flying. That is our national sport, just as baseball is yours. Oh, it is fun to watch the men and boys, on "Kite Day" especially, send up their wonderful kites. Gorgeous birds and butterflies, dragons, and other strange figures, made of bamboo and airy rice paper, fill the sky on that day. Sometimes the kite men make their kites fight. They try to entangle each other's strings and by giving sharp jerks cut them, and set their rivals' kites loose. You would shout with me if you could see it, I know.

After the excitement is over, we go home and have a feast. Then we make our chopsticks fly, I tell you; for Chinese boys are just like other boys; they get very hungry sometimes. How can we eat with chopsticks? you ask. Oh, that is easy enough—when you know how. Take a pair and try it.

Here, you Melican boy, stop pulling my queue, or I may pull your nose. But I don't want to show you how Chinese boys can fight. Let's be friends.

SUGGESTIONS FOR WRITING YOUR STORIES

Write the stories of your little foreign friends, first with pencil; then when you have helped one another clear away all the mistakes, copy the stories

neatly in ink. Each of you, to make the story more attractive, may illustrate it with drawings of his own, or photographs, or magazine clippings. There are many interesting pictures that you can easily get. When the story is finished, you may read it at home, or to your schoolmates.

85

AMERICA—THE LAND OF ALL NATIONS.

Have you ever stopped to think that our own country is the home of people from almost every land under the sun? Name all the different kinds of people you know in the United States.

We have the Indians, first of all,— they were the first Americans; the Eskimos, too, up in Alaska; and negroes, also, many of them. What other colored races? What white peoples?

Make a list of all you can. Be careful to spell the names correctly. How should each name begin?

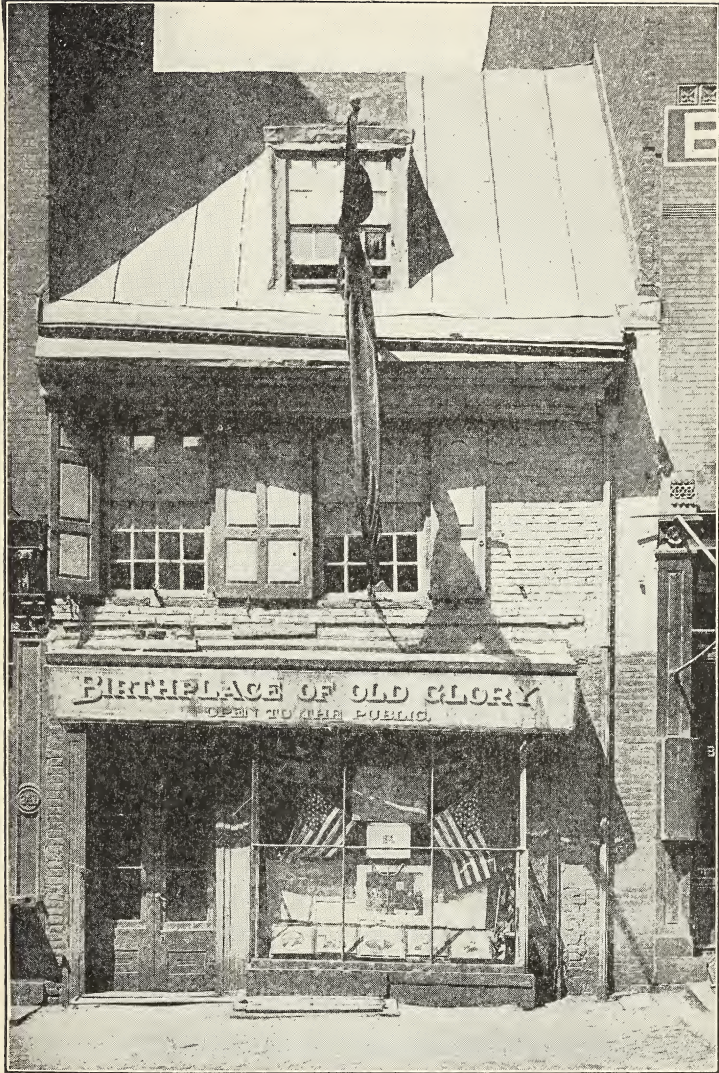
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THE LAND OF LIBERTY

There must be some good reason why so many different peoples have come to America to make their homes. Some of them came, no doubt, with the thought of getting rich, but many came for a better reason. What was it? What is America often called? What privileges does it offer to the poor and oppressed?

What does our flag — the beautiful Stars and Stripes — represent to all the world?

Of all the songs we sing of our flag and our country,



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which do you like best? Give a stanza from one of our national songs that thrills you as you read it.

Memorize this stanza:

There are many flags in many lands,
There are flags of every hue,
But there is no flag, however grand,
Like our own red, white, and blue.

1. Write all the names of our flag that you know.
2. Write a stanza about our flag or our country—one of your own composing.
3. How shall each line begin?

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A FLAG PAGEANT

A beautiful exercise you might easily plan is **A Flag Pageant**. Columbia and Uncle Sam dressed appropriately and seated under a canopy draped with the Star Spangled Banner, could welcome the peoples of other lands as they come to the Land of the Free. Each of these might be dressed in costume or might bear the flag of his country, and might give, as he comes, a stanza to suggest the land he has left to make America his home. For example:

HOLLANDERS

From the land of dikes, below the sea,
We come to America, land of the free;
You have heard how the Hollander pluckily works;
The Dutch do their duty and nobody shirks.

When a number of such stanzas about different peoples have been given, then all may sing *The Star Spangled Banner*, or other patriotic songs.

What other excellent features might be added to such an exercise?

REVIEW

Read aloud the following sentences:

1. I **saw** a Japanese boy yesterday. **Have** you ever **seen** one?

2. My brother **went** to Holland. **Have** you ever **gone** there?

3. When the words **seen** and **gone** are used, what words are used with them?

The words **saw** and **went** are used without have.

Many people find it hard to use **seen** and **went** properly. Drill your tongues on the following sentences, and others like them, till you master those forms:

I **have seen** the play.

He **has gone** home.

I **saw** him yesterday.

I **went** riding.

Find in other books ten sentences containing these four forms used correctly.

OTHER TROUBLESOME WORDS

DID and DONE

John **did** it.

He **has done** it well.

Mary **did** the example.

She **has done** it correctly.

Done is likely to slip into the place of **did** if one is not watchful.

Find ten sentences in which **did** is used; ten in which **done** is used. Practice reading such sentences till the proper use becomes natural to you.

Review these forms (see exercise 37):

began	has begun	sprang	has sprung
sang	has sung	sank	has sunk
	rang	has rung	

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ANOTHER USE OF THE COMMA

Watch the marks in these lines:

1. A Merry Christmas, grandpa dear!
2. You may enjoy me best, O King, in apple pie.
3. Old Mr. Santa Claus, what is keeping you?
4. These are thy gifts, December.
5. My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing.

EXERCISES

1. Where do you find the comma in each line?
2. Do you observe that in each line some person or thing is spoken to, or addressed?
3. Find five such sentences in your other books.

When the name of a person or thing is used as a term of address, it should be separated from the rest of the sentence by a comma or commas.

EXERCISES

Compose ten sentences to illustrate this rule.

Punctuate the following sentences:

1. Good morning Lee
2. Bring me your book Mary
3. A happy New Year my little friend
4. Did you see the soldiers with the flag Ned
5. When asked Nan are you going to school Tom
6. There were blackbirds meadowlarks and killdeer
in the meadows this morning

SPRINGTIME IN SONG AND STORY

91

SPRING SONGS

Why does everyone so love the springtime?

In all climes where King Winter holds sway, spring is hailed with delight. It is then that the birds and the poets sing their gayest songs.

Catch the spirit of spring in these lightsome stanzas:

THE VOICE OF SPRING

I come, I come, ye have called me long,
I come o'er the mountains with light and song;



THE DAISY FIELD

Ye may trace my step o'er the wakening earth
 By the winds that tell of the violet's birth,
 By the primrose stars in the shadowy grass,
 By the green leaves opening as I pass.

— *Felicia D. Hemans.*

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.

— *Robert Browning.*

Memorize these stanzas. Think of other springtime songs you know, and recite some stanzas from one of them

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MESSENGERS OF SPRING

1. What are the first things you have seen to tell you spring is on the way?

2. What flowers first appear? What birds?

3. What do you notice about the animals, about the trees, and about other things in nature?

You have named some of Spring's blithe messengers. Describe the blithe messengers of Spring by finding, in the list that follows, fitting words to fill these blanks:

1. These are — Spring's — messengers.

2. The — grasses, which — above the —, — soil just as soon as a — day comes to — them out.

3. The — buds, which — day by day till they — their — brown coats, and — into — blossoms and — green leaves.

4. The — brooks that come — and — down their — beds.

5. The birds that — through the — sky — how we love to see them and to hear them — and — and — their — songs.

6. And the barnyard fowls, too; they tell us that — spring is coming by their — and —. The — rooster — it from the fence with his — voice; the hens go — about as they — up the yard; the geese —, the ducks —, while the old gobbler, — about, — and — his feathers.

7. The — lambs and — calves and colts — about with — at being alive.

8. There is a — in the air; the sky seems — than ever; the clouds gather in great white piles and float — across the blue; and then we know full well that spring has come.

9. If we forgot it, the boys and girls would very soon remind us; for they are the best messengers of Spring after all. Their — noises as they — and play, proclaim her coming far and wide.

trill	shining	pebbly
warble	blithesome	balmy
bright	shouts	fresh
cheery	strong	blue
struts	burst	chattering
splashing	dashing	quack
scratch	babbling	lazily
coax	sunny	little

amber	moist	warmth
baby	dainty	bluer
swell	peep	slowly
unfold	delicate	play
proud	bursting	softness
cooing	clucking	jolly
dart	ruffles	frolic
rippling	gobble	joy
bonny	clarion	merry
gentle	fragrant	run
warm	spring	clamorous
twitter	leaping	romp
invite	blithe	clearer

AN OLD TALE OF SPRINGTIME

People who lived in the days of long ago enjoyed the coming of springtime just as much as we do. They thought of the season as a beautiful spirit who brought the flowers and birds and sunshine back to earth. Many charming stories have been created about this springtime goddess or spirit. You will enjoy reading the following tale told by the Indians:

THE LEGEND OF THE TRAILING ARBUTUS

In the moons of long ago, there lived an old man alone in his lodge beside a frozen river. Long and white was his hair. He was clothed, too, in rich snowy furs, for it was winter everywhere. Snow and ice covered the ground; the chill winds wailed through the forest. The birds had flown away, and the animals were hidden in their holes to

escape the bitter cold. The old man sat gloomily in his wigwam by the side of his dying fire.

Suddenly a warmer breeze blew aside the flap from his doorway, and into his lodge stepped a most beautiful maiden. Her cheeks were like wild roses; her eyes twinkled with star light; her hair, which hung over her shoulders in rich and silken tresses, was decked with bright blossoms; her dress was woven of dainty grasses and trimmed with bursting buds; her moccasins were white lilies. In her breath was the mingled perfume of the most fragrant blossoms.

The old man rose to greet her as she entered:

“Welcome, my daughter,” he said with a trembling voice. “My lodge is cold and cheerless, but it may give you some shelter from the biting blast. Be seated here on my mat of furs and tell me who you are that dare to enter thus my snowy realm.

“Did you not know that I am a Manito—Peboan, the God of Winter?”

“I, too, am a spirit with power,” returned the maiden, “the Goddess of Spring. But I came, Peboan, to hear of your mighty deeds.”

“When I blow my breath,” replied the Winter King proudly, “the rivers and the lakes stand still.”

“When I breathe,” returned the maiden laughingly, “flowers spring up o’er all the meadows.”

“When I shake my hoary locks,” the old man boasted, “snow comes falling and drifting to cover all the earth.”

“I toss my tresses,” said the maiden, “and warm showers sprinkle all the thirsty plain.”

“When I wander o’er the world,” said Peboan, “the leaves fall, the animals run to their holes, the birds fly in haste to realms of sunshine.”

“When I come dancing o’er the earth, the plants lift up their heads, blossoms deck the naked trees, birds return with joyous songs, and all the world grows glad again.”

While they talked, the air became warmer; the old man grew drowsy; his hoary head dropped on his breast. He slept, and as he slept, the maiden passed her hands above his head, and he began to dwindle away. His cold body gradually melted into streams, which laughed and glistened as they danced along.

When he had completely vanished, the maiden, kneeling, took from her bosom the most delicate of white flowers and hid them and said,

“I give thee all my virtues and my sweetest breath. Let him who plucks thee do so upon bended knee.”

When this was done, the Spirit of Spring tripped away over the plains and through the woods, and wherever she stepped and no where else, grew the arbutus.

1. Try to find a real arbutus or a picture of the flower.
2. What other Indian names do you know for “lodge”?

Draw a picture of one of these places.

3. What are “moccasins,” “hoary locks,” “tresses,” “realms of sunshine”?
4. Which lines in the story seem most beautiful to you?
5. Plan to make a little play of the story and present it.

A SPRINGTIME STORY HOUR

The story just given may be found in another form in Longfellow’s “Hiawatha.” It is called there, “The White Man’s Foot.” Perhaps your teacher will read it for you.

What other stories of the springtime do you know?

You must remember the Grecian tale of **Persephone**, the little Goddess of Spring, who was carried away by **Pluto**. Tell the story again. Let these suggestions help you:

1. Taking of Persephone by Pluto:

Persephone is out with playmates. Runs away from them. Tries to pluck beautiful flower. Earth opens. Pluto comes out in his chariot and bears child away.

2. Wanderings and Grief of Ceres:

The grief of the mother and her search for Persephone. What happens to the earth? Apollo tells where child is. Jupiter sends Mercury to get Persephone.

3. Return of Persephone:

Mercury reaches Pluto's realm just after Persephone has eaten the pomegranate seeds. Mercury takes her back to earth. What happens on her return?

Reunion of mother and child. Why does Persephone have to return to Pluto part of the year?

Other charming stories suggestive of the spring time are these:

1. The Awakening of Brunhild — See "Story of Siegfried" by Baldwin.

2. Sleeping Beauty — Grimm Brothers Fairy Tales.

3. Old Pipes and the Dryad — Frank R. Stockton's "Fanciful Tales."

SPRINGTIME PLAYS

Plan to have a story hour during which the class may be divided into groups, and each group, or each pupil, may tell part of one of the stories.

SPRING FLOWERS

A Garden Suggestion:

May is the "flower moon"; but it takes March winds and April showers to bring forth May flowers. Have you ever tried to grow any kind of flowers? What were they? How did you plant and care for them? What success did you have? What did you do with the flowers?

Why not plan a flower festival for Maytime? Would it not be a beautiful thing to have each child raise some flowers, and then decorate your room some day? You might celebrate May-day in this way.

Another even more beautiful thing you might do is to raise flowers, and when Memorial Day comes, use them to deck the graves of the soldiers or the graves of persons that may be forgotten.

Plan something of this kind. Tell how best to carry out the suggestion.

If you have no garden in which to raise the flowers, you might readily raise window flowers. Let each child raise some.

FINDING THE RIGHT FORMS

COME and CAME

Fill these blanks with **come**, **comes**, or **came**:

1. Spring —— with flowers and sunshine.
2. The grass —— peeping through the soil.

3. What birds have — back?
4. A robin — flying to the apple tree today.
5. —, —, blossoms gay.
— deck the trees for Merry May.

When should **come** be used? When **came**?

Prove what you think by finding, in some carefully written book, five sentences in which **come** is used, five in which **came** is used.

Use **came** in ten short sentences, and drill on them.

98

REVIEW EXERCISES

flew, flown

blew, blown

grew, grown

threw, thrown

knew, known

Use the forms **flown**, **blown**, **grown**, **known**, and **thrown** in questions.

Place the proper marks of punctuation in these sentences:

1. Spring comes tripping o'er the world
2. She brings the flowers grasses birds and butterflies
3. How delightfully she decks the cold bare earth
4. What are the first messengers of spring
5. Come Robin come with songs of cheer
6. I saw two robins today said Fred
7. Where do you think they will build their nests asked Henry
8. They may build in the apple tree again replied Fred

QUOTATIONS

Find and copy carefully from the "Legend of the Trailing Arbutus" all the sentences that contain quotation marks.

GENERAL REVIEW

99

TROUBLESOME WORD FORMS

Study these sentences, then tell why the words in black type are properly used:

1. **Doesn't** the lark sing a thrilling song?
2. **Have** you **seen** an apple orchard in the spring?
3. Mary and Belle **have gone** for a May walk.
4. Most beautiful flowers **grew** on the hills last spring.
5. **Aren't** you going to school today?
6. **Were** John and Will flying kites yesterday?
7. The wind has **blown** their kites away.
8. **Have** the robins **flown** back yet?
9. John **threw** his ball over the house.
10. The wind one morning **sprang** up from sleep.
11. It **began** to blow fiercely.
12. Hear the robins **sing!** They have **sung** all the morning.
13. Has the bell **rung?** Yes, it **rang** five minutes ago.
14. **Have** you **written** your story?
15. The flowers we planted **grew** well.
16. I **have known** Henry for several years.
17. Ned's father **went** to Europe last spring.
18. It **isn't** hard to master word forms if one is in earnest.
19. **Does** a day like this make you glad or sad?
20. **Aren't** you happy to feel that spring has come?

PUNCTUATION MARKS AND CAPITALS

Make or find two illustrations for each of these rules:

Capitals are used to begin—

Every sentence.

Every line of verse.

Every name of a person, city, state, month, and day of the week.

Periods are used after—

Sentences that make statements.

Sentences that give commands or requests.

Abbreviations.

Headings of letters.

Question marks are used at the close of questions.

Exclamation marks are used after words and sentences that express strong feeling.

Commas are used—

To mark off terms of address.

To separate words used in a series.

Quotation marks are used to enclose the exact words of a speaker.

The apostrophe is used to mark the omission of a letter in words that are contracted.

EXERCISES IN PUNCTUATION

Place in the following sentences the marks you think proper, and give reasons for their use:

1. How brightly the sun shines

2. The apricot the peach the plum trees are all in bloom

3. Come out and play with us shouted the children
4. Are the buttercups in blossom yet asked May
5. Oh see the daisies mama exclaimed Martha
6. We gathered lilies bluebells and columbines
7. Haven't those bluebirds a dainty dress
8. We are going to the hills this summer said the father
9. Hurrah hurrah cried the boys
10. Have you ever been out camping Ned asked Will
11. We shall take our tents guns and fishing tackle

101

TONGUE TRAINING

Try to give every sound in these words properly:

just	swept	today	across
can	wept	tomorrow	heard
get	crept	yesterday	burst
shut	kept	geography	creek
yellow	reading	history	catch
mellow	spelling	arithmetic	anything
fellow	writing	together	everything
bellow	drawing	gathered	nothing
because	sneak	drowned	something

102

SENTENCES FOR DRILL

Read each of these sentences aloud several times:

1. You oughtn't to do it. You shouldn't go.
2. Aren't you going? Isn't he coming? Haven't you heard it?
3. Doesn't he know them? Doesn't she look pretty?
4. May I take your pencil? May we go to the play?
5. Those apples are sour. Those horses look strong.

6. We are going. They are going. Aren't you going?
7. Were you there? Were they there? We weren't there.
8. Brother came yesterday. Father came this morning.
9. We boys are going Saturday. We girls have planned a play.
10. Olive and I gave a party. Bob and I are going fishing.

103

DICTATION EXERCISE

APRIL RAIN .

It isn't raining rain to me
 It's raining daffodils;
 In every dimpled drop I see
 Wild flowers on the hills;
 The clouds of gray engulf the day
 And overwhelm the town;
 It isn't raining rain to me,
 It's raining roses down.
 It isn't raining rain to me
 But fields of clover bloom,
 Where every buccaneering bee
 May find a bed and room;
 A health unto the happy!
 A fig for him who frets —
 It isn't raining rain to me
 Its raining violets.— ROBERT LOVEMAN.

1. What is meant by "clouds of gray engulf the day," "overwhelm the town," and "buccaneering bee"?
2. What does the poet mean by saying it is raining daffodils, roses, and violets?
3. Write these stanzas correctly from dictation.

MAYTIME

104

GIPSY MAY

Have you heard the voice of Merry May
Singing through the trees?
Laughing in the babbling brooks?
Sighing in the perfumed breeze?

Have you seen her winsome, sunny smile,
In the flower-sprinkled green?
In the blossoms bright on every spray,
Where her fairy touch has been?

Do you hear her call, to one and all,
In the meadowlark's rich trill,
"Up, up, away with Gipsy May,
For a romp o'er the springtime hill!"

1. Tell what experiences are called to mind by the following words and expressions, and tell what makes you remember each experience: voice of Merry May; babbling brooks; winsome, sunny smile; flower-sprinkled green; blossoms bright; romp; springtime hills.

2. If May were a person, what kind of person would she be?

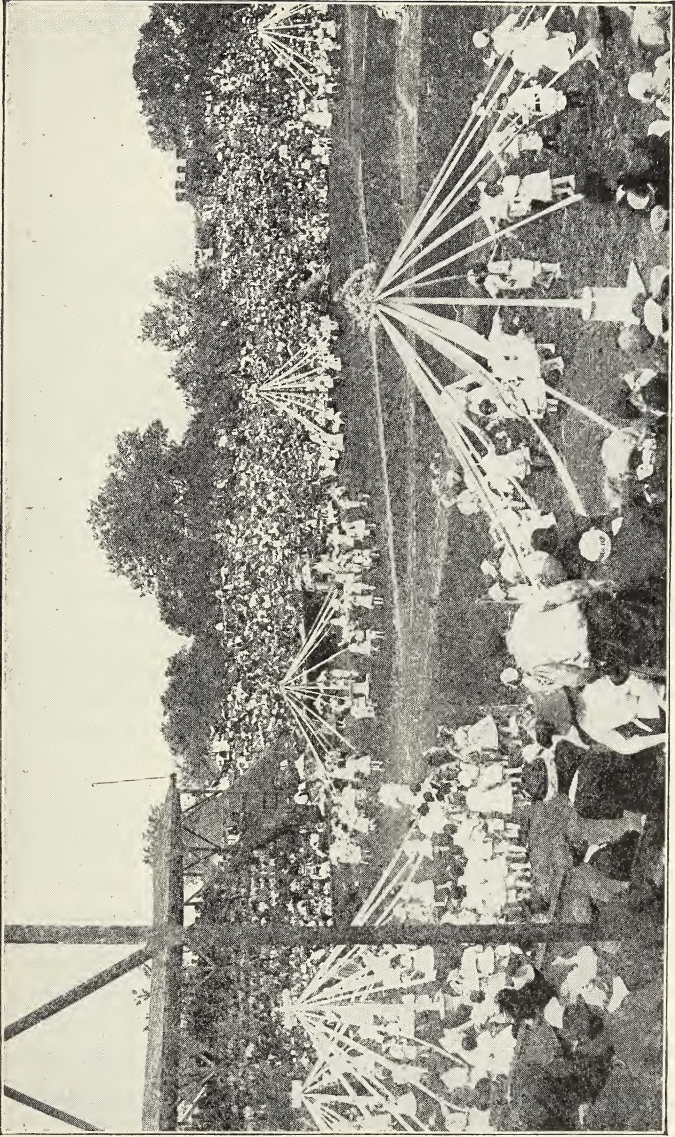
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MAYTIME TOPICS TO TALK AND WRITE ABOUT

May-Day: The Queen; The May Pole; Merry-making; Dancing.

May Flowers: Blossoming Trees; Hillside and Meadow Flowers.

108



AROUND THE MAY POLES

May Walks: Where? What flowers? What fun?

May Meadows: Insects; Birds; Reptiles.

May Hillides: Herd-boys; Segó-digging; Other sports.

Tell of some experience these topics call to your mind.

106

REMEMBERING MOTHER

The second Sunday in May is Mother's Day.

How can you make your mother or some other mother happy on that day?

Some school boys and girls of your grade remembered their mother by writing a real letter to her. A few of them drew a carnation on their letter. Can you tell why?

The following is one of their letters:

Training School, May 11, 1917.

Dear Mother:

Since you have helped me in every way, I should like to make you happy. I have no carnation to send, so I am writing this letter. It is too small to carry all of my love for you, but I hope it will carry some.

Lovingly,

HAROLD.

Let each pupil write a letter of his own.

Try to make your letter cheery; and write it correctly.

When your letter is written, address the envelope, stamp it, and mail the letter.

107

MY FAVORITE FLOWER

Choose from among the May flowers you know, the one you like best. Without naming it, describe the flower as well as you can and let your classmates

guess what flower you have in mind. Write out your description before you give it. This will suggest one way to do it:

My favorite May flower is sometimes pure white, with touches of gold and purple; sometimes its petals are tinted with pink or lavender. It looks like a dainty goblet as it swings gently on its slender stem when the zephyrs blow. Guess what flower I am.

Are you a columbine?

No, I am not a columbine.

Are you a desert primrose?

No, I am not a desert primrose.

Are you a sego lily?

Yes, I am a sego lily.



THE SEGO LILY

108

A FLOWER POEM

Memorize this beautiful blossom poem:

APPLE BLOSSOMS

Have you seen an apple orchard in the spring?

In the spring?

An English apple orchard in the spring?

When the spreading trees are hoary,

With their wealth of promised glory,

And the mavis pipes his story,

In the spring.

Have you plucked the apple blossoms in the spring?

In the spring?

And caught their subtle odors in the spring?

Pink buds pouting at the light,

Crumpled petals, baby white,

Just to touch them a delight—

In the spring.

Have you walked beneath the blossoms in the spring?

In the spring?

Beneath the apple blossoms in the spring?

When the pink cascades are falling,

And the silver brooklets brawling,

And the cuckoo bird soft calling,

In the spring?

If you have not, then you know not, in the spring,

In the spring,

Half the color, beauty, wonder, of the spring,

No sweet sight can I remember

Half so precious, half so tender,

As the apple blossoms render

In the spring

—*William Martin.*

1. What are the trees you have seen in blossom?
2. Describe those you like best.
3. What expressions in this poem describe the apple blossoms?
4. Explain what the poet means by the following expressions:
 - a. Spreading trees are hoary.
 - b. Wealth of promised glory.
 - c. Mavis pipes his story.
 - d. Subtle odors.
 - e. Pink cascades are falling.
 - f. Silver brooklets brawling.
 - g. Cuckoo bird soft calling.

Describe the picture that any of these expressions calls to your mind.



APPLE BLOSSOMS

FLOWER SONGS

Try to write a dainty song about some flower you love. There are many gay blossoms to rhyme about:

The modest little violet with its perfume sweet.
 The gay dandelion with sunshine in his face.
 The rose that unfolds her petals rich.
 The graceful lily, pure and white.
 The dainty sweet pea.
 The brave little snowdrop who dares the cold.
 The daisy in purple frills.
 The buttercup as yellow as gold.
 The sweet-william that decks the hills with pink.
 The sunflower bold.

Let the following lines and suggestions help you; fill out these stanzas and make others similar:

Tucked beneath the cosy leaves,
 The violet lay sleeping,

————— peeping.

Dandelions spend their gold,
 Every ————— day;
 And after that their silver
 ————— away.

Perhaps you can make a flower alphabet in rhyme:

A for astragalus, purpling the hills,
 B for bright buttercups, the sunshine o'erfills.

The whole class under lead of the teacher may finish the alphabet if desired.

A MAYTIME SUGGESTION

When you have all created some dainty flower verses, use them to make a Maytime Program. Some of them might be set to music; others might be recited, or you might create

A FLOWER PLAY

The Queen of May might give a "Flower Festival." Think how she could be dressed and seated on her gay throne. The flower fairies might sing their songs of greeting:

Hail to our merry Queen of May!
Decked in blossoms gay.

Add other lines to these, or create another airy song:

Bright little, gay little fairies are we,
Dancing on hillside and meadow and lea.

Finish the song or create another with like spirit. It isn't difficult to do so when you catch the spirit.

When the fairies have greeted their queen, then she might ask them to tell of their work to make the world brighter. Each of them might give a stanza:

I am the daisy, a brave little flower.
I came while the snow was yet here;
I sprinkled the bare earth with brightness,
And brought to the children good cheer.

Make other stanzas like this about other flowers.

Let the dwarfs refuse to do what the queen commands and have them changed to spiders, ants, or other creatures that harm the flowers.

To add another touch of excitement, let Jack Frost frighten the flowers. Give the March winds a chance too. Let the April showers and the sunshine help the flowers. Close it all with a cheery song of springtime.

Such a play would make a delightful program to close your year brightly.

You might use flowers from your gardens to decorate your rooms and your costumes.

Plan such an exercise for your parents and others to enjoy with you.

THE INVITATION

Write an invitation to your parents or friends to come to your program. This will suggest how to do it:

Dear Father and Mother:

Will you please come to our school next Friday afternoon at two o'clock? We have planned a program that you will enjoy, and you must not miss it.

Lovingly,

Harriet.

Parker School,
May 20, 1917.

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