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LIVE LANGUAGE LESSONS

HOWARD R. DRIGGS

FIFTH GRADE



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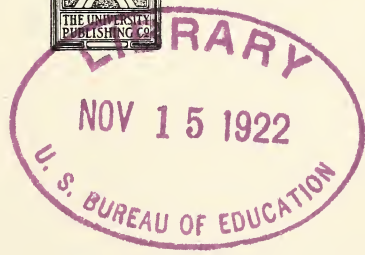
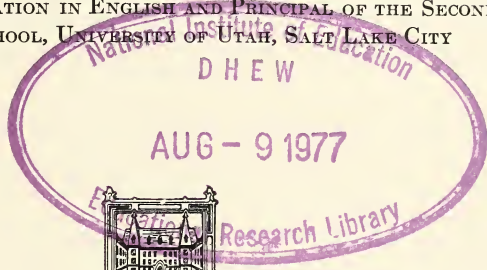


LIVE LANGUAGE LESSONS

FIFTH GRADE

HOWARD R. DRIGGS

PROFESSOR OF EDUCATION IN ENGLISH AND PRINCIPAL OF THE SECONDARY TRAINING SCHOOL, UNIVERSITY OF UTAH, SALT LAKE CITY



Lincoln, Chicago, Dallas

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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 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.

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HOWARD R. DRIGGS.

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FIFTH GRADE

THE WORLD'S WORKERS

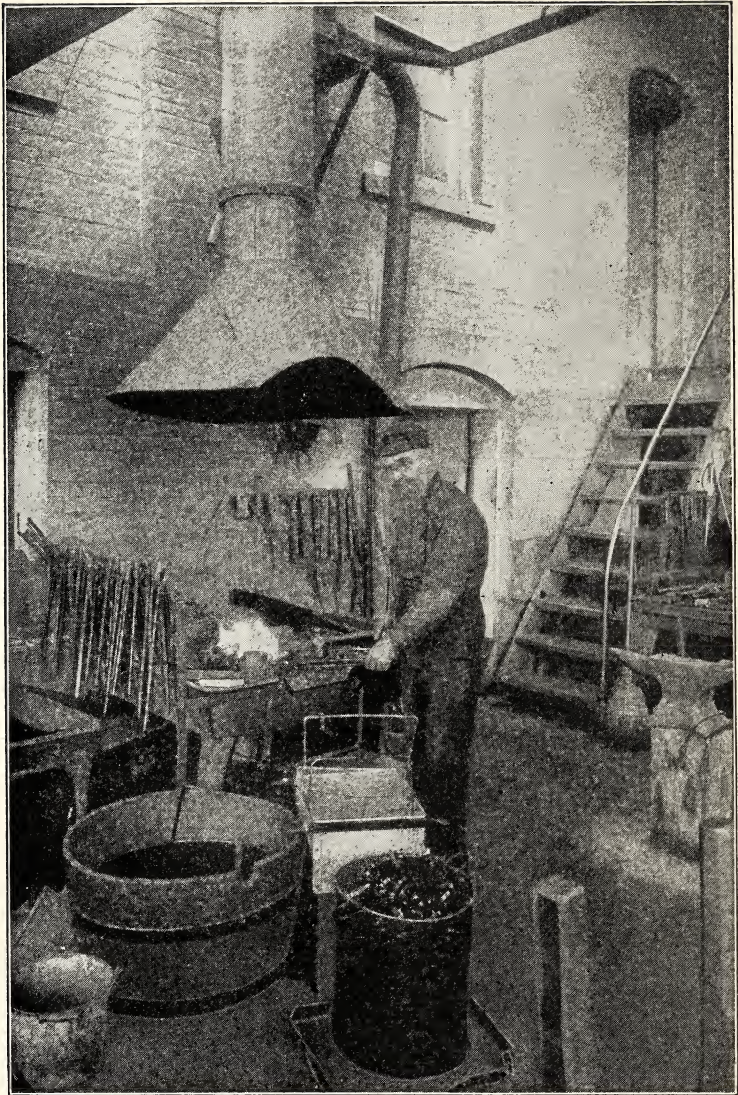
All wide-awake boys and girls like work. Next to play, it is the most interesting thing in the world. Sometimes, indeed, work seems even more attractive than play. Have you never ceased your play to watch things being done—to see the mason lay a wall, the carpenter cut and smooth his boards, or the blacksmith hammer and shape his glowing iron? Indeed you have. We are all like the children whom Longfellow describes in his poem, *The Village Blacksmith*; we, too,

“Love to see the flaming forge
And hear the bellows roar,
And watch the burning sparks that fly
Like chaff from the threshing-floor.”

1

THE BLACKSMITH'S WORK

1. What picture does the quotation just given suggest to you?
2. Tell how the blacksmith shoes a horse, how he welds iron, how he sets a tire; or describe any other interesting work you have watched him do.
3. Give each step of the work in order; as, cleaning and shaping the hoof, fitting the shoe, setting the shoe.



PHOTOGRAPH BY HALL

THE BLACKSMITH AT WORK

2

MAKING WORD PICTURES

Choose from the list that follows, the right word to fill the blanks in this sketch:

The blacksmith shop usually stands by the roadside. It is commonly built of —— or —— . The walls are —— with smoke. The yard is generally —— with —— , old —— and —— of various kinds to be mended.

Through the —— open door, one can see the smith at work. He may be at the —— forge working the —— ; or at the anvil, —— the —— iron; or he may have the —— of a horse in his lap —— a shoe.

The smith is a —— man. His face is —— with —— ; but it is not —— . He wears a —— apron. Generally he has his sleeves —— above the elbows.

“Cling! Clang!” goes his —— anvil,
 “Clang! Cling!” while the bellows —— ;
 “Cling! —— !” hear the —— hammer,
 “Strike! —— !” while the iron —— .

clang	glowing	hammering	begrimed
lumber	flaming	blazing	soot
strike	blackened	scrap-iron	tough
brick	scattered	tucked in	ringing
wide	sounding	machinery	sturdy
hoof	swarthy	unpleasant	heavy
strong	rolled	unkindly	stout
leathern	bellows	strewn	blow
dingy	glows	setting	steel

3

POET PICTURES OF THE BLACKSMITH

I

Try without help to complete this picture of the Village Blacksmith. Your teacher will then give the stanza as the poet Longfellow wrote it:

The smith, a — man is he,
 With — and — hands,
 And the muscles of his — arms,
 Are — as iron bands.

II

Find in the list that follows the right words to complete this stanza from Whittier's "Shipbuilders":

Hark! — the bellows — on blast
 The — smithy jars
 And fire sparks, — far and fast,
 Are — with the stars.
 All day for us the smith shall stand,
 Beside that — forge.
 All day for us his — hand
 The — anvil scourge.

blast	flashing	heavy	fading
rising	roars	sooty	groaning

In *Tubal Cain*, a poem by Charles Mackay, the smith is also pictured. Find and read the poem. It may be found in *Studies in Reading*, by Searson and Martin, and in other books.

THE STORY OF A BOY BLACKSMITH

LUKE VARNUM

This story is of a boy who loved to watch the village blacksmith. He was not an idle looker-on, however. Luke would have been only too happy to do blacksmithing or any other kind of work. But the poor boy couldn't do very much, for he was lame. That was why he didn't march off to the war with the blacksmith and the other patriot boys of the village when they went to help fight for our freedom during the Revolutionary War. It fretted Luke sorely to have to stay at home and to feel that he was of so little use in the world.

One day, however, his chance came to serve his country well. Some American soldiers were passing through the village. Their commander's horse was limping badly. He had lost a shoe.

"Can you tell us where we can find a blacksmith?" one of them asked of Luke.

"He has gone to the war," replied the boy.

"Is there anyone here can set a shoe?" came the next question.

"There is no one here except me," said the lame lad. "I have never done it, but I have watched Jonas, our smith, do it often, and I'll try, if you wish it."

Luke soon had the fire going in the old forge. He found a few nails which Jonas had left, and hammered out two others. Then he pared the hoof and fitted and set the shoe, using first, for pride's sake, the two nails he had made himself.

"There!" he said, "it isn't done very well, but I've done my best, and I think it will stay on all right."

"It will help my horse to make the journey," said the rider, as he mounted to ride away; "without it he would have been useless."

Luke would take no pay for his work; he was only too happy to have done something for his country's sake.

Imagine his joy when the news came of the victory the Americans won the next day at Bennington, and with it came the story of how Colonel Warner, whose horse Luke had shod, had arrived on the battlefield with his regiment just in time to save the day for the American army.—

— *Adapted from a story by Elihu Burritt.*

1. Why do horses without shoes sometimes become lame?

2. How did the blacksmith of earlier days get his horse-shoes and nails? How are horseshoes and nails made to-day?

3. Why were the Americans fighting during the Revolution?

4. What is the meaning of "commander," "regiment," "patriot"?

5. How did Luke show that he was a patriotic boy?

6. In what way can every boy and girl serve his country without fighting for it?

5

STORIES TO TELL

Plan to have a patriotic story hour. Find one of the following stories or some other good story about patriotic boys and girls, and be prepared to tell it to your classmates:

1. Hetty Marvin, the Truth Teller — Live Language, First Book.

2. Elizabeth Zane Brings the Powder — Pioneer Tales, D. C. Heath and Company.

3. General Gage and the Boston Boys — Hawthorne.

6

PARAGRAPHS

In telling stories or in making descriptions, it is best to deal with one point at a time. This makes it easier for your hearer or reader to follow you.

Observe, for example, how the description of the smithy is given in several parts: First, **The Shop Itself**; Second, **The Smith at Work**; Third, **The Smith's Appearance**.

Each of these parts is called a *paragraph*.

A **paragraph** is a group of related sentences dealing with one topic.

How can one tell where the new paragraph begins?

The space left by setting in the first word of each paragraph is called an **indentation**.

How many **indentations** are in the story of "Luke Varnum"?

Be careful hereafter to indent your paragraphs correctly.

1. Which occupation do you wish to follow? Why?

2. Write the names of twenty different occupations you know best. Watch carefully your spelling of them.

3. Prepare to tell your classmates about some interesting work you have seen done; as,—

Making hay	Mending shoes	Nursing the sick
Building houses	Laying concrete	Threshing grain
Herding sheep	Fighting fire	Making brick

Choose some kind of work you know well and describe it clearly.

PLANNING THE TALKS

In making word pictures it is well to take up one part at a time. Plan your talks in paragraphs, making an outline as follows:

1. Making Hay

(a) **Cutting and Curing:** Tell in this paragraph how the hay is cut; how it is raked; why it is necessary to "make hay while the sun shines."

(b) **Hauling the Hay:** In this paragraph tell of loading, hauling, and stacking the hay. You may wish to speak also of riding home on the load and "tip-overs" that sometimes occur.

(c) **Baling the Hay:** Tell here of the baling process.

Complete one of these outlines, or choose another subject and make a plan of your own.

2. Fighting Fire

The alarm; through the streets; battling the flames.

3. Picking Fruit

In the orchard; packing the fruit; on the market.

4. Raising Corn

Planting time; cultivating; husking the corn.

5. Laying Concrete

Making the forms; mixing the concrete; laying it.

6. Making Lumber

Felling the trees; hauling to mill; sawing the lumber.

A PLAY FOR YOUNG WORKERS

Labor Day is usually celebrated before school begins; but you will enjoy preparing a program of your own in honor of the world's workers. Think of some plan and work it out. The following suggestions are given to help you:

Let each pupil choose to represent some worker.

Write a paragraph telling something interesting about the worker. The following will suggest one way to build such a paragraph:

My work is fighting fire. I am a "minute man," always ready to leap on my engine, or the hose-cart, and dash away to check the angry flames when the fire-alarm calls. "Clangety-clang, clang!" goes our warning bell as we speed along the street. The people, and the automobiles and the cars and teams all clear the track for us. Our work is exciting, and often it is dangerous; but I like it.

Use, if you wish, any of the following as a beginning for your paragraph, or make one of your own:

1. I am a merry farmer boy.
2. Round and round goes my old mill wheel.
3. My engine puffs and whistles along the shining track.
4. I bake the bread and make the pies.
5. I gently work among the sick.
6. My singing plane makes music.
7. Over the rolling waves I go.
8. I gallop across the prairies.
9. My work is building homes for you.
10. I carry the mail from door to door.

When your program is ready present it before your parents or before a class in another room.

SONGS OF THE WORKERS

Have you listened to the music of the hammer, the saw, the ax, or other tools? What does each of the tools seem to sing to you?

Some workers catch the music of their tools and sing while they work. To be busy at work one **enjoys**, makes one **happy**. Music makes work go more smoothly at any time.

Think of the music of any kind of work you know and try to find words to suggest it; as,

“Tap, tap, tap,” goes the cobbler’s hammer.

“——, ——” is the song of the saw.

Choose some worker you would like to picture in a little poem and make some verses about him or his work; as,

List to the tune of my hammer,
 “Rap-a-tap-tap-a-tap-too,”
 See me shape the soft leather;
 Every foot must have a shoe.

Use if you wish any of these beginnings for your little poem:

1. “Cling, clang!” goes our anvil chorus.
2. “Chip, chop!” our axes bite.
3. “Click, click!” goes our miner picks.
4. “Over the foaming waves we go.”
5. “Toot, toot!” comes my whistling engine.

When your verses are ready, make a little book of them. Give the book title like *Songs of the Workers*. If you wish you may illustrate your poems with pictures.

BOY AND GIRL WORKERS

EARNING MONEY

Read this story and study the questions that follow it:

A DOUBLE SURPRISE

When I was about ten years old, my father and a Mr. Hawley kept store in a country town.

One night their hired man neglected to take care of the work horses. I happened to be playing about the stable, and seeing the tired animals with nothing to eat, I gave them a surprise by doubling their feed of grain. Then I began to stuff their manger full of hay. As I was working, in came Mr. Hawley.

"Who told you to feed this team?" he asked.

"No one," I replied; "but they didn't have anything to eat."

He used some harsh words about the hired man; but he said to me: "You are a good, thoughtful boy; here, take this." To my surprise he handed me a shining silver quarter.

"Oh, thank you," I said; "but I didn't do it for pay."

"Never mind," he returned; "you deserve it."

I ran home, a very happy boy, with the first money I had ever earned.

1. Tell the story of the first money you ever earned. When was it? What work did you do? How much did you get? What else do you remember about the money? What did you do with it?

2. In what good ways can boys and girls earn money in the city? In the country?

3. What have you ever bought that gave you most pleasure?

4. Why should each one save, if he can, part of the money that comes to him as pay or as a gift?

5. How can boys and girls best help their parents to save money?

10

WORK FOR BOYS AND GIRLS

1. What kind of work do you like best to do?

2. Think of the following occupations that boys and girls often fill. Which one would you prefer? Why? Choose one of these kinds of work and write a paragraph telling about the work. Be ready to read your paragraph to the class:

- | | | |
|----------------|---------------------------|------------------|
| 1. Newsboy | 5. Delivery Boy | 9. Nurse Girl |
| 2. Bootblack | 6. Farm Boy | 10. Berry Picker |
| 3. Messenger | 7. Farm Girl | 11. Herdboy |
| 4. Office Boy | 8. Chore Boy | 12. Clerk |
| 13. House Maid | 14. School Boys and Girls | |

Begin your paragraphs in some such way as follows:

1. The herdboy must be up in the morning.
2. The kind of work on the farm I like best is ——.
3. "Morning paper," calls the newsboy.
4. The nurse girl must be patient and faithful.

11

HOME HELPERS

I

PREPARING A DINNER

Suppose we are to prepare a dinner. What shall we have? Every pupil is to do something. Your teacher may write on slips of paper all the following,

or other little dinner duties; then each pupil may draw a slip of paper showing his part. When you find what your part is, tell your classmates just what you are to do and how you are going to do it.

Here are some of the things to be attended to:

1. Keep your stove clean and tidy.
2. Get the wood or coal and kindle the fire.
3. Arrange your utensils so as to save time.
4. Dress properly for cooking.
5. Get and prepare potatoes.
6. Get and prepare peas, beans, lettuce, radishes, or other vegetables.
7. Catch, kill, and clean a chicken.
8. Make some baking-powder biscuits.
9. Mix and bake a loaf of bread.
10. Make a custard.
11. Make a cake.
12. Get some fruit; as, strawberries, apples, bananas
Prepare the fruit for serving.
13. Or use canned fruit. Tell how it was prepared.
14. Cook a chicken.
15. Make a gravy for the potatoes.
16. Make a pie of some kind; as, apple, cherry, pump-
kin.

II

SERVING THE DINNER

17. Prepare the dining-room. What effect on the meal has a clean dining-room?
18. Set the table properly — cloth, knives, forks, etc.
19. Decorate the table. What simple decorations **may**

be had? Why should the table have a touch of decoration?

20. Serve the meal. How can food be kept warm and savory?

21. What table manners would you insist on?

22. What can be done to make the mealtime peaceful and happy?

23. Clear the table; put the food away from heat and dust and flies.

24. Wash the dishes: sorting; washing the cleanest first; rinsing.

25. Care for the dish pans and the cloths.

26. Arrange the dishes in the cupboard or the sideboard.

You may think of other dinner duties. If you are given a part that you hardly know how to prepare, your teacher will give you a chance to learn about that part before you attempt to describe it.

SUGGESTIVE BEGINNINGS

Begin your dinner talks somewhat as follows; or choose other ways of beginning and making your talks clear and bright:

1. To keep a stove clean and tidy, first take good care of the ashes. This may be done by _____.

2. Good kindling means a quick fire. A wise boy will have his kindling ready. Get it in _____.

3. Many people waste enough time in cooking a meal to do the work twice. One way to waste time is not to get things ready beforehand. If I were to cook, I should see to it that _____.

4. Did you ever dig potatoes out of a garden? One little boy who had never before seen potatoes growing,

watched the gardener one day. Then he told his mother: "Why, the man just went out and pulled up a weed and there were potatoes all over the roots." Most of us have no garden, so we shall begin to prepare the potatoes the grocer has just delivered. The first thing to do is ———

12

REVIEW
QUOTATIONS

I

Read again the story of Luke Varnum. Copy carefully all the sentences that contain quotations. What is the rule for punctuating such sentences?

II

Copy the following sentences, punctuating them properly:

1. The Bible says Go to the ant thou sluggard; consider her ways and be wise
2. Learn to labor and to wait says Longfellow
3. Boys who are willing to take responsibility said the speaker are boys who make men
4. Do thy duty that is best says the poet Leave unto thy God the rest
5. There is always work and tools to work withal for those who will says Lowell and blessed are the horny hands of toil
6. I like the boy who whistles while he works said the old man it shows the right spirit
7. If thou faint in the day of adversity says the proverb thy strength is small

8. When duty whispers low Thou must
The youth replies I can

— *Emerson.*

9. Have you any recommendation to offer asked the employer

10. Only my good name replied the boy and a willingness to work

III

Find three sentences where the explanatory words precede the quotation, three where they follow it, and three where they separate it into two parts. Copy the sentences carefully.

13

TROUBLESOME WORD FORMS

I

Read aloud:

1. Luke **shod** the captain's horse.
2. He was happy to think that the horse he had **shod** helped to win the battle.
3. The colonel **rode** his horse during the fight.
4. He had **ridden** the animal all the day.
5. The horse was **ridden** all during the battle.
6. Have you ever **ridden** a horse?
7. The carpenter **drove** the nails rapidly.
8. He has **driven** nails many times before.
9. Have you ever **driven** a horse?

Study the forms used above. These words often give our tongues trouble. Another wrong form tries to take the place of **shod**, and sometimes people forget that **ridden** and **driven** are the forms to be used

with **have**, **has**, and **had**. Make these forms your own. Compose three sentences in which each form **is** used correctly.

II

SIX WORDS THAT NEED WATCHING

These words are often misused:

lie	sit	rise
lay	set	raise

In the following sentences they are used correctly. Read the sentences aloud several times:

1. The workers should **lie** down and rest.
2. **Lay** your tools down and eat your dinner.
3. Children often **sit** by the blacksmith shop and watch the smith **set** a shoe.
4. If the farmer would **raise** good crops, he must **rise** early.

“Lie” is used when the thing spoken of rests or reclines.

The boy **lies** on the ground. We **lie** on the sofa. The hoe **lies** on the walk.

“Lay” means **“cause to lie”**; as,

Lay your coat on the bed. **Lay** the bricks straight. **Lay** your head on the pillow.

Sit and **set** (cause to sit) are used in the same way; so also are **rise** and **raise** (cause to rise):

Sit here, please. **Set** your chair nearer the stove. The clouds **rise**. **Raise** your head when you speak.

TONGUE TRAINING

Choose the form you think proper for each of the following sentences. Give a reason for your choice. When you are sure the choice is correct, read the sentences aloud several times:

1. See the smoke (**rise, raise**).
2. The baby (**lies, lays**) on the couch every day.
3. (**Sit, set**) up, Henry, or you will grow crooked.
4. (**Set, sit**) the bread to (**rise, raise**).
5. The cow (**lies, lays**) down during the day.
6. Did you (**lie, lay**) down and take a nap?
7. He (**sits, sets**) in the old rocker every morning.
8. The boys (**lie, lay**) on the grass.
9. In which seat did you (**sit, set**)?

Train your tongue to say correctly such sentences as,—

Lie down and rest. **Sit** in the rocker. I saw the hawk **rise**.

Let each pupil write sentences using these three words correctly. When the teacher has made sure the sentences are correct, the pupils may read them aloud.

14

A STUDY OF NAMES

The last name of a person is called the **surname**; the name given when one is christened is called the **Christian** name.

How should names of persons be written?

Sometimes initials are used for the **Christian** names. How should initials be written?

Write the names of five people you know well, using initials for their **Christian** names.

Many **surnames** have rather interesting meanings.

How do you think names like Gardner and Taylor first came to be given to people?

Write five other such names that have come from occupations.

What is meant by names that end in **sen** and **son**; as, Hansen, Jenson?

Write five other such names.

Can you tell the meaning of **Mc** or **Mac** in names like McKnight and MacDonald? What other such names do you know?

Tell, if you can, how your own name originated.

LETTER WRITING

Think of some interesting thing you have seen or done during the vacation, or of some recent home news. What friend of yours, living in some other town, would enjoy hearing of these things? Write him or her a newsy letter, beginning in some such way as this:

Grand Junction, Colo., Sept. 12, 1916.

Dear Katie:

Come and help us pick peaches. They are ripe and rosy now. You will enjoy — —.

(Write several bright paragraphs telling of different things your friend would like to know, then close the letter properly.)

Affectionately yours,

Jennie.

INDIAN LIFE

15

INDIANS I HAVE KNOWN

1. When you think of Indians, what picture or experience comes to your mind?

2. Describe the Indian or Indians you remember best; or if you have never seen an Indian, describe one you have read about.

3. Tell of his home, his clothing, the things he made or did.



AN INDIAN WIGWAM

4. Tell of his language. Perhaps you know some Indian words.

5. Tell of any interesting experience you have had with these first Americans, or give an experience which you have heard some one tell.

16

THE FIRST AMERICANS

I

One of the most picturesque parts of our history is the experiences of the whites with the red men. Every boy and girl in our schools nowadays hears some of the interesting Indian stories that have been handed down from the discoverers and explorers, the Pilgrims and others who first settled our country. Many of these stories are so wild and cruel that we shudder even to think of them; and many people have got the impression from such stories that the Indian is nothing but a blood-thirsty savage. This is not fair. There were wild and cruel Indians, it is true, but there were also many good and noble ones.

II

STORIES OF THE INDIANS

What stories have you read of any of the following Indians? Be ready to tell of these or of some other Indian of whom you have read:

1. Squanto, the friend of the Pilgrims.
2. Pocahontas, the daughter of Powhatan.
3. Sacajawea, the "Bird Woman" of the Lewis and Clark expedition.

4. Famous Indian chiefs:

Massasoit	Powhatan
Red Jacket	Pontiac
Tecumseh	Sitting Bull
Geronimo	Chief Joseph
Red Cloud	Spotted Tail

You will find some interesting tales of Indians in the following books:

Indian Stories retold from St. Nicholas. The Century Company.

Pilgrim Stories, by Margaret Pumphrey. Rand, McNally and Company.

History and Stories of Nebraska, by Sheldon. University Publishing Company.

17

THE INDIANS AND THE WESTERN PIONEERS

The pioneers to our Western states have many interesting stories to tell about the Indians. Have you ever listened to any of them? Not many of these interesting tales have been gathered and written. We should see to it that they are preserved. While these veterans are with us, we can get the stories. Many of the pioneers have passed away and taken their stories with them.

Would you not like to help collect and preserve these stories? What Indian tales have you ever heard that might still be gathered? Ask your parents or grandparents or any old settler to tell you some of them. Get some story as clearly as you



CHIEF MASSASOIT

BY C. E. DALLIN

can, making notes on the main points. Afterwards you can write it up, and read your account to the pioneer who gave it to you, to make sure you have it correct.

Possibly you have some historic spot in or near your city, or you may have interesting Indian relics. Tell about these things to your class. The following story is one that was recently discovered. It is given for you to enjoy and to help you to find similar stories of early days to share with your classmates.

18

LURED FROM HOME BY THE INDIANS

Nick Wilson was a little pioneer boy who went West by ox-team in the early fifties. He settled with his parents in a little pioneer village just south of the Great Salt Lake. The times were hard, and Nick often had to go hungry as he herded his father's little band of sheep on the sagebrush hills.

A band of peaceful Indians lived near the pioneer settlement. With these the pioneers shared their scanty food; for they believed "it was better to feed the red men than to fight them." The leaders of this village came to the conclusion, too, that the Indians ought to help raise the food if they were to have a share. So they hit upon the plan of distributing the Indian families among the whites. It fell to Nick's father to have old Tosenamp—which means "white foot"—with his squaw and their little papoose, Pantsuk, sent to him. Mr. Wilson gave them his granary to live in. Then he and Tosenamp worked

together in the fields while the Indian woman helped about the house and the two papooses, Nick and Pantsuk, were set to herding sheep.

Nick was happy with his dusky little companion. They soon became warm friends, and Nick picked up the Indian language rapidly. But their pleasant days together were cut short by the death of little Pantsuk, and again Nick had to take the task of herding his sheep alone. The life became very trying to this twelve-year-old boy.

One day a band of Shoshone Indians came to the village to trade their buckskins and buffalo robes for food and blankets and other things they needed. It happened that some of them came out where Nick was herding his sheep. He began to talk with them. The Indians were surprised to hear the boy speak their language. They became very friendly with him.

Now it chanced that their old Chief Washakie's mother was just at that time sorrowing over the loss of two of her boys. They had been killed by a snowslide the winter before while hunting mountain sheep. Their death had nearly crazed the poor Indian mother. She had just the year previous lost her husband in a battle with the Crow Indians. One night she dreamt that one of her boys came to her and that he was white. This dream put into her mind the strange notion that she wanted a white papoose.

When the Indians found little Nick Wilson, they decided that he was just the boy to get, if they could, for their chief's mother. They laid their plans to lure him from home. Washakie would not let them steal him; so they worked to win the boy's consent. Day after day they would come and talk to him. One day they brought a little pinto pony. The boy was charmed with it. They

let him ride it. He had never ridden a horse before. He fell in love with the beautiful little animal. Finally he begged them to give it to him. This was just what they had been working for. They told him he might have it if he would go and live with them. Then they pictured the other good things he might have—plenty of meat and fish and other foods, and all the fun he wanted. He would not have to work, but could play with the papooses all the time.

The boy hesitated. It was a great temptation. They waited patiently two days for him to decide. Finally he told them he would go, and it was arranged that he should meet them one night at a given spot not far from town. He kept his word. Two Indians were there at the appointed time with an extra horse for the boy. They took him by night up the western shores of the Great Salt Lake. Their band they overtook somewhere near the Idaho line, and Nick Wilson lived with them for two years as the adopted son of Chief Washakie's mother.

You may have the opportunity some day to read the book this boy has written of his experiences with the Indians. He calls it *Uncle Nick Among the Shoshones*.

1. Describe Nick and Pantsuk as you fancy you see them.
2. What do you know of bands of Indians coming to the towns to trade with the whites?
3. What kind of squaw do you think Washakie's mother must have been? Why do you think so?
4. Why should Nick love the pony so? What animals were used in pioneer days? What pony experiences have you had?
5. What other attractions did the Indian life hold for Nick?
6. Suppose you had been in Nick's place, what would you **have done**? Why?

A BOOK OF INDIAN STORIES

When you have written the story you find, or have told an experience of your own, or have described an Indian wigwam or some other thing you have seen among the Indians, your tale or description may be placed with others in a little booklet with an art cover. You may illustrate your story with pictures or suggestive sketches in pencil or color.

When your book is ready, invite some other class to enjoy it with you.

PLANNING THE STORY

How many **paragraphs** are there in the story of Nick Wilson? What is the main thing told about in each? In telling your stories be careful to arrange your paragraphs properly. To do this you should make a topic outline like this before you write:

1. Nick as a pioneer boy.
2. The Indians among the settlers.
3. Nick and Pantsuk.
4. The coming of the Shoshones.
5. The squaw's grief and dream.
6. The Indians work to win Nick's consent.
7. Nick leaves home.

OTHER USES FOR CAPITAL LETTERS

I

NAMES OF PEOPLES

1. How is the word **Indian** begun? Why?
2. What have you observed about the writing of

the names of particular peoples; as, **Chinese, Japanese, Germans?**

3. Be watchful always to begin such names with capital letters. Why?

4. Write a list of ten names of peoples; as, **English.**

II

WRITING TITLES

Uncle Nick among the Shoshones.

Jack, the Young Trapper.

Horsemen of the Plains.

What words in these titles are capitalized? Find five other titles of books or stories. Copy them carefully. What words are capitalized in them? Make this rule your own by practicing it:

The first, last, and other important words in titles are begun with capitals.

Get a good title for your Indian story. Write it properly and be prepared to dictate it to your classmates to write. They in turn may dictate theirs to you.

Be watchful how you capitalize these titles.

21

DRAMATIZATION

In your literature lessons study the story of Hiawatha either in whole or in part. This story contains many delightful myths and legends told by the Indians in the days gone by. Some of these

make excellent little plays. You would enjoy especially the dramatization of the following:

Hiawatha's Childhood

The Wedding Feast

The Pearl Feather

The White Man's Foot

Hiawatha's Departure

All of these may readily be given, part of the pupils taking one story, part another. This will give the whole class an opportunity to take part.

22

PARAGRAPH PICTURES

Fill these blanks with fitting expressions chosen from the list that follows:

THE WIGWAM

The wigwam stood among the sagebrush. A — looking home, I thought. It was a — shaped structure, made of — canvas, which was held up by — poles. These — through the — blackened opening in the top. A — served as a door.

The space about the wigwam was littered with —, —, —, —, and all sorts of other Indian trappings. It was not a very — place, but it was — and —.

A — squaw was at work preparing supper. Her — dress was — and —. Her hair, —, hung over her shoulders. A — papoose, clinging to her skirts, tried to hide himself in the folds of the dress, as we came towards them, but he could not resist the temptation to — at us occasionally.

cone

strip of canvas

tools

strange

baskets

wrinkled

smoky

moccasins

unkempt

odd	inviting	slender
weapons	gaudy	protruded
picturesque	queer	piece of burlap
bright-colored	small	blankets
dingy	saddles	tidy
long	skins	slouchy
shy	peculiar	soot
kettles	dusky	sightly
ill-fitting		ragged

Complete the description by adding other sentences. Choose other apt words than those given.

23

INTERESTING THINGS DONE BY INDIANS

Take any of these topics and tell all you can about it:

1. How Buckskin is Tanned.
2. How a Papoose Basket is Made.
3. How Moccasins are Made.
4. How Arrows are Made.
5. How an Indian Woman Makes Baskets.
6. How a Navajo (Nǎ'vá-hō) Blanket is Made.
7. How a Rabbit-Skin Blanket is Made.
8. How Indians Snare Rabbits (or Birds).
9. How a Wigwam is Set Up.
10. The Story of a Pine Nut.
11. How Indians Catch Fish.
12. How the Indians Gather Seeds for Food.
13. Making a Canoe.
14. Gathering Wild Rice.
15. How Water Jars are Made.

If you know of any other interesting phase of Indian life, tell of it. In case you have never seen or heard of the Indians' ways and work, you may read about them and then tell your classmates what you learn.



MOKI INDIAN WOMAN MAKING POTTERY

24

WORDS TO LEARN

papoose	tomahawk	canoe	wigwam
squaw	arrow	wampum	medicine man
tepee	quiver	war dance	scalp
chief	brave	warrior	totem pole

Pronounce and spell the words. Tell the meanings. Use the words correctly in sentences.

25

ANOTHER USE OF THE COMMA

I

Study the marks in these sentences:

1. Pantsuk, the little Indian boy, played with Nick.
2. Longfellow, the American poet, wrote *Hiawatha*.

Why are the words, "the little Indian boy" and "the American poet," used in the two sentences just given?

How are these explanatory words separated from the rest of the sentence? Train your fingers to remember this rule: **Words used to explain other words are usually separated from the rest of the sentence by commas;** as, Squanto, the friend of the Pilgrims, taught them how to raise corn. Sacajawea, the "Bird Woman," led Lewis and Clark across the continent.

EXERCISE

I

Copy the following sentences, placing commas where needed:

1. The Indians or red men lived in America before the white men came.
2. Columbus the great discoverer found them here.
3. Tecumseh the fierce warrior was defeated.
4. Sitting Bull the Sioux chief was a brave man.
5. General Custer or Yellow Hair as the Indians name him was killed by the Indians.

How many capital letters are used in these five sentences? Tell why each one is used.

II

Find in the story, *Lured from Home by the Indians*, two sentences in which words used to explain have been separated from the rest of the sentence by commas.

Copy from the same story ten names that are begun with capitals.

REVIEW OF THE FORMS FOR USE WITH HAVE, ETC.

I

Practice on these forms again:

1. The bell rings. The bell rang. Has the bell rung?
2. Yes, it rang some time ago. No; it hasn't rung.
3. The girls sing. The girl sang. The girl has sung.

Use in sentences likewise the "i," "a," and "u" forms of **drink**, **spring**, **shrink**.

II

Make oral sentences using these forms, and practice them:

go	went	gone
do	did	done
see	saw	seen
come	came	come

Use the following forms in written sentences and read the sentences aloud. Let the sentences in which **blown**, **known**, etc., are used be questions.

blow	blew	blown
buy	bought	bought
fly	flew	flown
throw	threw	thrown
know	knew	known
grow	grew	grown
shoe	shod	shod
ride	rode	ridden
drive	drove	driven

27

OTHER FORMS FOR PRACTICE

I

Use these forms correctly in sentences and then read the sentences aloud:

shake	shook	shaken
take	took	taken
break	broke	broken
choose	chose	chosen
steal	stole	stolen

Which of these forms should be used with **have**, **has**, and **had**?

II

Use the following forms correctly in written sentences and drill on them; let the forms **written**, **bitten**, **eaten**, and **fallen** be used in questions.

write	wrote	written
bite	bit	bitten
eat	ate	eaten
fall	fell	fallen

What forms, in the following sentences, sometimes are displaced by wrong expressions?

Read the sentences aloud several times. Practice on sentences such as these till they sound natural to you:

1. Those boys like to hear Indian tales.
2. You should not believe all the stories you hear of Indians.
3. I have a book called *Wild Life on the Rockies*.

4. It doesn't matter.
5. May I borrow your arithmetic?

III

REVIEW OF PUNCTUATION MARKS AND CAPITALS

Read the following story for enjoyment; then study carefully the capitals and punctuation marks in it. Tell why each one is so used.

SCARED PAPOOSES

Lester was eight years old and Sammy was five. They lived in a country town near which the Indians often camped during the summer.

One day the two boys were climbing the hills close by the Indian camp. They were having a jolly time when suddenly they spied some Indians coming down the hillside.

Away went the boys towards home as fast as their heels could carry them. But Sammy's chubby legs could not keep him close to his big brother. Lester, in his fright, seemed to forget all about Sammy.

When Lester came puffing up to the door of his home, little Sammy was a long way behind. As he was telling his mother excitedly what had happened, he burst out crying and said:

"I don't care for myself, just so Sammy gets home all right."

1. Tell some funny story that this little incident calls to your mind.
2. Did you ever have a scare?
3. What did you do?

THANKSGIVING

28

GIVING THANKS

Study and learn this poem:

WE THANK THEE

For flowers that bloom about our feet;
For tender grass, so fresh, so sweet;
For song of birds and hum of bee;
For all things fair we hear or see,
Father in heaven, we thank thee!

For blue of stream and blue of sky;
For pleasant shade of branches high;
For fragrant air and cooling breeze;
For beauty of the blooming trees,
Father in heaven, we thank thee!

1. What blessings do you have for which you are most thankful?

2. How can boys and girls best show their gratitude for the things God gives them?

3. Tell the story of our first Thanksgiving. (See Live Language Lessons, First Book, or "The Story Hour," by Kate Douglas Wiggin.)

4. The spirit of Thanksgiving is in the following lines from the Bible. It is well to read and remember them:

"The Lord is my Shepherd; I shall not want."

"O give thanks unto the Lord; for He is good; for His mercy endureth forever."

"Remember now thy Creator in the days of thy youth."



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THANKSGIVING SPIRIT

REMEMBERING THE PILGRIMS

The following books contain tales about the Pilgrims. Try to get one of them and read about the Mayflower, Captain Miles Standish, Samoset, Squanto, "The Brass Kettles," "The Indians and the Jack-o'-Lantern," "The Christmas Candle," or some other story, and be ready to join your class in a Pilgrim Story Hour.

1. *Pilgrim Stories*, Pumphrey, Rand McNally Company.
2. *Colonial Children*, Pratt, Educational Publishing Company.
3. *Mary of Plymouth*, Otis, American Book Company.
4. *Colonial Stories Retold from St. Nicholas*, Century Company.
5. *Live Language Lessons, First Book*, University Publishing Company.

A PILGRIM PLAY

Dramatize some of the stories just named. To do this, first plan your play, then practice till you can act it well. This outline will help you:

THE CHRISTMAS CANDLE

Characters: Grandmother; Benjamin, her son; and Mary, the mother; Silas Sloan, the schoolmaster; Deacon Jones; Squammaney, the Indian Medicine man; School children (five of them); Indians.

ACT I — *Grandmother's Home* — Summer. Mother and children at work. The talk reveals that the father is dead. No Christmas presents. The mother promises to have a Christmas candle, which is made by tying a quill of powder to the wick and dipping it into tallow when the candle is made. Indians come begging. Mother treats them kindly. Deacon Jones hobbles in complaining of rheumatism. Squammaney offers to cure him.

The deacon objects. Squammaney begins to dance and yell. The deacon in fright throws down his cane and runs away spry as a schoolboy.

ACT II — *Same Scene* — Autumn. Dipping Christmas candle. Silas comes in and talks of trouble threatening with the Indians. Tells story about Pilgrims to the children. Squammaney and another Indian come in. They ask for cider. The mother refuses, telling them that fire-water will steal their brains. The Indians grow angry. Squammaney threatens: "Me pay you! Ugh!"

ACT III — *Same Scene* — The night before Christmas. The mother and children talking of Christmas as it was remembered in the olden time. The children long for old days. The mother promises them a Christmas candle. She sets it burning. Enter Silas with his school boys and girls. They begin a game. The mother looks out of the window. She turns with an expression of alarm. Enter Squammaney and another Indian armed. They sit by the fire. Squammaney repeats his threat. The children huddle round their grandmother, who whispers to Silas to go for men. Silas slips out. The Indians grow more threatening. The candle explodes. "White men come! run! run!" says Squammaney.

30

THE THANKSGIVING DINNER

People from all parts of the world help us to get our Thanksgiving dinner. Try to tell where these different kinds of food come from:

Turkey, chicken, mutton, beef, pork, fish,
Potatoes, cabbage, celery, sweet potatoes, tomatoes,
Bananas, oranges, figs, apples, raisins, cranberries,
Olives, cucumbers, tea, coffee, chocolate, vanilla.

Sugar, salt, pepper, milk, butter, cheese, eggs.

Cocoanuts, peanuts, pecans, hazelnuts, walnuts, almonds.

And these are not all. Name other good things to eat. See if you can pronounce and spell properly all the names just given. Be watchful how you say cranberry, pumpkin, chocolate, potato, tomato, and raisins.

31

TALES OF THE FEAST

Choose from the good things named one that has an interesting story, and tell how it came to the feast. Imagine you are the thing you describe. This story will suggest one way to do it:

CRANBERRY SAUCE

I grew in a bog in the eastern part of this country. My mother was a plant about as large as the strawberry vine. First I was a blossom, then a green berry, then the summer sun turned me red, and after that —

Well, I was snipped off the vine by a girl's fingers and dropped into a cup. Finally I found myself packed in a big barrel and the lid was nailed on tight. Oh, but it was dark!

We didn't know what happened next, but we must have taken a long trip; for we were rolled and tumbled about, and then began a rumbling and bumping noise that lasted for days.

Then came another rolling and bumping, and after that — whack! a hammer hit the head of the barrel and cracked it. It was the first ray of sunlight we had seen for a week. Off came the lid and we found ourselves in the grocery store.

A few minutes later a rosy-cheeked lad came in to say: "Mama wishes two quarts of cranberries."

At the first dip of the cup, I was caught; then into a paper bag I was popped. The next thing I knew I was in hot water. I danced and danced till I was tender; and here I am. Good-by!

32

THANKSGIVING FUN

Some boys and girls of a certain school have made several enjoyable entertainments for themselves and others by creating little plays expressive of the spirit of the holiday. You will enjoy this exercise, too. The following are suggestive outlines that were used for the plays:

I

JOHNNY'S THANKSGIVING DREAM

A boy who has stuffed with Thanksgiving eatables comes in and tells in verse (or prose) of the many things he has eaten. Then he falls asleep. One by one, the various things he has had for dinner come in and tell of how they will punish Johnny for his greediness. The boy tosses and moans in his dream while they punish him. Johnny suddenly wakes, and they vanish. He makes a firm resolution then and there.

II

THE TURKEY'S PLAN TO ESCAPE THANKSGIVING

The scene is in the barnyard. Turkeys, geese, chickens, ducks, a donkey, a dog, and other animals are talking over what a gossipy hen has heard the farmer say. They are all excitement, of course — the gobbler especially.

He tries to hide here and there, but it is of no use. In comes the farmer and out goes Mr. Turkey while a barnyard chorus bewails his fate.

III

AROUND THE FIRESIDE

This play begins with a Thanksgiving song, composed by the whole class. Then comes grandma's story. Every pupil tries this. The best is chosen. Then there are nuts to crack. English walnuts are taken and split in halves, the meat is removed, and a riddle, written on a slip of paper, is placed in the shell, the two divisions of which are glued together. The walnuts are passed about and cracked, and the riddles are read. They are all original. The play closes with a song.

IV

THE FIRST THANKSGIVING

Another good subject for dramatization is The First Thanksgiving. Get the story of it well in mind and then plan your play to represent the historic event. The Pilgrims and the Indians in their picturesque life could be represented in this.

33

INVITATIONS

I

You will wish others to enjoy your Thanksgiving exercises. Write invitations to your friends to be present.

There are two kinds of invitation. Study these models:

INFORMAL

My dear Florence:

Our fifth grade is to give a Thanksgiving entertainment at two o'clock Wednesday afternoon, November twenty-fifth.

Please come and share in our pleasures.

Sincerely yours,

Room 52, Plymouth School,
November twentieth.

Alice Jones.

FORMAL

The pupils of the Fifth Grade, Plymouth School, cordially invite Miss Florence Smith to be present at the Thanksgiving entertainment to be given in their grade room at two o'clock Wednesday afternoon, November twenty-fifth.

Plymouth School,
November twentieth.

II

REPLIES TO INVITATIONS

Invitations should be answered promptly. If they be formal, the reply should likewise be formal; if informal, the reply should be informal. It may be a note either of acceptance or of regret.

The following will serve as models to guide you:

FORMAL NOTE OF ACCEPTANCE

Miss Smith accepts with pleasure the kind invitation of Mrs. John M. Jones for Wednesday afternoon, December eighth, at five o'clock.

334 Hillside Avenue,
December fourth.

FORMAL NOTE OF REGRET

Miss Smith regrets her inability to accept the kind invitation of Mrs. John M. Jones for Wednesday afternoon, December eighth, at five o'clock.

334 Hillside Avenue,
December fourth.

INFORMAL NOTE OF ACCEPTANCE

My dear Mrs. Jones:

I shall be glad to dine with you Wednesday afternoon, at five o'clock. I thank you for the kind invitation.

Sincerely yours,
Mary Smith.

55 Davis Avenue,
May first.

INFORMAL NOTE OF REGRET

My dear Mrs. Page:

I thank you for your kind invitation for Wednesday afternoon, and I should be very happy to accept it were it not that I am to be away from the city on that day.

Cordially yours,
Mary Smith.

49 Wallace Street,
June second.

EXERCISES**I**

Let half of the pupils write formal invitations to a dinner, to a social, or to other entertainments, addressing them to classmates. Let the pupils receiving the invitations reply.

II

Let the pupils who wrote the answers in exercise I write informal invitations to the other pupils, who may write informal notes of acceptance or regret in reply.

The first of these notes of invitation is **informal**. It is written, as you see, in the spirit of a friendly letter. Such an invitation would be proper for a small dinner or other informal gathering.

The second note of invitation is **formal**. It might be used, for example, in inviting acquaintances or friends of the school to a special program.

34

WORDS TO EXPRESS APPRECIATION

Often when you have been entertained at a dinner or other social affair, you desire to express your gratitude to those who have given you a pleasant time. Sometimes you are at a loss for words to do it well. This exercise is given to help you find the fitting word. Fill the blanks with words from the list below:

We have had a ——— time.

Your dinner was ———.

Aren't those ——— apples?

Try the grapes and peaches; they are ———.

Oh, what a ——— game it was!

How did you make this pie crust so ———?

Hasn't this ice cream a ——— flavor?

The music was ———.

These pickles have an ——— taste.

pleasant	delicious	luscious
delightful	appetizing	jolly
enjoyable	tempting	flaky
merry	charming	crisp

35

TROUBLESOME WORD FORMS

Train your tongue to give these **black-type** forms rightly:

These peaches are delicious.

Look at **those** turkeys.

That one is fat enough for our feast.

This one is hardly ready yet.

These will be ready for Christmas.

Will you please pass the potatoes?

May I serve you with cranberry sauce?

That is sufficient, thank you.

Make other sentences like these and read them aloud till they sound natural and become easy for you to use properly.

36

FOR REVIEW AND PRACTICE

I

ORAL EXERCISES

1. Read aloud rapidly but distinctly the following sentences:

I was going.

You were going.

He was going.

We were going.

You were going.

They were going.

2. Change the sentences to questions and read them aloud rapidly.

3. Use **am** in the first sentence, **is** and **are** in place of **was** and **were**, and read the sentences first as statements and then as questions.

4. Make sentences similar to these, using **has** and **have**; as, **Have you a knife? Has he a knife?** etc.

5. Make oral sentences using **have**, **were**, and **are** with **boys**, **girls**, **men**, **children**; as, **The boys have gone.**

II

Fill the following blanks with the right words; then read the sentences aloud:

GIVE and GAVE

1. Who — you that book?
2. Henry — it to me.
3. Did you — the horse his grain?
4. No; but I — him some hay.

MAY and CAN

1. — I have a piece of cake, mother?
2. You — go to the circus.
3. Mother, — we give a Thanksgiving party.
4. You — give one, if you — get ready for it.

COME and CAME

1. Has your brother — home yet?
2. Yes; he — yesterday.
3. Father — last Thursday.
4. Thanksgiving — on my birthday this year.

THEM AND THOSE

1. — apples look like crimson roses.
2. Will you have one of —?
3. Look at — grapes; aren't they tempting?
4. Will you please give me one of — pears?

III

Read aloud rapidly the following sentences:

- | | |
|----------------|-------------------------------------|
| 1. It is I. | 6. Was it she? |
| 2. It is he. | 7. John and I went. |
| 3. It is we. | 8. Mary and I were there. |
| 4. It is they. | 9. Father and I went to the city. |
| 5. Was it he? | 10. It was Henry and I that did it. |

IV

1. One shouldn't eat too much.
2. You shouldn't go.
3. The boy oughtn't to go.
4. You should not do it.
5. I oughtn't to see him to-day.
6. He should not neglect his work.
7. They ought not miss the play.
8. You shouldn't miss the game.

PUNCTUATION PRACTICE

Copy the following sentences, capitalize and punctuate where needed. Give reasons:

1. Grandmother knew many tales of the Pilgrims and Indians
2. Why should we remember the Pilgrims
3. Around the fire sat aunts uncles and cousins
4. What story shall I tell asked grandfather
5. John please bring me my slippers said uncle will

CHRISTMAS STORIES

37

THE FOOL'S CHRISTMAS

On Christmas eve the king, disconsolate,
Weary with all the round of pomp and state,
Gave whisper to his fool: "A merry way
Have I bethought to spend our holiday,
Thou shalt be king, and I the fool will be —
And thou shalt rule the court in drollery
For one short day!" With caper, nod, and grin
Full saucily replied the harlequin:
"A merry play; and, sire, amazing strange
For one of us to suffer such a change!
But thou? Why, all the kings of earth," said he,
"Have played the fool, and played it skillfully!"
Then the king's laugh stirred all the arras dim,
Till the courtiers wondered at his humor grim.
And so it chanced, when wintry sunbeams shone
From Christmas skies, lo! perched upon the throne
Sat Lionel the Fool, in purple drest,
The royal jewels blazing on his breast.

On Christmas morning, too, the king arose,
And donned with sense of ease, the silken hose
Of blue and scarlet; then the doublet red
With azure slashed; upon his kingly head,
That wearied oft beneath a jeweled crown,
He drew the jingling hood and tied it down.
And when calm night with starry lamps came down
Her purple stairs, he crept forth to the town.



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CHRISTMAS SPORT

His scanty cape about his shoulders blew,
Close to his face the screening hood he drew.
He knocked first at a cottage of the poor,
And lo! flew open wide the ready door.
“We have not much to give, dear fool,” they said,
“But thou art cold; come share our fire and bread!”
With willing hands they freed his cape from snow,
And warmed and cheered him ere they let him go.
And so 'twas ever. By the firelight dim
Of many a hearthstone poor they welcomed him;
And children who would shun the king in awe,
Would scamper to the doorway if they saw
The scarlet peak of Lionel's red hood.
“Dear fool,” they called him loudly, “thou wert good
To bring the frosted cake! Come in and see
Our little Lisbeth — hark! she calls for thee!”

And so 'twas ever. On his way the king
With softened heart saw many a grievous thing:
But love he found, and charity. And when
He crept at dawn through the palace gates again,
He knew that he who rules by fear alone
May sit securely on his dreaded throne;
But he who rules by love shall find it true
That love, the milder power, is mightier, too.
“Dear fool,” he said, “thou art a king, in sooth;
The king of hearts! To-day no farce, but truth!
For I have seen that thou, beneath my rule,
Hast often played the king — and I the fool!”

— *Florence May Ali.*

1. What part did the jester, or fool, play in olden time?
2. Find in the poem another name for this character.
3. What is meant by “rule the court in drollery”?

4. Explain the jester's reply to the king.
5. What is meant by "arras," "courtiers"?
6. Describe the costume of the fool. Perhaps you may find a picture of it.
7. Talk of the meaning of the last verse. What experiences have you had to prove that love is stronger than fear in ruling people?
8. How can each one of us be a "king of hearts" to some extent?
9. Read the poem several times, till its meaning and its beauty come clearly to you.

38

PLAYING SANTA CLAUS

Have you ever played Santa Claus? How did you do it? What happened? How did you feel about it? Here is a story of how some mischief-loving lads played Santa once. Perhaps it will remind you of other pleasant ways you know Santa to have been played.

A SNOWMAN SANTA

It was one of those days when the snow is just right for rolling big snowballs. A band of ruddy youngsters were at this merry fun, when one of them shouted:

"Come here, boys, and help me; I can't make mine any bigger alone."

The other boys left their balls and ran to help make a huge one of Harry's. What a puffing and pushing there was! The big ball had to give up. It rolled slowly along the street till it came right in front of Grandpa Willis's gate. And there it stopped. The boys couldn't make it budge a foot farther no matter how hard they tried.

"Say, kids," suggested Jim, when they had given up their pushing, "let's play a good joke on grandpap. Let's end 'er up and block his gate."

No sooner said than done. Up went the snowball and down it sat plump in the gateway. The boys stood giggling to think of the old man with his cane, trying to clamber over the obstacle. Suddenly their merriment was checked by a motherly lady, who asked,

“What are you doing, boys?”

They hung their heads, but no one replied.

“Are you trying to surprise the old couple?”

Still no answer.

“Grandpa is very lame with rheumatics, you know. And they are old and poor.” The boys began to feel uncomfortable. “You did it just for fun, of course,” the lady continued. “Shall I tell you how you can have some of the best kind of fun with your snowball?”

“Yes,” responded Harry.

“Make a Snowman Santa on it to-night.”

That suggestion was interesting; the boys were listening eagerly now. The lady went on:

“I’ll help you get up a Christmas present for him to give to the old couple. I have a basket at home and a cake to put into it. Perhaps you can get something also.”

The boys seized upon the suggestion jubilantly.

“Mother will give me a pie, I know,” said Harry.

“I’ll bring some apples,” added Jim.

One by one the boys each offered something good.

The rest of the plan was quickly laid, and away they scampered to their homes.

Grandpa and Grandma Willis meanwhile sat in their little room snuggled close to their stove. They had not heard a word of it all.

That night after dusk a band of brisk boys were at work in front of the old gate. The snowman grew rapidly. By the time it was finished the good lady was there with

the laden basket. The gift was hung on the snow Santa's strong stick arm. Then the lady and the boys — all but one — hid behind the trees and fences to watch the result. Harry stepped up to the old door, gave a sharp rap, and slipped around the corner of the house.

Grandma Willis opened her eyes.

"I say, Nathaniel, there's some one knockin'," she said.

"Come in," called grandpa. No one came.

Harry waited a minute, then knocked again.

"Come in!" called the old man.

Then, as no one responded, he hobbled to his feet and opened the door. No one was there.

"Strange," he said, as he took his seat. "My old ears must be deceivin' me."

"Not a bit of it," said grandma, "I heard it plain as day. There it goes again. I'll get a light." She rolled up a piece of paper as she spoke, touched it to the grate to set it blazing — for she was sparing of her matches — and lit a tallow candle. "Come, let's find out what it is."

They both went to the door, and holding the candle above their heads, peered out into the dusk. Grandma's eyes spied the snowman first. They studied it a moment, then the old man walked out to see what it all meant. He looked at the heavy basket, saw a note pinned on its handle, called to his wife to bring the candle, and she read aloud:

"A Merry Christmas to Grandpa and Grandma Willis."

"Law me, Nathan, it's for us!" she exclaimed as she lifted it with nervous fingers and carried it into the house.

There by the old table they stood in the pale glow of the candle light taking the good things out carefully, one by one. When the basket was emptied, the old man

raised his tear-filled eyes to the ceiling and said tremblingly,

“Lord, bless the kind hearts that have done this.”

1. What pleasant Christmas surprise of your experience does this story call to your mind?
2. If you were to draw an illustration for this story, which picture in it would you choose? Describe the picture.
3. Do you know any lady like the one who helped the boys make the pleasant surprise? What has she ever done like this?
4. How do you suppose the boys felt after the surprise?

39

A BOOK OF CHRISTMAS STORIES

After telling to one another the stories suggested by the one just given, write the best true story of Christmas you know. If you can think of no really interesting one that has happened, then create a good Christmas story by adding to some incident of Christmas time that you know. Illustrate your stories with pictures or with suggestive pencil or color sketches.

40

PARAGRAPH PICTURES OF CHRISTMAS

I

THE CHRISTMAS TREE

Color these sketches of the Christmas time by filling the blanks with words selected from the list given below or with others, as fitting, that you may select:

The — Christmas tree stood in the — parlor. It was a mass of — and —. Over its — branches was — a riot of trimmings. There were — of tinsel, strings of — popcorn and — cranberries. And hanging among these the — ornaments, — toys, — apples and — oranges. When the candles were

lighted, it surely looked like one of the jeweled trees of — magic cave. It — and — and — in the tinkling lights.

And the toys! There were enough of them, it seemed, to satisfy a whole kindergarten. The — dog, the — sled, the — soldiers in — uniforms, the — picture books, the — fire engines drawn by — horses, the — lantern, the — games, the — dolls, all mingled together, made one think that old Santa had slipped in his hurry and emptied half his pack, at least, in one place. Perhaps that is the reason why some other little people whom I know didn't get their full share that Christmas. If so, what do you think ought to be done to correct the mistake?

II

CHRISTMAS MORNING

The children may "nestle all — in their beds the night before Christmas," but Christmas morning generally finds them — and — to get up. They are all — to see what — Santa has brought. Out of bed they —, and into the room where the stockings hang, or where the — tree is —, they —. "—! —! —!" come the exclamations of — as one after another the — gifts are —. Then follows the Christmas —. The — of tin trumpets, the — of drums, mingled with the — and — of the youngsters makes a — clamor indeed.

blare
spangles
glittered
brilliant
color

beating
jolly
Aladdin's
dark green
festooned

merriment
snug
bright red
crimson
painted

brightness	drooping	gaudy
shimmered	flung	gay
anxious	wide-awake	lively
oh	frolic	din
brisk	excited	happy
music	chatter	eager
sturdy	snowy	shining
delightful	woolly	sparkled
prancing	charming	gorgeous
gilded	glittering	wonderful
magic	tempting	attractive
hop	dash	hurrah
noises	music	rumble

41

CHRISTMAS RHYMES

Catch the spirit and music of these lines and add other lines to them. Perhaps you can write several stanzas. Try the various beginnings or others:

Hurrah for Kris Kringle!

Hear—————

Sing a song of Santa!

He's the chap for me!

Saint Nicholas comes when we're fast asleep,

So shut —————

Harry and Tommy once set a trap,

To catch —————

Now make several stanzas of your own that are full of the Christmas spirit. Write them neatly. You might even make a little

booklet of Christmas rhymes, illustrate it, and give a Christmas surprise to some child. Some of your songs might also be set to music and sung.

Your choicest stories and verses, or songs, would help make a delightful Christmas program.

42

HOW TO WRITE CONVERSATION

I

Read again the story of *A Snowman Santa*. Which sentences contain quotations? What marks are used to indicate this?

Look at the paragraphing of the conversational parts of the story. What do you observe? Prove the following rule by finding in some book a page of conversation; copy the page carefully:

When conversation is written, each speech of each person, with the explanatory words that go with it, is usually written in a separate paragraph; as,

“What did Saint Nicholas bring you, Henry?” asked Tom.

“Not what I deserved,” replied Henry, with a twinkle in his eye.

“You deserved a switching, didn’t you?” laughed Tom.

II

CONVERSATION IN STORIES

Write a story, of your own composing, about Christmas. Use conversation in it freely. Be careful to use properly quotation and other marks and to paragraph correctly.

Why is conversation used in stories?

Some boys and girls were once asked what kind of stories they liked.

"The kind that has lots of white between the lines," answered one boy.

What did he mean?

The conversational page is rather cheerful and inviting, is it not? It has a good deal of "white between the lines."

43

TROUBLESOME WORDS TO PRONOUNCE

Does your tongue ever trip on the following black-type words? Practice reading these sentences aloud:

The children gave their mother a happy **surprise**.

We brought the apples from the **cellar**.

Santa Claus comes down the **chimney**, so they say.

The **mischievous** boys tried to play a joke on Santa.

See the **pretty** toys in the window.

Some people do not **believe** in Santa, but all must **believe** in the Santa spirit.

Santa is a merry **fellow**,

He brings us toys both red and **yellow**,

And apples, too, that taste so **mellow**.

Hurrah for Santa, jolly **fellow**!

Grandpa and **grandma** love to have us come to see them.

Will gave his father a silk **handkerchief**.

Santa brought mama some **jewelry**.

My sister received a beautiful **picture**.

I **always** enjoy Christmas; do you?

II

Can your tongue say these "ing" forms lightly and brightly? Try them:

Sparkling, twinkling, glittering, shimmering, dazzling, tinkling, ringing, singing, dancing.

Make a list of twenty similar words ending in "ing." Practice pronouncing them and be ready to pronounce the list in class.

44

NEEDLESS WORDS

Often in telling their stories boys and girls use words needlessly. For instance, one little boy I know has the habit of saying, "Oh, my headache aches."

There are other language habits just as laughable as this, but some of us have grown so used to them that they do not seem laughable to us.

Have you ever heard anyone use such expressions as, "Benjamin Franklin **he** was a great statesman" or "Mary **she** milked the cow"?

What are the needless words in such sentences? A certain old gentleman who didn't know the English language very well—for he had not been in America very long—said one day: "John **she** has gone to the field; and Mary **he** is milking the cow." Everyone laughed, of course. The gentleman found he had blundered, and corrected himself.

I wish we could laugh away some of our mistakes. That is a good way to get rid of them. It is rather

amusing to hear people say, "this here apple"; "that there orange." What are the needless words in these expressions?

To rid your tongue of such needless words, practice saying such things as:

1. This apple is red.
2. That horse is proud.
3. These boys like fun.
4. Those soldiers march well.

What do you observe about the use of **this** and **that**? of **these** and **those**? Make five sentences using each of these words — twenty sentences in all — and read them aloud.

Practice also on such sentences as the following to get rid of the "John he" habit if you have it:

1. George Washington was our first president.
2. Queen Victoria was loved by all.
3. The trapper climbed the hills.
4. Will wanted to have Christmas every day.

Make ten other such sentences and read them aloud.

45

ANOTHER CLUMSY EXPRESSION

Read these sentences aloud:

1. Have you a knife?
2. No, I haven't one.
3. Have you your lessons yet?
4. I have all but my arithmetic.
5. I have the book you mentioned.
6. Have you any ink and paper?
7. Yes, I have both.
8. I haven't any.
9. I have nothing with which to write.
10. He hasn't any pen.

In sentences like these, the word **got** is often needlessly used. The word **got** means "obtained." When the sentence indicates merely possession, as, **I have a pencil**, the word **got** is needless. By reading aloud sentences like the foregoing, train yourself to avoid the needless use of **got**.

EXERCISE

Make ten sentences using *have* without *got*. Find five such sentences in some book. Read them aloud.

46

TONGUE TRAINING

Make oral sentences using the following pairs of words correctly, the first in a question, the second in an answer; as, Have you seen my ball? Yes, I saw it under the table.

saw	seen	rang	rung	come	came
did	done	sang	sung	ate	eaten
went	gone	began	begun	wrote	written

PUNCTUATION PRACTICE

Copy the following; capitalize, punctuate, and paragraph where needed. Give reasons:

balls skates and dozens of other toys were hanging on the christmas tree old santa saint nicholas or kris kringle had surely visited that house oh come come mother cried the two happy lads as they dashed into the room and began to play with their presents.

OUR ANIMAL FRIENDS

47

ANIMAL INTELLIGENCE

What tame animals do you know best? What is the most intelligent thing you ever saw an animal do? Be ready to tell your classmates about it. The following true story and the suggestive topics that follow will help you to think of some interesting thing you have observed:

OLD PICKLOCK

“Old Picklock” was a cow. She was given that name because she could open gates or barn doors, or let down bars so cleverly. It is likely she was forced to learn these tricks to get along well; for she was such a coward that the other cows whipped her away from her feed whenever they pleased. Picklock’s only way to keep even was to outwit them.

In feeding the animals the boys always favored the horses. They were given the warmest stable and the best hay. The horses had to work, the boys reasoned, and therefore they deserved better treatment. All a cow had to do was to chew her cud and give milk. The boys forgot that cows must have good care and good feed, else they will not give much good milk. But Old Picklock did not forget. She seemed to think that she deserved just as good fare as did the horses.

So she set her wits to work to get it. Every morning when the horses were taken out of their stable to be hitched



PHOTOGRAPH BY JOHN KABEL

GOOD FRIENDS

up, the old cow would slip in, and just as she got inside, she would whirl around and swing the stable door shut with her horns. She knew full well that the other cows would drive her out of the comfortable quarters if they could; but she seemed to know, on the other hand, that they hadn't sense enough to open a door.

1. What examples of intelligence in a cow have you ever seen?
2. What examples of "horse sense," or intelligence in a horse?
3. What dog tricks?
4. What examples of cat cleverness?
5. What things have you known a donkey to do that show he is not so stupid as people think him to be?
6. What intelligent act have you seen done by any other of our animal friends?
7. Be ready to tell clearly some interesting, true incident.

48

WRITING ANIMAL STORIES

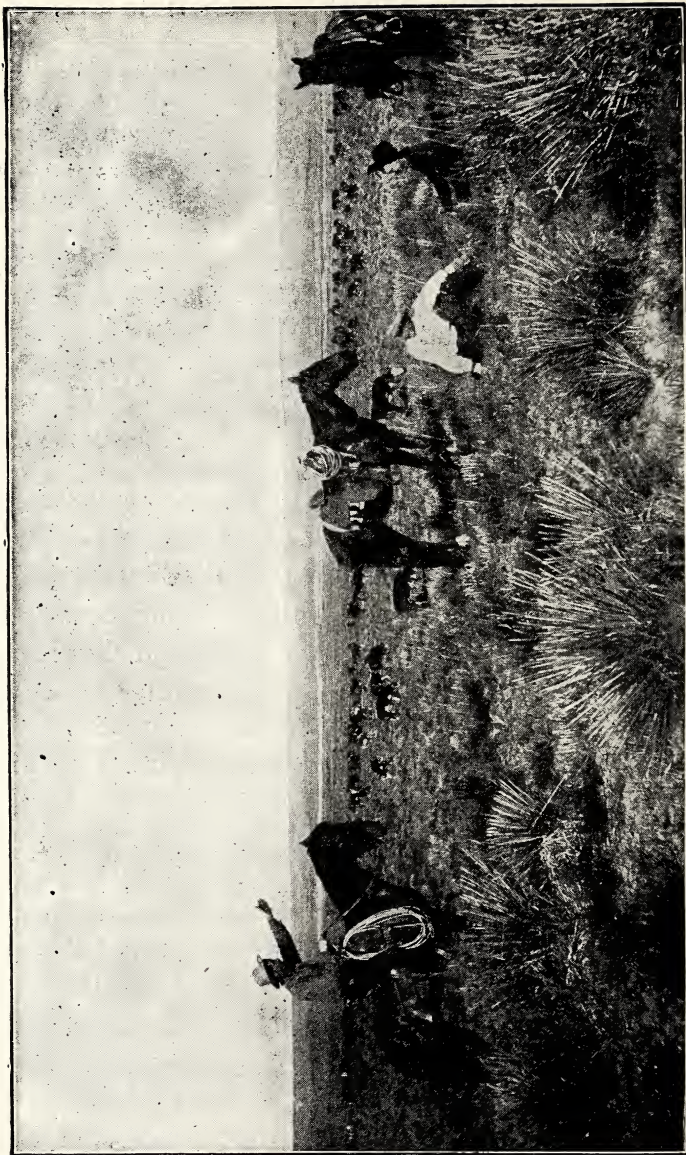
Write, as interestingly as you can, your best animal story or stories. Illustrate them with clippings, sketches, or kodak pictures, if you have taken any. When your stories are in finished form, make booklets of them. They may be bound with art covers and have such titles as —

Cat Tales. Animal Anecdotes. Horse Stories. Dog Doings. Playmates and Pets. Calves and Colts.

Or you may take one animal you know well and write several stories of it, giving to the whole a single title; as, Bob, the Bull Terrier. Old Mack, the Farm Horse. An Autobiography of Tabby, the Cat. Adventures of Bunny Rabbit.

PLANNING THE STORIES

Plan your stories by making paragraph topics. How many paragraphs in the story of Picklock? What main thought does each one give?



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HERDS ON THE PLAINS

ORAL EXERCISE
STORIES OF ANIMALS

The following true tale of an Indian pony is given for you to enjoy, and to help you think of other stories of horses or other animals that you have read or heard:

RAGGLES

"Raggles" was a scrubby little Indian pony. He had been turned loose to shift through the cold winter for himself, and in his wanderings had come to the gate of one of the large ranches of western Kansas.

Mr. Hudson, the owner, seeing the shaggy little outcast hanging round, was about to drive him away, when his daughter Lillian begged her father not to do so.

"He looks so hungry," she said. "Let him in and feed him, papa."

Mr. Hudson opened the gate, and the pony accepted the invitation. He seemed to feel right at home. The ranchman inquired for the owner; but as no one came to claim the pony, Lillian took him for her own. "Raggles," she named him, because of his tangled mane and tail. He was better than he looked, however, and gave his little mistress many a jolly ride over the prairies.

A public school was opened that fall, about two miles from the ranch. Lillian would ride Raggles to school every morning and then send him home. About half-past three each afternoon, her father would saddle Raggles again, and away he would trot to bring his little mistress back to her home. If he reached the school too soon, he would wait till it was out.

That winter a terrible blizzard swept over Kansas.

Many people lost their lives, and cattle by the thousands were frozen to death. The storm came up about noon, and the air soon became so filled with snow and so terribly cold that men were lost going even from their houses to their barns. The children were in school.

Mrs. Hudson was afraid to trust Raggles to bring Lillian home, but Mr. Hudson was ill and there was no one else to go. She went to the barn, put the saddle on him, tied on plenty of warm wraps, and giving him a caress, told him to be sure to bring her girl home safely. The pony started off knowingly.

Then the parents waited anxiously. An hour passed. Another hour dragged by. Their anxiety became terrible as they watched with straining eyes through the blinding snow. Then to their great joy, appeared the brave little horse with his precious burden bundled up from head to foot. The teacher had tied Lillian to the pony and had turned him loose to battle his way home through the storm.

1. Does the description of Raggles bring to your mind any pony? Describe it.
2. What horse have you known well?
3. What experience have you had riding horses?
4. What poem about horses or horseback rides do you recall? Give a stanza, if you can.

50

PARAGRAPH PICTURES

I

By changing each black-type word, change this picture completely. See if you can make two or three different pictures:

The dog had a surly face. His bark was gruff. The

children all feared him. And well they might, for every time they came near he would give them a **savage** look and show a **snarling** mouth. It made them **shudder** to hear him **growl**. His name was **Mug**; it suited him exactly.

II

Create a paragraph picture of some dog, cow, horse, donkey, or other animal that you remember well.

51

ANIMAL TOPICS TO TALK ABOUT

I

ORAL EXERCISE

1. Be Good to Animals and They Will Be Good to You.
Instances showing how animals respond to kindness.
2. How to Keep a Dog in Good Condition.
What makes ugly-tempered dogs. How to train and care for dogs.
3. The Best Way to Feed and Care for Cats.
Feeding, housing, etc.
4. Keeping a Horse in Condition to Give Good Service.
Regularity in feed and drink, cleanliness, fresh air, exercise, kind treatment.
5. How to Make a Cow Make Money.
Regular attention, cleanliness, kindness, feed.
6. Some Barnyard Mistakes You Have Observed.
Unsheltered animals, the cost of uncleanness.
7. Waste of Feed and Waste of Money.
The cost of improper feeding; good arrangement of mangers, etc.



WELL-KEPT HORSES

8. Making Hens Lay in Winter Time.
Warm coop, regular feeding, kinds of food, etc.
9. Training Animals.
Kindness, patience, persistence, rewards.
10. Chores that Little Folk Can Do.

II

WRITTEN EXERCISE

When you have talked about these topics, choose one of them or some similar topic you like better and write a paragraph or two on it.

52

WORDS TO WATCH

I

Read these sentences aloud:

1. There is a bay horse in our field.
2. There are two bay horses in our field.

3. There was a spotted cow up by the spring.
4. There were two spotted cows up by the spring.

What do you observe about the words that follow **there**?

Use **there is** correctly in five oral sentences.

Use **there are** correctly in ten oral sentences.

II

Read these sentences also:

1. Here is your pencil.
2. Here are your marbles.

Tell why the change takes place.

Use **here is** correctly in three oral sentences.

Use **here are** correctly in ten oral sentences.

III

Fill these blanks with **is, are; was, were**. Justify your choice:

1. There —— two bay horses.
2. Here —— the donkeys we have been hunting.
3. There —— five sheep in the pasture yesterday.
4. Here —— the missing cow.
5. There —— two dogs chasing the cat.

When you are sure you are right, read the sentences several times.

IV

Use **here** and **there** with these forms:

Come, comes, go, goes.

Make eight sentences. Read them aloud. Practice on sentences of this kind till you have mastered them.

SOUNDS THAT GIVE TROUBLE

I

Read these sentences; be watchful of the **black-**type words:

1. The cruel driver **whipped** his horse savagely.
2. The cowboy **whirled** his lasso.
3. **When** we **whistle** to Rover, he comes bounding to us.

Make a list of words that begin with "wh," and practice them if you need such a drill. Note that the sound of "h" precedes the "w" sound in "wh."

II

The following words also need attention. Many boys and girls are careless in enunciating them:

What is that in your hand?

He brought it **for** me.

I thought it **was** for him.

I came **because** father sent **for** me

Did you **and** Fred read the story of Rab?

No, neither he **nor** I have read it.

Did the horse run away **from** you?

Train your tongue to say these words correctly: **for, was, because, of, and, or, nor.** Do not forget other forms given before: **just, can, get, forget, yesterday.**

How can you best drill on these trouble-makers?

The proper enunciation of these little words, so often used, will make your speech much more agreeable.

REVIEWS

TONGUE TRAINING

Read aloud each of the following sentences twice:

1. Please **set** the table.
2. Please **lay** my book on the shelf.
3. Please **raise** the window.
4. Mary **set** the table this morning.
5. I **laid** your book on the shelf.
6. Mother **raised** the window.
7. The table **was set**.
8. The window **was raised**.
9. The book **was laid** on the shelf.
10. She **was setting** the table when I entered.
11. Tom **was laying** his book on the shelf.
12. Mother **was raising** the window.

When are the different forms of **set**, **lay**, and **raise** rightly used? Write on a slip of paper a sentence using one of the forms in black type. Exchange slips in class and listen closely while each pupil reads the sentence he gets.

PUNCTUATION PRACTICE

Copy the following paragraph, indenting it properly and placing in it the proper capitals and marks of punctuation. Give reasons:

ROCK THE RANCH DOG

rock was a clever cattle dog he lived on a ranch in idaho when the cowboys drove the cattle, rock would trot along with them if any cow lagged behind he would slip up and nip her on the heels sometimes when rock became tired his master would say up rock and the dog would leap upon the horses back behind the saddle and take a ride.

How does punctuation and capitalization help the reader?



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THE SPIRIT OF '76-- *Willard*

BRAVE BOYS AND GIRLS

55

PARTNERS*

Mackie and Dannie were two little crippled boys in a hospital. Mackie could hobble about nimbly on his crutches, but Dannie was so helpless that he had to lie in his cot, or have his weak back propped when he sat up. Mackie was full of sympathy for his helpless companion, and he would spend hours of his time bravely trying to comfort and cheer Dannie.

"We're partners," he would say. "When I get bigger I'll be a bootblack and I'll go halvers with you in the money I make."

"But I couldn't help you," said Dannie; "I can't even sit up."

"Oh, you'll be better then," replied Mackie cheerily; "we'll run a candy stand, too; you can sit in your chair and tend to that."

It helped the little boys to build their air castles together in this way. They grew to be the truest of friends.

One night as they lay in their cots talking, the fire alarm was sounded. Then came the cry of "Fire!" The hospital was thrown into wild excitement. Nurses and attendants and firemen came hurrying into the rooms to save the patients. One by one the little boys in the ward were taken till only Dannie and Mackie were left.

*Adapted from Baldwin's *An American Book of Golden Deeds*. Copyright, 1907, by James Baldwin. Used by permission of the American Book Company, publishers.

"Don't get frightened, Dannie," called out his cheery companion. "The firemen said they'd come for us next."

But no one came. The smoke began to creep into the room. They could hear the fire crackling. Dannie urged Mackie to save himself.

"No," said the little hero firmly, "so long as we're partners, I don't leave you; we'll go together. Put your arms around my neck, Dannie; now hold tight and don't breathe any more smoke than you can help."

Dannie struggled up painfully, and out of the room Mackie hobbled with his clinging burden. Down the long hall through the cruel flames and smoke, slowly he made his way. The rescuers outside had given up all hope of saving the boys; it was too great a risk to dare the angry fire again.

Suddenly their ears caught a strange sound — "Clack! clack! clack!" It was the noise of Mackie's crutches on the floor. Nearer and nearer the sound came till out of the smothering smoke came the little crippled hero, bearing his helpless burden.

Strong arms caught and carried the little sufferers to safety. Mackie fainted, he was so burned and exhausted; but they brought him back to consciousness, and after he had asked about his companion, he explained quietly, "Dannie is my partner, you know."

You will enjoy reading more of the golden deeds in Mr. Baldwin's story book. He has written many other delightful books for boys and girls.

MORE STORIES TO TELL

Here are a few more stories of brave boys and girls. Tell your classmates any of these, or similar stories you may know.

The Leak in the Dyke, by Alice Cary.

Hetty Marvin, the Truth Teller.

Casabianca, by Felicia D. Hemans.

Moni, the Goat Boy.

Grace Darling.

How Andy Saved the Train.

57

EVERYDAY HEROES

Think now of the brave boys and girls you have met.

1. What fine deed of theirs do you know about?
2. What is the bravest thing you ever saw a boy or girl do?
3. What is the kindest act you ever saw?
4. What is the most unselfish act you have ever seen?

If you cannot call to mind some especially worthy act you have observed, tell one about which you have heard.

Boys and girls often think that to be a hero one must be a general or a knight. Every day brings opportunities for even the commonest people to be heroes, to be true knights and ladies.

What knightly or ladylike deeds have you ever seen on the playground, in the home, on the street or elsewhere? These suggestions may help you think of something:

- | | |
|----------------------------|----------------------------|
| 1. Saying "No." | 5. Fighting for Fair Play. |
| 2. Against the Crowd. | 6. Kind Deeds to Dumb |
| 3. The Real Coward. | Creatures. |
| 4. Protecting Little Folk. | 7. Home Heroes. |

- | | |
|------------------------------------|--|
| 8. Making Old Hearts
Happy. | 11. Knights and Ladies of the
Schoolroom. |
| 9. An Unselfish Act. | 12. Helpful Hands. |
| 10. Taking Defeat Cheer-
fully. | 13. A Pleasant Surprise. |
| | 14. Overcoming a Bad Habit. |

A BOOK OF GOLDEN DEEDS

When you have talked of these and like topics, write the best story you call to mind. Tell the tale as interestingly, yet as truthfully, as you can. Begin the story in some such way as follows:

1. We didn't think Sam had much fight in him. He always seemed so kind and peaceful; but that day ——
2. The old man did look queer, of course. But the boys did wrong to ——
3. It always seems so easy for Mary to make people happy. She is so ——
4. He was the kindest driver I ever saw. His horses always ——
5. We were playing ball when it happened. The boys
——

POEM STUDY

The following poem may help you think of some kind deed to relate:

SOMEBODY'S MOTHER

The woman was old, and ragged, and gray,
And bent with the chill of the winter's day.

The street was wet with the recent snow,
And the woman's feet were aged and slow.

She stood at the crossing and waited long,
Alone, uncared for, amid the throng
Of human beings who passed her by,
Nor heeded the glance of her anxious eye.

Down the street with laughter and shout,
Glad in the freedom of school let out,
Came the boys like a flock of sheep,
Hailing the snow piled white and deep.

Past the woman so old and gray,
Hastened the children on their way,
Nor offered a helping hand to her,
So meek and timid, afraid to stir
Lest the carriage wheels or the horses' feet
Should crowd her down in the slippery street.

At last came one of the merry troop,
The gayest laddie of all the group;
He paused beside her and whispered low,
"I'll help you across if you wish to go."

Her aged hand on his strong young arm
She placed, and so, without hurt or harm,
He guided her trembling feet along,
Proud that his own were firm and strong.

Then back again to his friends he went,
His young heart happy and well content.
"She's somebody's mother, boys, you know,
For all she's aged and poor and slow;

“And I hope some fellow will lend a hand
To help my mother, you understand,
If ever she’s poor, and old, and gray,
When her own boy is far away.”

And “somebody’s mother” bowed her head,
In her home that night, and the prayer she said,
Was, “God be kind to the noble boy,
Who is somebody’s son and pride and joy.”

1. Some one has said, “The best way to learn the hearts of boys or girls is to watch how they treat old people and little folk.” What do you think of the saying?
2. What kindly act of your experience does the poem suggest to you?
3. You will wish to memorize this poem. It is worth it.
4. If you desire, you may write your “golden deed” story in verse.

60

REVIEW

I

CONTRACTIONS

1. Copy from the poem just given, and from the story of *Partners*, all the contractions. Write them in full.
2. Why are contractions so freely used in *Partners*? Why in the poem?
3. What is the rule for writing contractions?

II

QUOTATIONS

1. What quotations are found in the poem and in the story just named?
2. How is the conversation in *Partners* paragraphed?
3. How does each quotation begin?
4. How many of the quotations require two sets of marks?
5. What effect have the quotations on the spirit of the story?
6. You will find that using quotations will brighten your stories.

A VALENTINE SUGGESTION

Good St. Valentine, after whom the holiday is named, would have us remember his day by doing beautiful things for those we love. St. Valentine's Day is a day on which to remember our friends, not our enemies; or if we remember our enemies, we should do it in a friendly spirit. Here are some suggestions for you to talk about and follow, if you like them:

I

LETTERS OF FRIENDSHIP

Write some letters of friendship to people you would like to make happy. Somebody's mother or father would be glad to get such a letter; so, too, would many an old lonely heart, or even some friend you have not remembered for a while. Then there are others you would like to make glad. Take this pleasant way of doing it.

Letters of friendship should be free and easy in style, and should carry the best spirit of the writer. When one reading such a letter says, "Isn't that just like Tom or Mary? I can just hear him or her as I read this," then the letter is filled with the spirit of the writer.

II

A LETTER FROM A BRAVE BOY

The following letter was written by a boy of about your age, just before he underwent a very serious operation.

Note how cheerily he writes to his sister; it was the last letter the brave little boy ever wrote:

Peter Bent Brigham Hospital,
Boston, Mass., Jan. 2, 1917.

Dear Nell:

I was going to write to you yesterday, but I was too busy. I was up in the wheel chair looking out of the window watching people, street cars, and automobiles, and listening to the chimes. They strike every fifteen minutes.

The only visitor we have out of the hundreds that come and go every day is Daddy.

The nurse pushed me out on the porch with blankets and robes around me. Mama could not stand it to be out, it was so cold; but Daddy stayed with me. We watched the pigeons and sparrows for half an hour and then came in.

I haven't been out of bed to-day. I had a headache and I lost my dinner; but I feel fine now. I get very angry at mama because she kisses me only about forty times a day. She says she does it more, but she doesn't know.

I have sandwiches very often and they are mostly chicken sandwiches too.

Dr. Curtis came in this morning with five other doctors and a nurse. They seem very slow, but we think they are getting at my trouble now. The attendants came in the other day and weighed me. I tipped the scales at sixty-seven pounds — not ounces. Can you beat that?

Give my love to everybody and tell them that I am all right.

With love,

Milton.

Think of the letters you receive from your friends. Are they "newsy"? What do you like best about them?

REVIEW

How shall the heading of the letter be written? the greeting? the complimentary close? How shall the envelope be addressed? Be careful to fold your letters neatly.

62

TWO BRAVE AND HONEST BOYS

I

CONVERSATION AND STORY-TELLING

1. February brings two birthdays which every true American loves to remember. What are they?
2. Why are the names of Abraham Lincoln and George Washington so lovingly remembered by the people of our country?
3. Tell some interesting story you have read or heard of either of these great men.
4. What kind of boys were they? What kind of men did they become?

II

You have probably heard the following stories of their boyhood, but you will enjoy them again:

WASHINGTON AND THE COLT

The people of Virginia have always taken great pride in their splendid horses. It was so when Washington was a boy. Lady Washington, his mother, owned many noble animals; and George became at an early age a skillful rider. Among their horses was a young, high-spirited

colt. Of this young animal the mistress of the plantation was especially fond.

One day George and some friends, who were visiting with him, went into the field where the colts were feeding. In a spirit of fun, the boys endeavored to catch and mount the animals. One of the colts had never been ridden. It would not let George's friends come near; but young Washington finally managed to approach the fiery colt; and when he had soothed it with kindness, he leaped upon its back. The colt reared and plunged, but the boy kept his seat. Then the animal broke into a wild run across the fields, and again it made a frantic effort to free itself from the intrepid young rider. This last struggle cost the colt its life; for it burst a blood vessel and fell dead.

George was shocked and saddened at the fatal outcome of his rash act. He did not know how his mother would receive the news; but he went straight to her and told her manfully what he had done.

"My son," said his mother calmly, when she had controlled the flush of anger which at first swept over her, "I am sorry indeed to lose the colt; but I am proud to know that I have a son who has the courage to tell the truth."

How many paragraphs in the story? What is the main thought of each paragraph?

III

LINCOLN AND HIS BOOKS

Abraham Lincoln was born in the backwoods of Kentucky in the days when books were scarce. The boy had almost no schooling except that given him in his cabin home by his mother; yet he grew up to be one of the best-read and wisest men our country has ever produced.

His great learning came from his love of good books, the seeds of which were first sown by his mother and one or two teachers he chanced to have for a very little while. These seeds fell upon good soil; they were cultivated most faithfully by the boy himself, who was never satisfied so long as there was something to read and learn.

Love of good books was a passion with the boy Lincoln. Night after night he would sit by the fireplace, poring over the few volumes that the poor home possessed, or those he could borrow from the neighbors. To give himself light to read, he would keep throwing spicewood on the coals.

It is told of him that he once walked six miles to get a certain rare book. He sat up far into the night to read this precious volume, and when he finally climbed up into the loft to his bed, he carried it with him to lay between the logs near his pillow that he might read it as soon as morning broke. But during the night a storm came up and wet the book so badly that it was warped and discolored.

The boy was sorely distressed over the misfortune, the more so because the book belonged to some one else. He carried it back to the owner, explaining manfully how it had happened, and offered to pay for the damaged volume. The man told Lincoln he might have the book if he would work three days at husking corn. The boy gladly accepted the offer. He worked hard to make things right. At the end of the third day he returned home with the precious book all his own.

Among the books that Lincoln learned as a boy to know and love were the Bible, *Æsop's Fables*, and Weems' *Life of Washington*. Of this last book he once said:

"I remember all the accounts there given of the battle-fields and struggles for the liberties of the country, and

none fixed themselves upon my imagination so deeply as the struggle at Trenton. The crossing of the river, the contest with the Hessians, the great hardships endured at that time—all fixed themselves on my memory. I recollect thinking then, boy even though I was, that there must have been something more than common that those men struggled for.”

1. How many paragraphs in this story?
2. What is the main thought in each paragraph?
3. What books that you have read have impressed you most?
4. What kind of boy does this story reveal Lincoln to have been? Write five words that describe his character as shown here.

IV

OTHER STORIES

Find and read in some history the story of how Washington crossed the Delaware and gained the victory at Trenton.

Ask your teacher to tell you *The Soldier's Reprieve*, *The Sleeping Sentinel*, or some other story of Lincoln.

Perhaps you can tell some other choice stories that you have read of these great men.

63

EXPRESSIONS TO AVOID

There are some useless and careless expressions, in addition to those previously mentioned, that mar our speech. Dr. Oliver Wendell Holmes suggests one of them in this bit of excellent advice:

Speak clearly, if you speak at all;
 Carve every word before you let it fall;
 And when you stick on conversation's burs,
 Don't strew your pathway with those dreadful *urs*.

Memorize the verse. Be careful to heed his advice as you recite it.

The "ur" habit is very annoying to those who listen. So also are the **and**, **why**, **well**, habits. We might almost call these the "stuttering habits." Try to overcome them when you speak or tell your stories. Such exercises as this will help you:

Tell three or more things of Lincoln without using any of the expressions above. Take other topics and do likewise.

Try in telling your stories to avoid the over-use of **and**, **well**, and **why**.

64

ORAL EXERCISES

Practice reading aloud the following quotations till you can "carve clearly" every word in them:

1. Act, act, in the living present,
 Heart within and God o'erhead.

—*Longfellow*.

2. Honor thy father and thy mother; that thy days may be long in the land which the Lord thy God giveth thee.—*The Bible*.

3. Along the street there comes
 A blare of bugles, a ruffle of drums.
 A flash of color beneath the sky;

Hats off!

The flag is passing by.

—*Henry Holcomb Bennett*.

4. Consider the lilies, how they grow; they toil not, neither do they spin; and yet I say unto you, even Solomon in all his glory was not arrayed like one of these.—*St. Luke 12:27.*

5. This above all: to thine own self be true;
And it must follow, as the night the day,
Thou canst not then be false to any man.

—*William Shakespeare.*

Be prepared to recite clearly and expressively some quotation, some stanza, or some poem, that you have learned to love.

65

WORD DRILL

Practice pronouncing the following words. Be careful to enunciate clearly every sound in them:

1. Most, best, first, worst, crust.
2. Finest, proudest, rudest, thickest, breakfast.
3. Anything, everything, something, nothing.
4. Boil, toil, oil, soil, choice.
5. More than, better than, quicker than, easier than.
6. Hannah, Anna, Sarah, Maria.
7. Itself, himself, yourself, myself.
8. Thirst, third, thirty, birch.
9. Spirit, visit, satin, robin, pupil.
10. Gladness, kindness, business, goodness, sickness.
11. Everybody, nobody, somebody, anybody.
12. Slippery, memory, history, factory, poetry.

The foregoing groups represent words that are likely to give the tongue trouble. Each group may be readily increased by many like words.

SPRING WORK

66

A TALK ABOUT SPRING DUTIES

I

1. What work does springtime bring to the farmer? to the gardener? to the housekeeper? to boys and girls? to the animals and the birds?

2. What spring work can boys and girls do to make their homes and the city they live in, cleanly and beautiful?

3. Discuss these topics:

Making the fences tidy.

Hedges: how to plant and grow them.

The lawn: planting and keeping it.

Walks: gravel, cinder, cement, board.

Shade trees: kinds; planting.

Flowers or weeds—which?

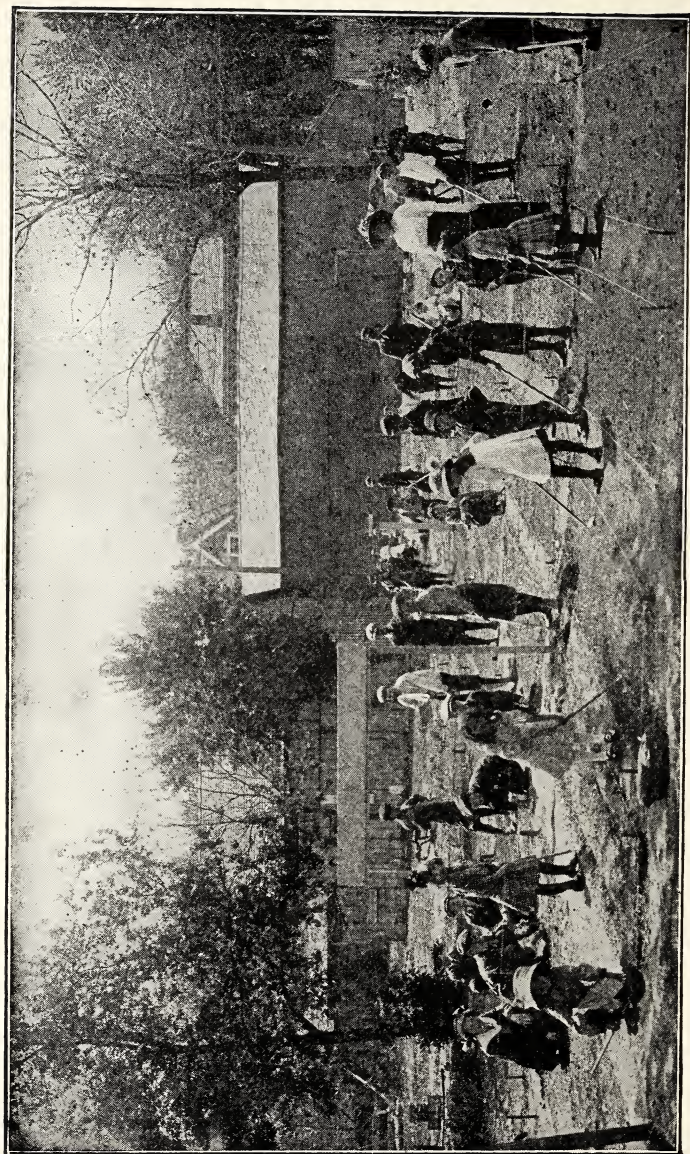
Window flowers: how to grow them.

Vines covering unsightly buildings.

II

GROWING GARDENS

What is the most interesting plant you have ever grown in a garden? What are the various good things to eat that are grown in gardens? Make a



A SCHOOL GARDEN

list of ten garden plants. Choose the one you know best and tell all you can about raising it.

Follow some such outline as this:

How was the soil prepared? How were the seeds planted? What were the first signs of growth? How did the plant develop? When and how was it gathered?

67

RAISING THE BEST

Take any of these or like suggestions to talk and write about:

1. How to make radishes grow crisp and juicy.
 2. How to raise crisp and tender lettuce.
 3. What it takes to produce good turnips, beets, carrots.
 4. How to get good early potatoes.
 5. Peas: how to get a good crop.
 6. What beans require to grow early and good.
 7. Asparagus: how to make it tender and good.
 8. Corn: how to raise it.
- Or take any other garden plant you know and like.
9. What can you tell of growing strawberries, raspberries, currants, gooseberries, dewberries, or other small fruits?
 10. What of the picking and marketing of such fruits?

Write a paragraph or two on any of the foregoing topics.

MAKING A GARDEN OF YOUR OWN

Have you ever tried growing a garden of your own? Let each pupil plant and raise something. If you have no land, make a box garden.

PLAN FOR MAKING THE GARDEN

Discuss: 1. What you would like to raise; 2. Selection of seeds; 3. Preparation of the soil; 4. Planting; 5. Cultivating; 6. Moisture; 7. Preparing for market.

Discuss also: 1. The benefits that come from gardening; 2. A school fair at which your products may be exhibited; 3. Experiences you have had at gardening.

68

RAISING CHICKENS

I

What experience have you ever had raising chickens? What was your success?

What kind of chickens do you like best? Which breeds are the best egg producers? Which breeds are the best for meat? Which kinds are good for both eggs and meat?

II

DEBATES

Here are some topics for you to debate:

Resolved, that the White Leghorn is more profitable than the Plymouth Rock. (Or name other breeds and discuss them.)

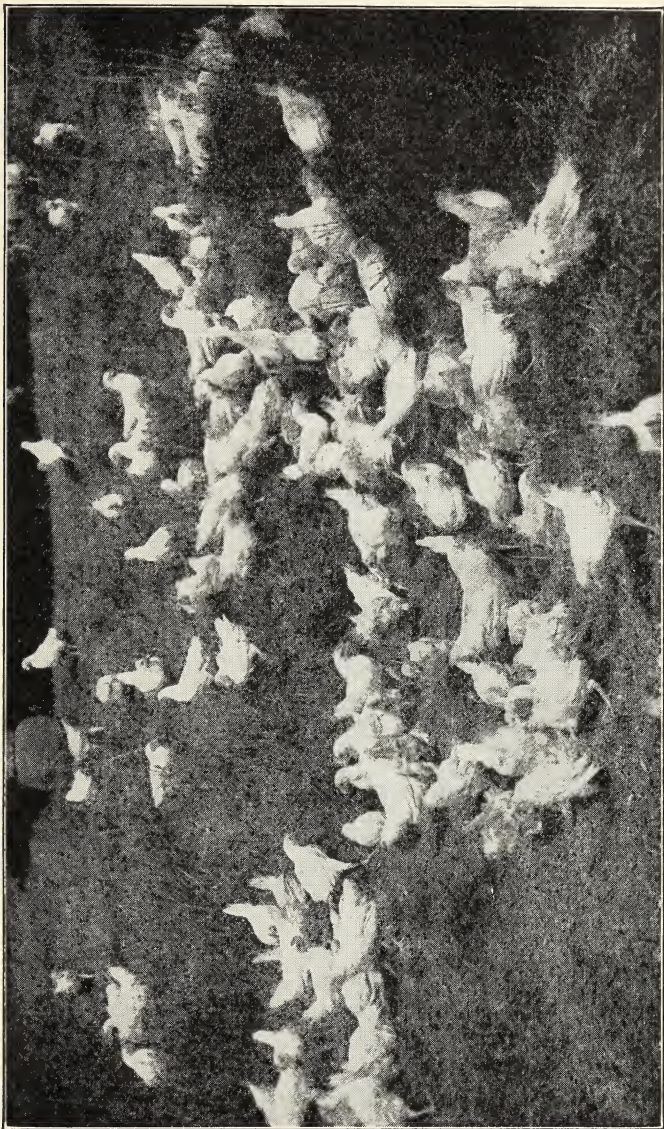
Resolved, that the incubator is more profitable than the hen for hatching chicks.

III

CARE OF CHICKENS

Discuss these topics:

1. How to build a good chicken coop.
2. The foods a chicken should have.



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CHICKENS FEEDING

3. How to keep chickens well.
(Cleanliness, feed, water, warmth, insect pests.)
4. How to hatch chickens.
 - (a) By means of hens.
 - (b) By means of incubators.
5. Care of young chicks.

69

BUSINESS LETTERS

I

In making your garden, or in preparing to raise chickens, you will need to do some business. You must order your seeds and tools, or your materials for coops, or your food supplies, or chickens and eggs, or any other necessities. Write to several firms **business letters** ordering the different things you want.

SUGGESTIVE EXERCISES

Take any of the following exercises or similar ones, and work them into letter form:

1. Order a supply of chicken feed, grains, etc., from some firm that carries such supplies.
2. Order materials to make a chicken fence.
3. Order eggs for setting.
4. Order any special supplies necessary to carry on the business properly.

How do **business letters** differ from **friendly letters**? In what respects are the two kinds alike?

Study this model before answering:

Shelley, Idaho, March 2, 1912.

Eagle Rock Lumber Co.,
Idaho Falls, Idaho.

Dear Sirs:

Please ship to me by freight at once:

12 pieces common lumber 1" x 10" x 12 ft.

8 pieces common lumber 2" x 4" x 16 ft.

2 pieces common lumber 1" x 12" x 12 ft.

1 roll tar paper.

12 ft. wire netting, one-inch mesh.

The bill will be paid on receipt of the invoice.

Yours truly,

Henry Smith.

A business letter should be **clear, correct, concise,**
and **courteous.**

II

MONEY ORDERS, CHECKS, AND RECEIPTS

To do business you will need to send money. Do you know how to obtain a money order, or make out a check or a receipt? You can get some blank checks and receipts to practice on; or you may make the forms for yourselves.



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SPRING IS HERE

SPRINGTIME FUN

70

APRIL NONSENSE

Did you ever give anyone a merry laugh by telling a joke?

What is your funniest story? Be careful now to think of one that is full of fun, but will give no offense. This may remind you of a good one:

HOW IKEY GOT HIS NAME CHANGED

A certain man once came to a school.

"May I speak to my little boy, Ikey Johnson?" he asked of the teacher who greeted him at the door.

"Ikey Johnson?" the teacher repeated in a puzzled tone. "We have no boy here by that name."

"Oh, yes, you have, Miss Teacher," replied the man. "I beg pardon, but my little boy Ikey goes to this school. If I may look into the room, I can find him."

"Certainly," responded the teacher, opening the door of the classroom.

"There is he," said the man, pointing to an urchin with unkempt hair; "that's Ikey Johnson."

"Oh, no," the teacher objected; "that's not Ikey Johnson; that's Ikey Go-wash. At any rate, that is the name he gave to me—'Ikey Go-wash.'"

"Oh, I see," said the man, laughing; "he's made a little mistake. His mother has told him, 'Ikey, go wash,' so many times that he thinks it's his name; I see how it is."

What amusing story does this one of Ikey bring to you?

71

FUNNY HAPPENINGS

I

ORAL EXERCISE

Very amusing things often happen in the school-room, on the playground, and elsewhere. What is the funniest thing you have ever seen or heard in real life? Here is another little incident to remind you of something jolly:

WHAT HAPPENED TO THE WINDOW

A little girl came crying to her teacher.

"What is the matter, Mary?" the teacher asked.

"B-broke the w-w-window with my ball," was the tearful reply.

"How did you come to throw your ball through the window?"

"The b-b-ball d-didn't go th-th-through," sobbed Mary; "but the h-hole did."

II

WRITTEN EXERCISE

After you have exchanged jokes orally, write one or more of the best you have as cleverly as you can.

You will probably need to use conversation to make it bright and lively. How should the conversation be marked and paraphrased?

Make a book of jolly yarns and spin them for the pleasure of others. Try it. See that the stories are both bright and clean.

NONSENSE RHYMES

Did you ever try writing nonsense rhymes? Here are some that certain pupils of about your age composed:

“Where are you going, my pretty maid?”

“I’m going to school, kind sir,” she said.

“May I go with you, my pretty maid?”

“Yes, if you’ll carry my books,” she said.

“What is your name, my pretty maid?”

“My name is Virginia, sir,” she said.

“Is there aught I can do for you, pretty maid?”

“Do my arithmetic, sir,” she said.

Cock a doodle do!

Teacher’s lost her switch,

She’s also lost her eye-glasses,

And doesn’t know which is which.

Arthur and Will climbed up the hill

To get a problem or two,

But Arthur fell down on a decimal round

And Will went tumbling too.

SUGGESTIONS

Try a new version of *Hey Diddle Diddle*, of *The Man In the Moon*, of *Sing a Song of Sixpence*, or of other Mother Goose melodies. Make a book of nursery rhymes brought up to date.

Try various alphabets in rhyme — the flowers, the birds, the animals, your playmates, or others.

A PROGRAM SUGGESTION

“An Hour of Fun,” — why not plan such an hour of amusement for some other class?

1. Use your funniest jokes and your nonsense rhymes.

2. Add a few rollicking songs.

3. Read some humorous stories, such as *How Tom Sawyer Whitewashed the Fence*, by Mark Twain, and *The Day of Judgment*, by Elizabeth Stuart Phelps.

4. Recite some poems such as *The Sugar Plum Tree* and *Seein' Things at Night*, by Eugene Field; *The Raggedy Man*, *Little Orphant Annie*, *Alex's Bear Story*, and others, by James Whitcomb Riley.

5. Dramatize some story that is full of fun.

USING WORDS WITH CARE

Read these sentences, noting carefully how the black-type words are used:

1. The man told a **funny** story. We laughed **merrily**. He made a **comical** face.

2. That was a **clever** joke you played on us. How did you think of it?

3. It was a **jolly** time we had. We sang and danced.

4. Isn't Jane a **queer** girl? She doesn't seem to enjoy herself with other children.

5. John is a **witty** chap. He is full of clever jokes and sayings.

After studying the words as they are properly used in the foregoing sentences, tell, if you can, the correct use of the words **witty, comical, queer.**

The word **funny** is likely to be over-used. **Funny** means **laughable.**

A person is funny when he makes fun.

A joke is funny when it causes laughter.

75

TONGUE TRAINING

Read aloud the following:

1. He gave it to me. He has given it to me.
2. She spoke to the man. Has she spoken to the man?
3. The boy broke the pitcher. The pitcher was broken.
4. They took the ball. They have taken the ball.
5. He chose the red top. He has chosen the red top.
6. The river froze last night. The river is frozen.
7. The tree fell. The tree has fallen.
8. The cowboy drove the cattle home. The cowboy has driven the cattle home.
9. We ate strawberries. The strawberries were eaten.
10. I wrote the letter. The letter was written.
11. The officer rode a horse. A horse was ridden by the officer.
12. A dog bit the child. The child was bitten by a dog.
13. The woman wove a carpet. A carpet was woven by the woman.
14. The wind shook the trees fiercely. The trees were shaken fiercely by the wind.

TONGUE TRAINING

Read these sentences aloud several times:

1. Rise and follow me.
2. Lie down and rest.
3. Sit in the rocker.
4. He rose early.
5. He lay on the couch.
6. The boy sat on the porch.
7. The moon has risen.
8. Father has lain down.
9. Tom has sat on the porch an hour.
10. I saw the boys lying on the grass.
11. The sun was just rising when I rose.
12. Mary is sitting out under the tree.

PUNCTUATION PRACTICE

Read the following stories. Why are they rather difficult to make out?

Copy the stories, placing capitals and punctuation marks, and paragraphing where needed. Then read them:

1. Mother wishes to buy sixty spools of number one thread said a small boy rushing into a store you must mean one spool of number sixty thread returned the clerk smilingly i dont know ill have to find out the boy started towards the door then suddenly he turned and said never mind it wont make any difference it has to be charged anyway.

2. What are you running for asked a man of a lad who was dashing along the street to keep two little boys from fighting came the hurried reply thats right said the man who are the boys tommy smith and i.

BIRD LIFE

76

STUDY OF POEM

Listen closely as your teacher reads these stanzas aloud:

Do you ne'er think what wondrous beings these?
Do you ne'er think who made them and who taught
The dialect they speak, where melodies
Alone are the interpreters of thought?
Whose household words are songs in many keys,
Sweeter than instrument of man e'er caught!
Whose habitations in the tree tops even
Are half-way houses on the road to heaven!

Think, every morning when the sun peeps through
The dim leaf-latticed windows of the grove,
How jubilant the happy birds renew
Their old melodious madrigals of love!
And when you think of this, remember, too,
'Tis always morning somewhere, and above
The awakening continents from shore to shore,
Somewhere the birds are singing evermore.

— *From "The Birds of Killingworth," by Henry Wadsworth Longfellow.*

1. What is the language of the birds?
2. How do they express their thought and feelings?
3. What does "dialect" mean?
4. Explain "melodies alone are the interpreters of thought,"



PHOTOGRAPH BY JOHN KABEL

SEA GULLS

“household words are songs in many keys,” “dim, leaf-latticed windows of the grove,” “half-way houses on the road to heaven,” “madrigals of love”?

Learn the last three lines of the second stanza.

77

THE BIRDS OF KILLINGWORTH

This poem tells how the farmers in the town of Killingworth grew alarmed and angry because the birds were taking some of their grain and fruit. The Squire called a meeting, and he, with the stern old parson and the deacon, came to listen to the complaints of the farmers.

Everyone had something to say against the birds. When they had finished, the teacher arose. He made an eloquent speech in defense of the birds. Part of what he said is in the stanzas you have just read. But nothing he could say made any difference to the farmers. They were determined to kill the birds; and they did kill them.

The next year the insects had their way. The land was made desolate. The farmers saw their mistake and brought back birds to their town and turned them loose to nest and sing again.

1. Suppose you had been in the meeting, what would you have said in favor of the birds?

2. Write a paragraph expressing your reasons why the birds should not be killed.

78

A PIONEER STORY OF THE BIRDS

Springtime in Utah would hardly be spring without the gulls. These beautiful birds to that state are almost what the storks are to Holland. They come every year to

gladden the valleys around the Great Salt Lake with their thrilling cries. They flock upon the fields, lighting like doves around the farmer as he plows his land. Yet no hand is lifted against them. No child would think of throwing a stone at them. They are hailed as welcome guests; for long ago they saved the pioneers from famine, and the children of the pioneers will always think of the gull as an almost sacred bird.

The pioneers reached their journey's end late in the summer, too late to raise any food that year. They could not carry much across the plains. It was hard, indeed, to live through the winter; but they managed to pinch along and to save a little seed.

As soon as spring opened this precious seed was sown. The gardens and fields were soon growing well. They spread like a green carpet among the gray sagebrush. The settlers were rejoicing in the hope of a good harvest.

Then came the black crickets. These ugly insects, larger than the largest grasshopper, began to come down out of the hills. "Army crickets" they were called, because they did not fly, but marched. And they devoured every blade of grass or leaf in their way.

The pioneers grew alarmed as this strange foe began to attack their fields. Men, women and children turned out to fight the pest. They drove the insects into ditches to drown them. They piled rushes in the paths and when these were filled with crickets, they set the rushes on fire. The people beat the crickets with willow whips; they drove herds of oxen back and forth to crush them. But all their efforts seemed in vain. The black plague steadily increased.

A terrible fear swept over the people. They were facing famine. To make matters worse, two thousand more

emigrants were on their way West. They, too, were depending on this harvest. In this distress, the pioneers appointed a day for fasting and prayer. They turned to the Lord for help.

Their faith was surely rewarded. For out of the Great Salt Lake came the gulls — thousands of them. What a screaming they made as they winged their way over the valley looking for food. Suddenly they began to settle down on the fields. The settlers feared that the birds would complete the destruction of the crops.

Their fear turned to joy, however, when they saw the gulls begin to devour the crickets. All day long the birds fed on the pest, and day after day they continued to gorge themselves until the plague was completely destroyed.

The grain fields, scanty enough at best, had been badly dealt with, but enough of the crop was saved to keep the people from starving.

1. What kind of bird is the gull? Where do the gulls live?
2. What other insects besides crickets destroy crops?
3. Have you ever heard of a grasshopper plague? Tell of it.
4. Give some other tale you have heard your parents or some "old settler" tell of pioneer times.

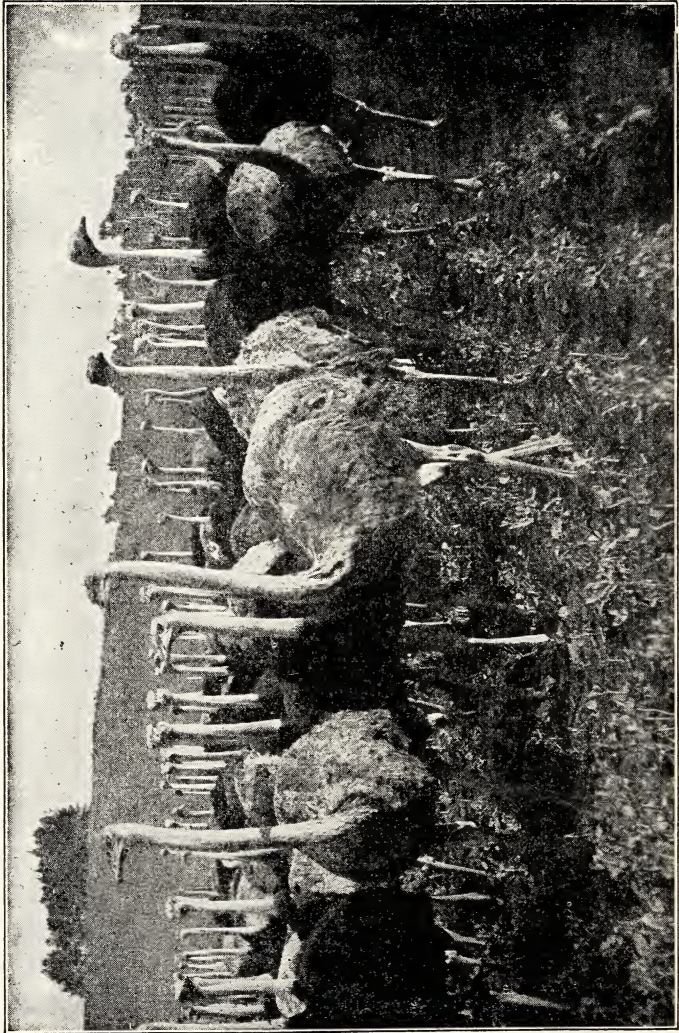
79

FEATHERED FRIENDS

The gulls are not the only birds that have saved people from famine. If it were not for the work of these feathered friends of ours, we might go hungry ourselves every year. Listen to these words from a student of the birds:

BIRD MONEY-MAKERS

Birds make money for us, not for themselves. The yellow warbler saves the peach and other orchard trees



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ON AN OSTRICH FARM

from destruction by plant-lice. Fly-catchers and swallows help to clean the air from flying ants and other day-flying insects. Chickadees spend the winter picking out insect eggs from under the bark scales and thus prevent a yearly scourge of canker worms that would kill our forest trees.

Woodpeckers are tree-surgeons that operate on and cure trees, infested by larvae of boring beetles. The meadow lark keeps down the grasshoppers, and thereby saves our grasses. It is estimated by our governmental experts that these birds, by killing the "hoppers," add \$356 worth of hay every year to each hay-land township.

Besides these are the hawks, which destroy gophers, ground squirrels, field mice, and wild rabbits. The owl, too, protects us from these rodents.

There are seed-eaters also, winter birds, doves, and native American sparrows. These birds consume a vast quantity of weed seeds every year. Every farmer boy should certainly be thankful to them for this good work.

—*J. H. Paul, author of Out of Doors in the West.*

1. What plants have you seen infested with lice? How can these tiny insects destroy trees?
2. Have you noticed insect eggs and cocoons hiding under the bark of the trees? Try to find some.
3. What are "canker worms," "larvae"?
4. When have you heard the tapping of a woodpecker? What is this bird usually hunting for when he taps the trees?
5. Tell of any other good work you have watched the birds doing.
6. Give the names of all of the birds that you know well.
7. Write a sentence about each of five of these birds, telling what each does to help us; as, The meadow lark saves hay for our cows and horses by destroying the grasshoppers. I saw a robin kill a caterpillar in our garden.

80

BIRD ENEMIES

1. What are the chief enemies of birds? Name five.
2. What keeps birds from doing the most good to the farmer?
3. You will find the sketches of John Burroughs, *Bird Enemies* and *Tragedies of the Nests*, most interesting here. They are found in his book, *Birds, Bees, and Other Studies in Nature*.

BIRD PROTECTORS

4. What can boys and girls do to help preserve our birds?
5. Have you ever thought of forming an Audubon Society? What could such a society do?
6. Why should societies be formed to protect birds?

81

A BIRD DIARY

Keep a diary of your observations of the birds for two weeks. Be careful how you abbreviate the names of the months and how you punctuate and paragraph. Here is a good form to follow:

Feb. 28, 1912.

I saw two robins to-day. They lit in an old apple tree near the house. They seemed cold and hungry. I threw them some crumbs, but they thought it was a stone, I suppose, for they flew away.

March 1, 1912.

A meadow lark sang from the fence near our field this morning. He seemed to have several songs. I tried to whistle like him, and he would answer me.

82

BIRD LETTERS

Imagine that you are some bird just returned from your winter's visit to the South. Write a letter to

some bird friend telling in a chatty way of your experiences on your return. The following letter will suggest one way to do it. There are many other ways. Try, as did this pupil, to be clever and original:

Birdville, Treetop, April 15, 1910.

My dear Mrs. Buzzer:

Your letter was received a few days ago. I used this plan to build my nest. I think it is a very good one:

Five slender sticks.

Five billfuls of moss.

Three dozen horse hairs.

Two long strings.

One dozen threads.

Four chicken feathers.

The sticks are better if slightly curved. Place the sticks at some place in the tree where the branches fork. Bind them on with a string. Fill in with the moss. Then shape the nest and line it with the threads and horsehairs. Put the feathers in so that they will cover all of the inside of the nest.

This plan makes a very comfortable house.

Sincerely yours,

Merry Hummer.

The following suggestions will help you think of different things to write about:

1. Johnny Sparrow might tell of his narrow escapes in the street.
2. Mrs. Robin might talk of bad boys.
3. Mr. Duck could have some thrilling adventures with dogs and hunters.

4. Mrs. Bluebird might tell how she brought happiness to a little child who was ill.

5. The jolly old crow could tell how he fooled the farmer.

6. The blackbird might tell of boys he has known.

7. The quail could give an account of several narrow escapes he has had from boys, dogs, foxes, and others.

8. Mrs. Meadow Lark might chat of her house-cleaning troubles.

Other birds also would have interesting experiences to talk about.

83

BIRD FRIENDS

Of all the birds you know well, which do you like the best? Why?

Make a paragraph picture of your favorite bird; study him carefully, and be sure you know him well. Then try to suggest his spirit, his form, his dress, his song, his movements, his home, his food, by writing a paragraph describing the bird.

Select other birds also, and study them.

Describe some bird orally, without naming it. The class may guess what bird you have in mind.

84

WORD STUDY

I

To describe our birds, we need a rich vocabulary. The English language is full of choice words to describe birds. Read this paragraph from a bird-

lover, and note the wealth of words he commands. Read aloud and listen:

It was a thrilling day during the middle of April. Robins were numerous, noisy, and busy; meadow larks were ringing their glorious outbursts from every point of the compass; house finches sang their sprightly ditties from the trees; the "sweet, sweet, tsee" of the yellow warbler could be heard; the silvery whirr of the humming birds was frequent; lark sparrows poured forth their strong, wild music; the chipping sparrow trilled from the orchard boughs; like living balls of pure gold and green, with glossy, blue-black caps, the pileated warblers flashed among streamside shrubbery; a long-tailed chat twice showed itself; orioles whistled and clucked from tall trees; several of the smaller flycatchers were at work snapping up insects; bluebirds "churred" above my head; a king-bird scolded and screamed his emotions; and several other birds whose identity I was not sure of, passed in flight. All these I saw and heard during a walk of two hours. Outings bring much to those whose ears and eyes know how to look and listen.—*J. H. Paul.*

II

FINDING CHOICE WORDS

1. Find in this sketch all the words the author uses to suggest the songs of the various birds; as, **trilled**. Write them in a list.
2. What other words do you know that suggest bird music? See if you can give twenty words expressive of bird songs.
3. Make a list likewise of the words the author uses to suggest the movements of the birds; as, **flashed**. Add ten other words if you can.
4. Make a list of words that suggest the color of birds; as, **red-breasted**.

85

BIRD SPIRIT

Each bird reveals a spirit or nature of its own:

The humming bird is a dainty little fairy.

The eagle is strong and kingly, full of power.

Write five other like sentences to suggest the spirit of five other birds you know well; as, the bluebird, the meadow lark, the robin, the sparrow, the hawk, the bobolink, the magpie, the crow, the owl, the mourning dove, the quail, the blue jay, the wild goose.

86

BIRD POEMS

The following verses were written by pupils of about your age:

THE ROBIN

The robin lives in the cherry tree,
Just as happy as he can be.

Cheer up! cheer up! cheer up!

The rosy cherries are juicy and ripe—
To the robin family a great delight.

Cheer up! cheer up! cheer up!

—*Emily Brinton.*

HUMMING BIRDS

Tiny humming fairies,
Darting through the air,
Sipping sweets from dainty cups,
Flitting here and there.

—*Jeanette Groo.*

By writing verses try to reflect the spirit of one of the birds.

When each has produced a little poem about some bird, the poems may be read to all. Then make careful copies of your poems in ink on uniform paper

and have them bound in a little bird booklet. Illustrate your bird songs if you wish.

A BIRD ALPHABET

Try to make a bird alphabet in rhyme. One pupil began such an alphabet in this way:

“A is for auk which lives near the wet;
B is for blackbird with body of jet.”

Think of other birds whose names begin with c, d, e, f, g, and the rest of the letters. Each pupil might make a rhyme about one bird. Then have the alphabet read in order.

87

POET PICTURES OF THE BIRDS

Read these stanzas aloud and listen to the bird music in them:

Merrily swinging on brier and weed,
Near to the nest of his little dame,
Over the mountain-side or mead
Robert of Lincoln is telling his name—
“Bob-o-link! bob-o-link!
Spink, spank, spink!
Snug and safe is this nest of ours,
Hidden among the summer flowers,
Chee, chee, chee!”

William Cullen Bryant.

Rollicking Robin is here again,
What does he care for the April rain?
Care for it? Glad of it! Doesn't he know
That the April rain carries off the snow
And coaxes out leaves to shadow his nest,
And washes his pretty red Easter vest,

And makes the juice of the cherry sweet,
 For his hungry little robins to eat?
 "Ha, ha, ha!" hear the jolly bird laugh;
 That isn't the best of the story, by half.

—*Lucy Larcom.*

Read these stanzas aloud again and again until you catch the sound of the bird song in the poems.

A BIRD DAY PROGRAM

Your stories and poems and songs would make a delightful program for you to enjoy with your parents and friends. Why not prepare to give them such an entertainment?

Follow these suggestions:

1. Learn some songs about the birds and sing them.
2. Have certain pupils give little talks on such subjects as these: *Our Feathered Friends*; *How Boys and Girls can Protect the Birds*; *Story of "The Birds of Killingworth."*
3. Choose poems of pupils to be read.
4. Recite bird poems from different poets. The following and other good poems may be used for this purpose:

The Bluebird, Emily Huntington Miller.

The Merry Brown Thrush, Lucy Larcom.

Robin's Secret, in "Child's Calendar Beautiful."

The Meadow Lark, Hamlin Garland.

The Throstle, *The Eagle*, *The Owl*, Tennyson.

The Sandpiper, Celia Thaxter.

Find other charming bird poems in your reader and elsewhere.

WRITING INVITATIONS—REVIEW

Write invitations to your parents and friends to come to your program. Make the invitations informal. How should they be written? Review Exercise 33.

THE THROSTLE

“Summer is coming, summer is coming.

I know it, I know it, I know it.

Light again, leaf again, life again, love again.”

Yes, my wild little Poet.

Sing the new year in under the blue.

Last year you sang it as gladly.

“New, new, new, new!” Is it then *so* new

That you should carol so madly?

“Love again, song again, nest again, young again,”

Never a prophet so crazy!

And hardly a daisy as yet, little friend,

See, there is hardly a daisy.

“Here again, here, here, here, happy year!”

O warble unhidden, unbidden!

Summer is coming, is coming, my dear,

And all the winters are hidden.

—*Alfred Tennyson.*

1. What kind of bird is the bobolink? the robin? the throstle?
2. What notes do they make as they sing? Can you imitate their songs?
3. What other bird songs do you know well?
4. What words and sounds do the poets here quoted use to suggest these songs?

GENERAL REVIEW

88

TYPE SENTENCES FOR TONGUE TRAINING

I

Read aloud these sentences several times each. Drill your tongues especially on those that you still find troublesome:

1. See those clouds. Did you hear those bells? Call those boys.

2. May I go now, mother? May I have some candy?

3. You ought not to speak sharply. You should not eat too fast.

4. He came yesterday. Has she come yet?

5. I saw your brother. I have seen your brother.

6. They went this morning. They had gone when I came.

7. Will did his work well. They have done the work well.

8. Bob has a new bicycle. I have a kodak.

9. Isn't she at home? No, she hadn't been here this morning.

10. Doesn't he seem cheerful? Doesn't Polly look well?

11. Weren't those books yours? Weren't we in luck to see the play?

12. I'm not going. You're not late. They're not ready.

13. I hardly know. I can scarcely see it.

14. We haven't any friends there. We have no friends there.

15. Whom did you see? Whom did you tell?

16. Who is there? It is I. It is she. It is he.

17. For whom is the box? To whom was it sent?

18. This kind of flower is fragrant. That kind is not.

19. He hurt himself. She cut herself. I checked myself.

20. Come quickly. Speak clearly. Do it carefully.

II

Make twelve oral sentences using the forms of **lie**, **sit**, and **rise**, correctly; as, Lie on the couch. He lay under the tree. He has lain there for some time. The hoe is lying on the lawn.

Make twelve oral sentences likewise using correctly the different forms of **lay**, **set**, and **raise**.

III

Read these sentences aloud twice each:

1. Has the bell rung? Yes, it rang ten minutes ago.

2. Have the children sung yet? They sang this morning.

3. Has James begun school? He began last week.

4. Have you grown a garden? I grew one last summer.

5. I have known him for years. He knew my father.

6. Have you thrown the ball away? I threw it over the fence.

7. Have the birds flown south? They flew away last month.

8. Has he drawn the picture yet? Yes, he drew it yesterday.

IV

Write sentences using each of these ten forms properly; as, Have you written your story yet?

Written, bitten, ridden, driven, fallen, spoken, broken, frozen, given, eaten.

When should these words be used?

Be ready to read your sentences in class.

V

Practice on such sentences as these till you say them easily and correctly:

1. The water pipe burst. The balloon burst.
2. He brought me an apple. He brought some candy.
3. They fought bravely. He fought for his rights.
4. Have you bought the tickets? Have you bought a new dress?

89

WORDS OFTEN MISPRONOUNCED

I

Make sure that your tongues can say these words rightly:

climbed	grocery	grandma	pumpkin
chimney	bakery	grandpa	potato
cranberry	creamery	Henry	tomato
quiet	geography	follow	drowned
often	history	hollow	celery
asked	arithmetic	swallow	cellar
naked	yesterday	mellow	kettle
catch	to-morrow	yellow	always
across	to-day	fellow	sneaked

II

Practice also to pronounce these words distinctly:

just	can	get	forget
for	from	off	or
was	cause	because	nor
them	that	those	thick
whistle	whip	when	which
swept	wept	kept	slept
reading	writing	spelling	drawing
thinking	ringing	singing	bringing
something	nothing	anything	everything

90

REVIEW OF PARAGRAPHS

The following story should be written in seven paragraphs. By writing a few of the beginning words of each paragraph show where the indentations should be; as,

1. A certain man ——.

THE POT OF GOLD

A certain man who was about to die called his three sons to his bedside and said, "My boys, I am about to pass away. I have nothing to leave you except the old farm. The land is not worth much but in it is hidden a pot of gold. You may have this money if you can find it." When the father had been gently laid away the sons began to search for the buried treasure. They dug the ground very carefully a foot deep from edge to edge. No gold did they discover. They worked it over again

two feet deep with no better success. Then they went down three feet. The gold did not appear. "Surely our father was mistaken," said the eldest son. "There is certainly no pot of gold in the field," added the second son. "Well, brothers," said the youngest boy, "we need not lose all our work. Let us plant the ground to corn." This sensible suggestion was followed. The grain sprang up quickly and grew well. When harvest time came they took from the field three times as much as it had ever yielded. "I see," said the eldest son, "what father meant by the pot of gold."

91

REVIEW OF PUNCTUATION

1. Tell why each punctuation mark in the story just given is so used.
2. Illustrate three uses of the period.
3. Give a short sentence which requires one set of quotation marks; one that requires two sets.
4. Make three sentences each illustrating a different use of the comma.
5. Illustrate two uses of the apostrophe.

92

PRACTICE IN LETTER WRITING

In business, one has no time to copy letters. They should be written correctly at first. Practice till you can write such a letter at once with no mistakes. Time yourself and see how long it takes you to write such a letter as this.

1242 B Street, Lincoln, Nebr.,
May 10, 1917.

A. C. McClurg and Co.,
Chicago, Ill.

Gentlemen:

Please send me by mail one copy of "Little Women," by Louisa M. Alcott.

Enclosed you will find a money order for \$1.35 to pay for the book and the postage.

Yours truly,

Marie Williams.

1. Write a similar letter ordering from the publisher any other book you like.

2. Write a short letter subscribing for any magazine you would like to take.

3. Write a letter answering an advertisement for an honest boy or girl to work in a store.

4. Write to some farmer a letter of inquiry for a job on a farm during vacation.

5. Write a short letter to your home merchant asking him to get you at once a pair of skates of the size and kind you want.

6. Write to the nearest city librarian asking for a list of the best books for a boy or girl of your age.

SPRING SPORTS

93

GAMES

These are a few of the old outdoor games and sports:

Marbles
Hop-scotch
Two-old-cat
Baseball
Townball
Steal-sticks
Swinging

Pom-pom-pull-away
Hide-and-peek
Rounders
King William
Tippy Cat
Andy-over
Jump the Rope

1. What other jolly outdoor games, old or new, do you know?



SPRING SPORT

2. Be prepared to explain some interesting game to your classmates.

3. Describe it so clearly that they can play it.

4. Write a paragraph describing it before you try to give it orally. Make your paragraph clear. Here is one way:

ROUNDERS

Rounders is a kind of progressive baseball. There should be players enough for three batters, one catcher, one pitcher, three basemen, and two or more fielders. If any one of the batters is put out, he becomes a fielder, the catcher takes his place at the bat, the pitcher becomes catcher, the first baseman becomes pitcher, the second and third basemen move up one base, the first fielder moves to third base, the second fielder becomes first fielder, and so on. In other words, whenever a batter is put out, he goes to the foot of the game, and all the other players advance one step in the line.

94

PLAYMATES I LIKE

1. Describe, without mentioning names, the kind of playmate you like best.

2. What words suggest his spirit?

3. How does he treat his equals?

4. How does he treat those larger or smaller than himself?

5. How does he take his hurts and defeats?

6. How does he act when he wins?

7. With what spirit does he play?

8. What games does he like most?

9. What other qualities has he?

BOYS AND GIRLS THAT WIN

Study and memorize:

His spots are the joy of the leopard. his horns are the buffalo's pride;

Be clean, for the strength of the hunter is known by the gloss of his hide.

— *From "Maxims of Baloo," by Rudyard Kipling.*

You may have read some of the thrilling stories in Kipling's *Jungle Book*. If so, you will remember how Baloo, the bear, taught little Mowgli, the jungle boy who lived with the wolves, the ways of the jungle. Baloo gave Mowgli many bits of good advice. The verse just quoted is one thing he told the boy. It means, **Be clean, if you wish to be strong.**

1. What do you think of that advice?
2. How do most animals follow Baloo's maxim?
3. There is a saying, "A dirty animal is a sick animal." This means when animals are left to care for themselves. They sometimes cannot help being dirty, if they are penned or tied up in filthy places. What do you think of the saying?
4. How does dirt often take away one's strength?
5. Talk on these topics:
 - a. How a Clean Skin Gives Strength.
 - b. How to Keep our Lungs Clean for the Race of Life.
 - c. A Clean Mouth, and Health.
 - d. Clean Food: How to Keep It So.
 - e. Clean Homes: How Boys and Girls Can Help.
 - f. Clean Clothes: What They Bring to Boys and Girls.

When you have helped one another to think about these topics, choose one of them you believe in strongly, and write what you think.

A CLEAN TONGUE

In the excitement of their sports and games, boys and girls too often get careless or rude or even silly in their use of language. At such times they let slip expressions which they would laugh at or be ashamed of in soberer moments.

It is far from our desire to try to tie their tongues with stiff and unnatural words. Expressions that are quick, strong, full of life, are needed for moments of excitement. But our language is full of good clean expressions; we do not need to resort to slang to express our feelings. It is well, too, to learn to curb our tongues at times, even though we be boiling with excitement. There is power, you know, in a controlled tongue, and a clean tongue is better than great riches.

EXERCISE

I

This exercise will help you to find some clean, strong, lively words to use during your games.

Fill the blanks with words chosen from the list that follows or with other expressive words that are not flippant or coarse or slangy:

1. That was a —— hit. Did you see him —— it?
2. —— it, Jack! —— it! —— it flying!
3. Now for a —— strike!
4. We had an —— time.
5. Watch John —— the ball.
6. —— home ——! ——!

7. It was a — game; we — and — with excitement.

8. Ted is a — player; he puts — into the game.

9. — him run! He is just — round the track.

winning	watch	life	close	three-base
come on	spirit	bat	run	clever
hurry	flying	exciting	knock	lift
leaping	skillful	merry	lively	send
see	danced	shouted	home run	strike

97

PARAGRAPH PICTURES

I

Write the picture suggested by this paragraph outline. Choose words for the blanks from the list below, or use other expressive words that are not slang:

The boys had gathered for a — game of ball. Every one was — and full of —. They chose up sides. Then began the — fun. “— —!” shouted some one. The batter took his place. The pitcher sent a — right for the plate. The batter struck — but missed. “Strike —!” — the umpire.

Again the ball came —. —! the bat struck — sending it —. The batter — to the first base amid the — of the crowd.

quickly	strongly	lively	merry
frolie	whizzing	fairly	excited
thump	called	two	play ball
raced	cheers	dashed	made it
savagely	swift ball	play	curve ball

flying	fun	jolly	test
fiercely	get ready	high in the air	ran
thrilling			

II

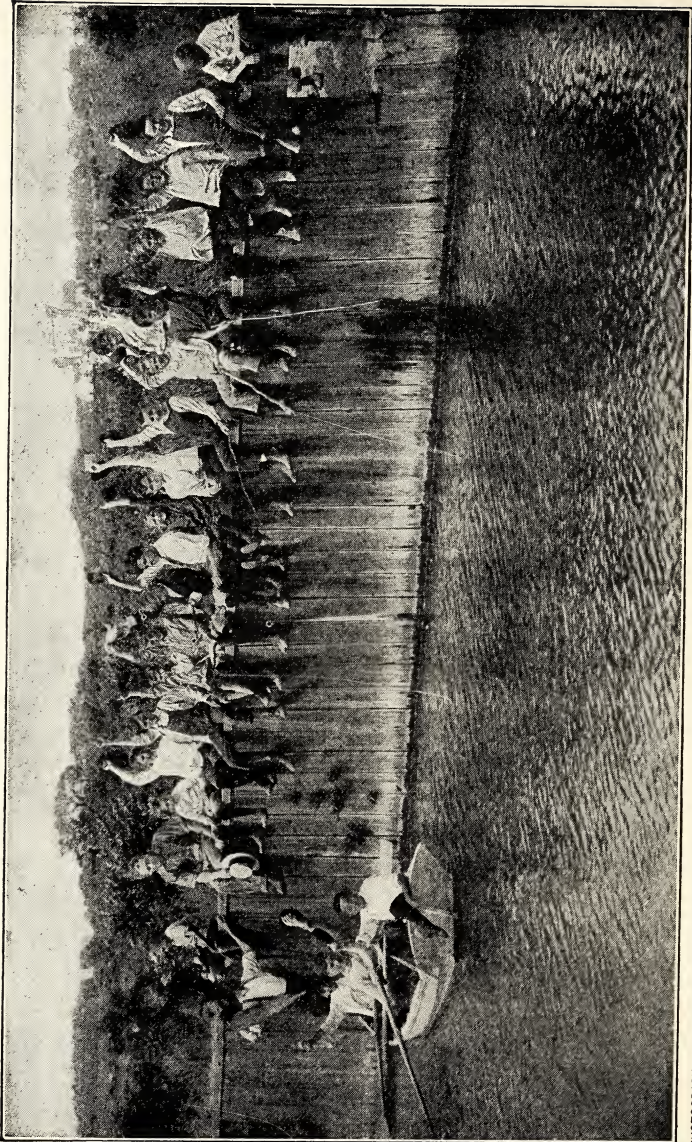
Write another picture describing some exciting moment in a game you have experienced.

98

EXPRESSIONS FOR DRILL

In the excitement of our games, words are often said so rapidly that one can hardly understand them. Here are a few forms that are likely to be run together. Practice saying these expressions clearly and distinctly. Begin slowly at first. Then increase your speed gradually:

- | | |
|-------------------------------|--------------------------------------|
| 1. Let me see! | 17. You shouldn't have done it. |
| 2. Look at them! | 18. Watch me catch it. |
| 3. Give it to them! | 19. We might have won it. |
| 4. I don't know. | 20. He makes them think. |
| 5. Run by him. | 21. He would not have done it. |
| 6. It doesn't matter. | 22. He is no better than I. |
| 7. I can see them. | 23. Hit it again! |
| 8. Can't you see them? | 24. See the horse running. |
| 9. He doesn't know. | 25. Try it to-day. |
| 10. I didn't meet him. | 26. Are you coming soon? |
| 11. Give me that. | 27. Are you going to-night? |
| 12. Was he willing. | 28. What are you doing? |
| 13. She can't see them. | 29. Will you play with us to-morrow? |
| 14. Let me tell them. | |
| 15. Does he hear you? | |
| 16. Show them how it is done. | |
| 30. What were you saying? | |



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HURRAH, VACATION TIME

99

A BOY'S SONG

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

Where the blackbird sings the latest,
Where the hawthorn blooms the sweetest,
Where the nestings chirp and flee,
That's the way for Billy and me.

Where the mowers mow the cleanest,
Where the hay lies thick and greenest;
There to trace the homeward bee,
That's the way for Billy and me.

Where the hazel bank is steepest,
Where the shadow falls the deepest,
Where the clustering nuts fall free,
That's the way for Billy and me.

Why the boys should drive away
Little sweet maidens from the play,
Or love to banter and fight so well,
That's the thing I never could tell.

But this, I know I love to play
Through the meadow, among the hay:
Up the water and o'er the lea,
That's the way for Billy and me.

— *James Hogg.*

1. What is the thought that makes you happiest when you think of vacation?
2. Tell of one thing that you have planned to do.
3. What line in the poem just given brings to you a clear summer picture? Describe the picture.
4. And now — a happy vacation to you. Have a good time and come back prepared to share your rich experiences with your classmates.

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