

SELF-HELP
ENGLISH LESSONS
BOOK TWO

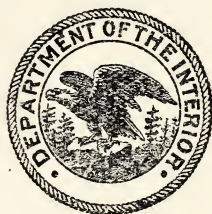


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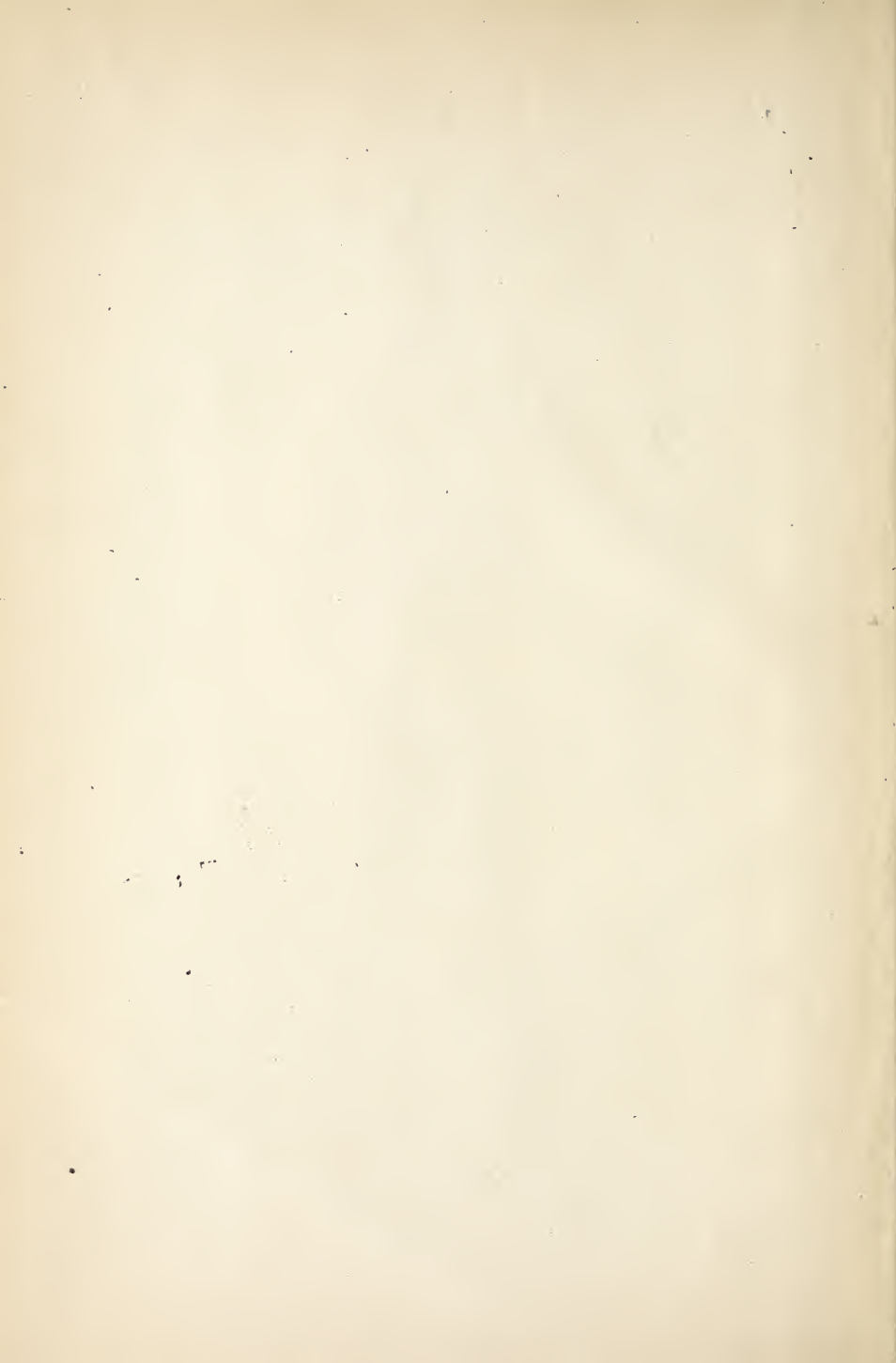
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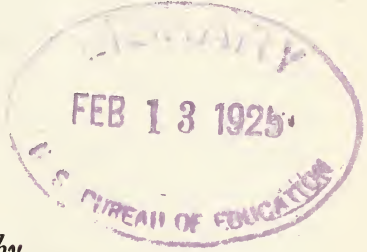
Self-Help English Lessons

Book Two

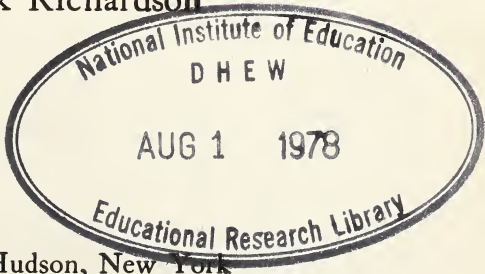
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WORLD BOOK COMPANY

THE HOUSE OF APPLIED KNOWLEDGE

Established, 1905, by Caspar W. Hodgson

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The outstanding demand of the present era upon the schools is that educational processes be socialized as the most direct means of cultivating a spirit of genuine democracy. Since language is the fundamental social activity, the teaching of English must play an important rôle in realizing the ideal set before the schools. The books of the *Self-Help English Lessons* series represent the response of publishers and authors to the challenge of the times. While in no degree curtailing individual development, they seek to teach language in such a way that its social significance will be more or less consciously realized from the outset, and its relation to good citizenship will become thoroughly established in the higher grades

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FOREWORD

THE title "Self-Help English Lessons" clearly sets forth the general purpose of the series of textbooks of which this is a unit. The books aim to teach children not only to use the English language correctly and effectively, and to enjoy it with constantly growing appreciation, but also to become independent and self-reliant in their efforts to reach the goal.

In pursuance of these aims, the books are, as far as is possible, self-teaching. While this quality by no means eliminates the teacher, the books, instead of being tools in her hands, become her allies.

This book occasionally calls for unstudied dictation exercises, and a few other lessons requiring the use of matter that the pupils should not see in advance. In order that this matter may be conveniently at hand, a "Teacher's Supplement" containing it all will be given free of charge to all teachers whose pupils use this book. The supplement is small, and may be pasted into the desk copy of the language book.

Although the three books of the "Self-Help English Lessons" series are self-teaching, the book for teachers entitled "Self-Help Methods of Teaching English" will prove invaluable to experienced and inexperienced teachers alike. The advent of projects, the emphasis now placed on oral composition, and the necessity for training in self-help methods of study have introduced new and perplexing problems that tax the resources of the strongest teacher. "Self-Help Methods of Teaching Eng-

lish" gives a wealth of practical suggestions for dealing with these and other types of English problems.

Special acknowledgment for invaluable assistance is made to the following teachers: Miss Lillian E. Rogers, Principal of the Friends' West Philadelphia School; Miss Katherine Morse of the New York Training School for Teachers; Dr. Frank M. McMurry, Professor of Elementary Education at Teachers College, Columbia University; and Mr. John J. Mahoney, Massachusetts State Supervisor of Americanization and Principal of the Lowell State Normal School.

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BOOK TWO

A MESSAGE TO THE GIRLS AND BOYS

DID you ever think that there are two New Year's Days in the year?

To begin with, there is the first of January. Father Time has allowed the weary Old Year to lay down his scepter, and the young, joyous New Year begins to reign. Then there is the second New Year's Day — the day when you enter a higher grade at school.

Like the first day of January, the school New Year's Day is a beginning day, and it too should be a joyous day. The old year and the old grade, happy and pleasant though they were, are both left behind. You will not forget the past, but if you are a wide-awake girl or boy, you will be eagerly "looking forward and not backward."

Read the story of "Bobby Trotter's New Year's Gift" with your teacher for your first lesson. It will give you something to think about on this New Year's Day, and something to remember through all the days you are in the higher grade.

And now "A Happy New Year" to you all!



FR

“I give my heart and my hand to God and my country!”

1. BOBBY TROTTER'S NEW YEAR'S GIFT

It was New Year's Eve — the night before Bobby Trotter was to enter the fourth grade. On the back of a chair hung his new clothes. How fine they looked! Bobby's eyes sparkled as he thought of the four pockets in the jacket and of all that he could crowd into them. And his mother had promised not to sew up a single pocket!

On the floor stood a pair of shining new shoes, and on the table lay his new hat and a pretty plaid tie that he had earned himself. Everything was ready, or at least Bobby thought so, which was about the same thing.

With a last fond look at his treasures, Bobby turned out the light and jumped into bed. Scarcely had his curly head touched the pillow when something happened.

Dancing gayly along a moonbeam, a dainty little fairy entered the room. She was dressed in fluffy white, and her gauzy wings were of delicate green. Her wand glistened like silver in the moonlight.

Passing the new clothes, she flew directly to the chair on which Bobby had carelessly thrown his old clothes when he took them off. To Bobby's astonishment, she began to search the pockets of his jacket.

"Dear me!" thought Bobby as he watched her. "I didn't know that fairies were pickpockets!"

Pretty soon he saw the fairy draw a little book from a jacket pocket. In the bright moonlight he could read the words on the cover:

THIRD-GRADE PICTURE BOOK

BOBBY TROTTER, *Artist*

While Bobby was wondering how the book got into his pocket, the fairy came to the bed and said in a sweet, tinkling voice, "May I look at your book, Bobby?"

"Let's look at it together," answered Bobby, who at once took a fancy to the fairy.

The little sprite opened the book and turned the pages, one by one. Some were fair and white, with beautiful pictures, and others were covered with ugly blots.

"Who drew that picture?" asked Bobby, as they came to a page more beautiful than the rest.

"Why, Bobby," laughed the fairy, "you drew it yourself. Don't you remember the day you wouldn't allow the big boys to bully little Tom Sands on the playground?"

"Did I make all the pictures?" asked Bobby, very much interested.

"Yes, Bobby, every one," replied the fairy. "Every time you remembered to be polite or helpful, or did your work well, or had a struggle with a bad habit, or played fair at home or at school, you made one of the pictures."

"But who made the blots?" complained Bobby, beginning to feel that some one had played a trick on him. "They spoil the book."

"Ah, Bobby, you made those too," explained the fairy. "This big one was made one day when you enjoyed the stories told by the other children but had none ready to give in return. These little blots came when you used a word that has no right to be in our beautiful language. The others splashed upon the pages when you were careless, or forgot to be polite, or —"

"Please stop," interrupted Bobby. "Can't we get rid of the blots?"

The fairy did not answer at once. She looked squarely at Bobby with her clear, blue eyes. What she saw in his chubby face made her look very happy.

"Yes, Bobby," she said, "not the tiniest blot shall

remain." Then she waved her wand over the blotted pages, one by one. Instantly they became white and shining.

"Shall we leave the picture pages?" asked the fairy.

"No," answered Bobby, "please change those too. I think I'd rather make new pictures."

"That is just what I should do if I were in your place," she tinkled. "But beautiful pictures can never really be destroyed; so there will be something to remind you of the ones you made last year."

Once more she waved her wand, and all the pictures disappeared. But on every shining page where a picture had been, now blazed a golden star! On the cover were these words in letters of gold:

FOURTH-GRADE PICTURE BOOK

• BOBBY TROTTER, *Artist*

"This is my New Year's gift to you, Bobby," whispered the fairy. Then she flew to his new clothes, slipped the book into a jacket pocket, leaped upon a moonbeam, and was off. But just before she disappeared, she called back merrily, "A Happy New Year, Bobby!"

GETTING READY FOR THE NEXT LESSON

When you were having good times during the long vacation, did you decide which you would share with your classmates when school opened? You were asked to come prepared to tell about a jolly time you had, or to report something you learned by using your eyes. Some of you surely remembered.

Tomorrow you will begin to tell these stories. If

there are new pupils in the class — pupils who did not use this book last year — they may be the audience for the first of the story-telling days. If any forgot to come prepared, they should make up for it by thinking out a specially interesting story now.

When thinking out your stories, keep in mind the five things you tried to do last year : have an interesting story to tell ; tell it in short, clear sentences ; let your voice help in every possible way ; tell things in their right order ; and do not begin many sentences with the same word.

2. TELLING VACATION STORIES

Telling the vacation stories will be a good way to get acquainted with each other. Those who were in the class last year may tell their stories the first day. Make a special effort to interest the new pupils.

On the second day those who did not have time to do so on the first day may tell their stories.

Should you like to begin a book of stories to put into a class library? If you should, select by vote three or four of the best ones. Perhaps the champion story-tellers will be glad to write their stories during a study period. These will then be saved for the book.

3. WRITING DATES

If you are to save some of your stories, you should write on each the date on which the story was written. What good reason for this can you think of?

Here is a date properly written :

September 15, 1922

What mark sets off September 15 from the year? How does the comma help you in reading the date? When you read the date, does your voice set off September 15 from the year?

If you are not sure that you can spell the names of the months, study them thoroughly now. Which names are the hardest to spell? Pronounce all the names very distinctly. Do not forget the *r* in the second syllable of *February*.

January	April	July	October
February	May	August	November
March	June	September	December

Write the date of your last birthday; the date of next Christmas; the date of Independence Day two years ago; today's date; last Washington's Birthday; two dates dictated by your teacher.

For practice it will be a good plan for several to write the date on the blackboard every day until all can write it *promptly* and *correctly*.

After this, whenever you have a written lesson, write the date on your paper. The upper right corner is a good place for it, but there is no rule. Your teacher will help you to decide where to place it.

The names of the months begin with capitals.

A comma sets off the day of the month from the year.

4. TELLING STORIES FROM A PICTURE

Can you read the story in the circus picture? You may all help make a word picture of it.

Will you need to mention the animal cages in telling the story? What other things need not be mentioned? Why did the artist put them into the picture?

Tell the story as if you were the boy in the picture. Which of the following sentences would make the best beginning sentence? Why?

Once I went to a circus.

I shall never forget my first ride on an elephant.

Such fun as I had at the circus!

Don't ride on an elephant if you are timid.

Read the third sentence as the mark at the end tells you to read it. It is called an *exclamation mark*. Pronounce *exclamation* five times after your teacher.

Remember that the exclamation mark always shows that the writer wished to express strong feeling of some sort. What feeling does this sentence express?

Think of other beginning sentences, and choose one that would make an audience eager to hear the rest of the story. Your teacher will write the story on the blackboard as you build it sentence by sentence.

Read the story aloud, and see if it can be improved.

5. STUDYING BEGINNING SENTENCES

Here is a composition written by a boy of about your age :



I have a dog. His name is Fido. Fido can march on his hind legs. Whenever he hears music, he begins to parade. He is the pride of the entire block.

In what respects is the story well told? Does the first sentence make you eager to hear the rest of the story? Where does the interesting part begin? Change the story so that it will have a good beginning sentence.

Suppose you wished to tell that you went to a picnic, rowed on the lake, and fell into the water. Give good beginning sentences. The class may choose the best one.

Give good beginning sentences for a story of a surprise party you had on your birthday.

Give good beginning sentences for stories you might tell about pictures in your readers.

For your next lesson you may tell short stories about a pet, a toy, a frolic you have had, or some exciting experience. How should the beginning sentence make the listeners feel?

6. TELLING THE STORIES

After each story has been told, the children may decide if the first sentence aroused their interest. If it did not, help the story-teller get a better beginning sentence.

Do you realize how much you can help your classmates during language lessons by telling what you

think of their stories? Of course, they will not enjoy having you find fault with them. But if you very politely suggest some way in which a story can be improved, the pupil who told it will be glad of your help and will be glad to help you in turn.

Talk over with your teacher the best ways to criticize stories. Remember that when you criticize, you speak of the good things as well as of those that are not so good.

Why is it a good plan to mention the good things first? Why is it useless to mention matters that can be improved unless you are ready to tell *how* they can be improved?

7. COPYING LESSON

Before you begin to copy the following note, some one may tell how it should first be studied. The class may give any step that is omitted. Review Section V, page 244.

Give a reason for every capital and every mark. Which mark shows how the writer felt? Show how she would have spoken the sentence followed by the exclamation mark. What feeling does the sentence express?

Give special attention to the spelling of *dear*, *Saturday*, *such*, *thought*, *minute*, *loving*. Why should you write very plainly?

When should the punctuation marks be made? Do you always remember this?

Dear Mary,

Did you ever ride on an elephant? Tom and I did last Saturday at the circus. Such a scare as I had! I thought every minute I should fall off. Tom must feel my arms around his waist yet.

Your loving cousin,
Jennie

You should copy the note perfectly. Be sure to date your paper. Correct if necessary, but remember that it is the work you do the *first time* that helps form good habits.

8. DICTATION LESSON

Today you are to have a dictation lesson you have never seen. Review Section VI, page 244.

Your teacher will first read the entire lesson. Decide if the sentences should be written separately or as a paragraph. Give a reason for your opinion.

The sentences will then be read again, one by one. Do not begin to write until you have the entire sentence in your mind. Say it to yourself without making any sound with your lips.

9. REVIEWING POEMS

During the third-grade year you learned at least four poems. Review these before your next lesson, and be ready to recite any of them.

If the new pupils in the class have learned any poems, it will be particularly interesting to hear them.

If you learn at least four poems each year, beginning with the third grade, how many will you know at the end of the eighth grade? How many will you know if you remember also two poems learned in the first grade and two in the second?

RECITING THE POEMS

When reciting your poems, think of the pupils who were not in your class last year. Try to bring out the meaning and the beauty of the poems so that they will wish to learn the same ones. Listen carefully when they recite the poems they learned in some other school.

Ask your teacher to allow you to review these poems now and then so that they will not be forgotten.

For your next lesson you may review the short stories you committed to memory last year. These too you should learn so that you will never forget them.

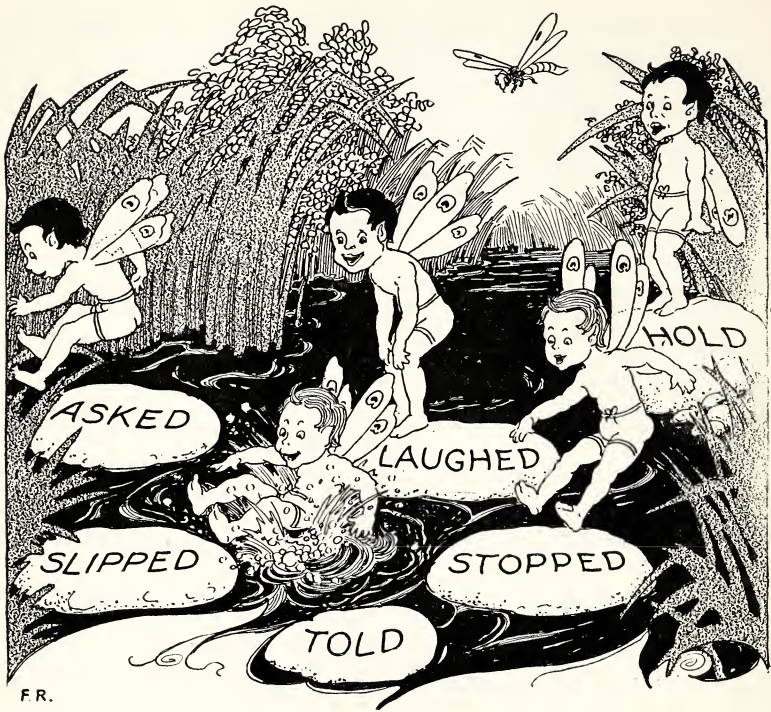
10. REVIEWING STORIES

When telling the stories, be sure to stand where all can see you and to speak so that all can hear.

Try to tell them as if they were your own stories. Make the listeners enjoy hearing them.

Which pupils told the stories well? Did they speak as if they enjoyed them?

These stories, also, should be reviewed from time to time.



11. DAILY DRILL EXERCISE

PRONOUNCING WORDS CORRECTLY

Why should we pronounce all words distinctly? Did you ever hear any one say, "He *tole* me"? What should have been said? A good many children and some older people do not pronounce the last letter of words. See how many can cross the brook without tumbling into the water.

Read these sentences :

1. Who told the news?
2. A little bird told me.
3. The robin told the wren and the sparrow.
4. The clock stopped suddenly.
5. Columbus asked for ships and money.
6. Fred laughed when he slipped.
7. Will you hold my pony?

Use for a few days these words and sentences in your three-minute drills. Read over the words in Section XI, page 247, and make a list of any that still give you trouble. Review these also every day.

12. STORIES TO LEARN

THE BOY WHO STOLE APPLES

A farmer found a boy in one of his trees, stealing apples. He told him to come down, but the boy refused. "Very well, then, I will bring you down," said the farmer. He pulled some tufts of grass and threw them at the thief. This only made the boy laugh. "If neither words nor grass will do, I will try something else," said the old man. Then he pelted the boy with stones. The culprit quickly came down and begged the farmer's pardon.

Do you remember what a fable is? Read this one. What does it teach?

What is a culprit? If you do not know, find out from the way in which the word is used. Show by moving your arms how the farmer pelted the boy with stones. Show how the boy clambered down.

What is a tuft of grass? Notice how *neither grass nor words* is used in the story. Use the following groups of words in original sentences: *neither gold nor silver, neither cold nor hot, neither Ben nor Frank.*

HOW THE BUTTERFLIES CAME

Have you seen the beautiful red, white, and yellow butterflies that look like flowers? Once upon a time they really *were* flowers. They flapped their pretty petals as if they were wings. Suddenly off they flew! For a long time they frolicked in the warm sunshine, and then went back to their stalks. They behaved so well that the Flower Fairy allowed them to fly every day. By and by their petals became real wings, and the flowers turned into butterflies.

HANS CHRISTIAN ANDERSEN

Read this little story. Take special care to bring out the meaning of the second sentence. What are the petals of a flower? What color are the petals of a buttercup?

Have you ever noticed how much like a butterfly the sweet-pea blossom looks? A great poet once described it as being "on tiptoe for a flight." Do you think that is a good description? Perhaps Hans Christian Andersen was thinking of sweet peas when he wrote the story.

Use these words in sentences of your own: *flapped, frolicked, stalks, real.* Write on the blackboard some of the sentences.

Each of you may choose one of these stories to commit to memory. Your teacher will tell you when to be ready to recite it.

Learning these stories will help you not only to form good sentences, but also to learn words you are not accustomed to use. Try to use at other times than when telling the stories the words that you learn.

For your next lesson you will need a piece of paper six inches square and a pair of scissors.

13. FOLLOWING DIRECTIONS

Remember that two things should always be done before carrying out a direction. Think what you are to do, and plan how to do it.

Carry out each of the following directions before reading the next one. Read! Think! Act!

1. Place the lower edge of the square on the upper edge and crease the fold. Open.

2. Place the upper edge upon the fold just made and crease the fold. Open.

3. Place the lower edge upon the first fold made and crease the fold. Open.

4. Turn your paper halfway around. The folds should now extend up and down instead of from right to left.

5. Fold the paper again by following once more the first three directions. How many small squares have you now?

6. Find the square in the upper right corner. Cut the lower edge of this square.
7. Cut the lower edge of the upper left square.
8. Cut the upper edge of the lower right square.
9. Cut the upper edge of the lower left square.
10. Fold the two middle squares at the right so that they will stand upright.
11. Do the same with the two middle squares at the left.
12. Make the upper row of squares stand upright.
13. Make the lower row of squares stand upright.
14. Slip the extra square at each corner inside the side square next to it. Paste it to this square, or fasten it in some other way.
15. What have you made?

Before your next lesson you may fold another square just as you did today. Try to make a table, a chair, a tent, or some other simple object. Cut on the lines, or cut out squares. Bring the object to class, and, if possible, do not show it until your turn comes to recite. You will then explain how you made it.

14. EXPLAINING HOW THINGS WERE MADE

Tell clearly how you made the object, step by step. If the other pupils do not understand, they should ask questions.

Look out for the word "then." Here are two stories to compare :

I cut out a square. Then I folded it into sixteen small squares. Then I cut out the corner squares. Then I folded . . . and so on.

I cut out a square and folded it into sixteen small squares. I cut out each corner square. When this was done, I folded. . . . Then I . . . and so on.

Which way do you like the better, and why?

15. SPELLING REVIEW

Review all the words studied last year. They are in Section XII, pages 248 and 249. Review also the names of the months on page 125.

Perhaps your teacher will use a period for having a spelling match. Use these words and others you need to review.

DAILY DRILL EXERCISE — REVIEW

Review for a few days the *come* and *came* and the *did* and *done* exercises on page 241. Be ready promptly, so that no time will be lost.

16. STUDY OF A POEM

AUTUMN FIRES

In the other gardens
And all up the vale,
From the autumn bonfires
See the smoke trail!

Pleasant summer over,
And all the summer flowers, —
The red fire blazes,
The gray smoke towers.

Sing a song of seasons!
Something bright in all!
Flowers in the summer,
Fires in the fall.

ROBERT LOUIS STEVENSON

Try to see the pictures in this poem as your teacher reads it to you. What is a *vale*? Do you see the smoke trail? Show how it trails by using the side of a piece of crayon on the blackboard.

What word in the second stanza tells how the smoke rises? Make the picture on the blackboard.

Why do people make bonfires in autumn? What are some of the things they burn? Do you enjoy seeing the fires as Robert Louis Stevenson did?

Read the poem aloud. What do you like about it?

17. GROUP STORY-TELLING

Do you remember the poem, "Who Loves the Trees Best"? Review it.

Today you may decide which season loves the children best. Divide the class into five groups. One group will be the judges. Each of the remaining groups will represent one of the seasons. Each group should have a leader.

The teacher will ask, "Who loves the children best?"

The leader of the spring group begins, "I love them best. I give them," etc., telling in simple, clear sentences the many good and pleasant things that spring does for children. When the leader has finished, the remaining pupils in the group may tell anything they wish to add.

The teacher then asks the same question of the other groups. At the last the judges may tell which season best proved its case.

18. ANOTHER AUTUMN POEM

GOLDENROD

Spring is the morning of the year,
And summer is the noontide bright ;
The autumn is the evening clear
That comes before the winter's night.

And in the evening, everywhere
Along the roadside, up and down,
I see the golden torches flare
Like lighted street lamps in the town.

I think the butterfly and bee,
From distant meadows coming back,
Are quite contented when they see
These lamps along the homeward track.

But those who stay too late get lost ;
For when the darkness falls about,
Down every lighted street the Frost
Will go and put the torches out.

FRANK DEMPSTER SHERMAN

Here is another autumn poem. The poet is thinking of the year as a long day. What part of the day is spring? What part is summer? What part is autumn? What part is winter?

Does the poem give a city or a country picture? Why does the poet compare the goldenrod to street lamps? How did the torches help the little workers? What happened to those who stayed too late, and why?

What words, or groups of words, do you particularly like? Read the poem several times, trying each time to see the pictures more distinctly.

You may learn either this poem or the one on page 137. Your teacher will tell you when to be ready to recite the one you choose.

19. COPYING LESSON

Copy the first stanza of "Goldenrod," after studying it carefully.

With what kind of letter does each line begin? Look at other poems. Do the lines begin in the same way? Does each line begin a new sentence? It is the custom to begin each line of poetry with a capital letter, even though the first word does not begin a new sentence. Never forget this capital. Copy the mark in "winter's." You will soon learn why it is used.

The first word of every line of poetry begins with a capital letter.

What other uses of capitals have you learned? Review Section VII, pages 245 and 246. Write on the blackboard a sentence for each of the uses.

20. TELLING STORIES FROM A PICTURE

Read the picture on the following page. Are the children enjoying themselves? What different things may they be watching? Think of as many as possible. Which will make the best story, and why?

The class may decide who in the picture shall tell the story. Suggest words that you will need to use. Think of good beginning sentences. Choose one and finish the story, all helping.

When it has been written on the blackboard, read it once more and see if it can be improved. You may think of better words than were used at first.

21. WRITING A STORY

Today you may each write a story about the picture, but play that the children are looking at something different from what was chosen for the other story. Some of you may think of something not mentioned before.

Remember these directions :

Choose your beginning sentence carefully.

Think in short sentences.

Think out your story as if you were going to tell it orally.



Do not write a word until you have the entire sentence in mind.

Remember margins, indention, capitals, marks, and spelling.

Do your best! Some of these stories will be put into the class storybook.

22. DAILY DRILL EXERCISE

PRONOUNCING WORDS CORRECTLY

Buzz! buzz! buzz!

This is the song of the bee.

His legs are of yellow;

A jolly good fellow,

And yet a great worker is he.

MARIAN DOUGLASS

Read this little poem. What color are the bee's legs? What is he called in the fourth line? Pronounce *yellow* and *fellow* very distinctly.

Read the following words as rapidly as you can and still pronounce them distinctly: *yellow, fellow, mellow, follow, hollow, window*. Read the sentences:

1. The bee is a jolly fellow.
2. His legs are yellow.
3. How mellow the peaches are!
4. Follow the leader.
5. Please open the window.
6. May I borrow your eraser?
7. The jack-o'-lantern was hollow.

Use for a few days the words and sentences in your three-minute drills. Read also *once* each day a set of last year's "correct use" sentences which you need to review. They are in Section III, page 241.

23. STUDY OF TITLES

The name of a book, or a story, or a poem is called its *title*. What is the title of this book? What is the title of the story on page 121? What is the title of the poem on page 139? What is the title of the poem you studied several days ago? What was the title of your last reading lesson?

Here are some titles taken from readers :

1. The First Rose of Summer.
2. The Lion and the Mouse.
3. The Ten Fairy Servants.
4. The Palace of the Princess.
5. Christmas in the Olden Time.

Does the first title tell something about *The First Rose of Summer*, or does it simply name it? Look at the other titles. Do they simply name things, or do they tell something about them?

The title is a kind of label to tell you what the story is about, just as the label on a fruit jar tells you what is in the jar. A label might read, "There is raspberry jam in this jar," but the words "Raspberry Jam" tell you what is in the jar quite as well as the sentence would.

In the same way a book might say, "This story tells about Little Red Riding Hood." But if you see the words "Little Red Riding Hood" at the head of the story, you know at once what the story is about.

Which words in the titles begin with capital letters? These capital letters make the important words stand out very plainly. Which words in the titles are not written with capitals?

The first word, the last word, and all other important words of a title begin with capital letters.

24. MAKING TITLES FOR STORIES AND PICTURES

Try to have your title tell clearly what your story is about. If you were to tell about a trick of your dog, would "Fido" be a good title? Why not? In trying to get a good title, it is a helpful plan to think first of a sentence. You might say, for instance, "I am going to tell how Fido marches." You will see then that "How Fido Marches" makes a good title.

With the help of your teacher, make titles for stories you might tell about the pictures on pages 127 and 142. Make several for each picture.

Where is the title of a story written?

After this, whenever you tell or write a story, give it a title.

SEAT WORK

For seat work you may each write the title and the first sentence of a story. Have this ready for your

next lesson. Another pupil will finish the story. Think out the entire story so that you can compare your ending with the one given in class.

In arranging your work, think whether the title is long or short before beginning to write it. You will then be able to place it well.

25. FINISHING STORIES

In class you may exchange papers, and finish the stories given to you. Your teacher will give you a few minutes to think out the rest of the story. *Think quickly! — but think!*

When called on, read what is on the paper, and then finish the story as though it were all written. The pupil who wrote the first sentence may tell his ending if it is more interesting.

Write the story during your next study period, copying the part written by another pupil. Some of these stories will be put into the class storybook to finish it. Each pupil should have at least one story in the book.

What pleasant things can you do with the book?

26. STORIES TO LEARN

THE BOYS AND THE FROGS

A number of frogs were once playing beside a pond. By and by some boys came that way, and the frogs dived into the water. As soon as a frog raised its head, the

boys pelted it with stones. At last one of the frogs said, "Boys, have you never thought that what is fun for you may be death to us?"

What does *pelted* mean? In what other story was this word used? What does this fable teach?

Recite the stanza of poetry beginning, "He prayeth best." If you do not recall it perfectly, borrow a copy of Book One and learn it once more.

THE MOON'S COAT

The moon once asked a fairy to make a coat for her. The good fairy cut out the coat, and in a few days the moon came to try it on. The coat was far too small. When the seams had been let out, the moon came again. This time the coat was too large. "How can I fit you when you are always changing your size?" asked the fairy. "Sometimes you are a full moon, and sometimes you are a new moon. Then again, you are neither the one nor the other." So the moon had to go without a coat.

Read the story. Draw on the blackboard pictures of the new moon and the full moon.

Study one of these stories so thoroughly that you can tell it well. Hold rather closely to the words of the book. Or, if you know any good story about "The Man in the Moon," and prefer to tell that, you may do so. Think out the story carefully, and tell it in short sentences. Your teacher will tell you when to be ready to tell the stories.

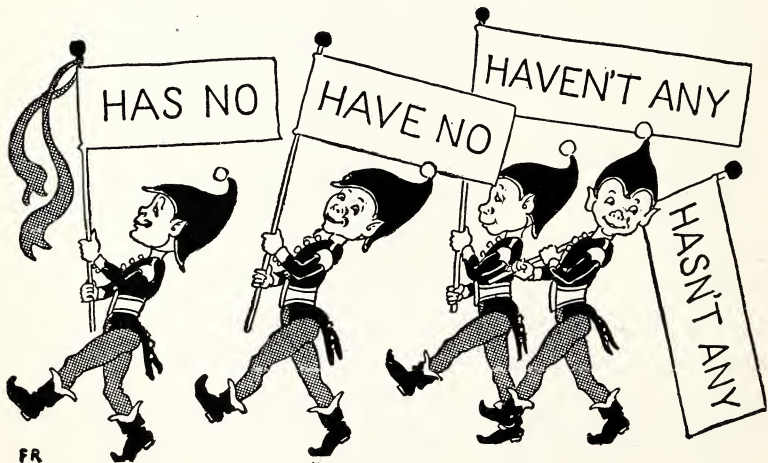
27. DAILY DRILL EXERCISE

A LANGUAGE DRIVE

In a lower grade you will remember that you had two language drives to get rid of *ain't* and the wrong use of *did* and *done*. Review these words in Section III, page 241.

Do you still have trouble with any of these words? If you do, read *once* each day in your drills the sentences containing the correct forms. Remember that a language drive will do no good *unless you conquer the bad habit*. One of these wrong forms will spoil an entire sentence or paragraph, just as saying that eight times six are forty-two would spoil an example in arithmetic.

In this drive you will try to get rid of the incorrect expressions *haven't no*, *haven't got no*, and *ain't got no*.



They are used sometimes instead of *has no*, *have no*, *hasn't any*, or *haven't any*.

Use for a few days the following exercises in your three-minute drills :

1. Have you any papers?
2. No, I haven't any.
3. Father hasn't any time to spare.
4. Baby hasn't any teeth.
5. The sun hasn't set yet.
6. I haven't any pencil.
7. We have no time to play.
8. The grocer has no sugar.

I have no
I haven't any
You have no
You haven't any

She has no
She hasn't any
It has no
It hasn't any

They have no
They haven't any
We have no
We haven't any

Form two teams and try to help your side win. You may carry on the drive as you did in the third grade, or you may plan a new way.

If your class does not need this drive, with the help of your teacher choose some mistake that many of you make, and plan a drive to overcome it.

28. A LANGUAGE GAME

TRADES AND TOOLS

The class may think of as many tools as possible. Remember that people who write and sew and cook use tools as well as carpenters and masons.

Write on the blackboard the names of the tools. Each child may choose one and write it on a small piece of paper.

The first pupil acts as if using the tool he chose, and the leader tries to guess what tool it is. He may say, for instance, "Have you a needle?" If this is a good guess, the one questioned replies, "Yes, I am a dress-maker." The leader takes the slip and tries to guess what the next child has.

If it was not a good guess, the child questioned answers, "No, I haven't any needle. I am not a dress-maker." This child then takes the place of the leader and tries to guess what the second child has.

Notice that whenever a wrong guess is made, two sentences must be given in answering. The first denies having the tool named, and the second denies belonging to the trade using the tool.

Play the game rapidly. If any one uses a wrong expression in answering, a forfeit must be paid. What would make a good forfeit?

29. CONTRACTIONS

For what two words does *hasn't* stand? Which letter of *not* is omitted in the short form? Notice the mark that takes the place of *o*. It is called an *apostrophe*. It is as much a mistake to omit the apostrophe as it would be to omit a letter. In writing an apostrophe, make a short, straight mark as in *hasn't*.

A short form made in this way is called a *contraction*. Pronounce *contraction* and *apostrophe* several times very clearly.

Write the contractions of *have not*, *do not*, *does not*, *did not*, *would not*, *could not*, *has not*. They are all formed alike. The contraction of *cannot* is *can't*; how many letters were omitted? The contraction of *will not* is not made in the same way; it is *won't*.

Mary said, "I'll try, mother." For what two words does *I'll* stand? Write the contractions of *you will*, *he will*, *they will*, *she will*, *we will*. What letters are omitted?

Contractions are used more often in speaking than in writing. They are sometimes used in writing familiar letters or in writing conversation. If you notice them when you find them in stories, and think how they are formed, you will soon be able to write them when you need to do so.

A contraction is a short form made by omitting one or more letters.

An apostrophe is used in a contraction to take the place of the letter or letters omitted.

30. STUDY OF A STORY

RHODOPIS AND HER BEAUTIFUL SLIPPERS

Once upon a time, while Rhodopis was wading in the river, she put her little red slippers on the bank. High up in the sky, an eagle saw them. He swept down, seized them in his beak, and flew away.

Rhodopis sank down upon the river bank and shed bitter tears. The red slippers were the gift of her fairy godmother, and they were the only beautiful things she had. Her dress was in tatters, and her cloak was faded and worn. "My beautiful slippers are lost," she cried. "What shall I do without them?"

"You shall have your slippers again, and something else besides," said her godmother, who suddenly appeared. "Do as I say, and all will be well. Go at once to the palace." So Rhodopis pattered off in her little bare feet.

All this time the eagle was flying to the palace, where the king and queen were sitting upon their thrones. He flew into the great hall and quietly laid the slippers in the queen's lap.

The lords and ladies-in-waiting were astonished when they saw the eagle. Some said "Oh!" and some said "Ah!" and some said "How strange!"

But the king and queen thought only of the dainty little slippers. You must know that they had two fine sons, but no daughter. Often and often they had wished that there were a little princess running merrily about the palace. And now they talked to each other in low tones and looked very happy!

A moment later the king cried to a herald, "You are commanded to find the owner of the slippers. She shall be our daughter — a royal princess."

The herald thought that such beautiful slippers must belong to some very rich person; so he took them to one court lady after another. Not one of them could so much as crowd her toes into the slippers.

Just as the herald was setting out to search among the rich maidens of the city, Rhodopis reached the palace. She stood at the door, trembling with fear, but her cheeks were as red as roses.

"Come in, Rosy-Cheeked One," said the king, kindly. "What is your name?"

"Rhodopis," answered the girl, as she timidly advanced into the hall.

"And what can we do for you, Rhodopis?" asked the king.

"O king," she sobbed, "I have lost my beautiful slippers, and I am looking for them."

"You are welcome, Rhodopis," exclaimed the king. "We have been searching for you."

Descending from the throne, he led Rhodopis to a seat. Then he took the slippers from the herald and with his own hands put them on the girl's tiny feet.

At that instant the fairy godmother appeared and touched Rhodopis with her wand. Her ragged dress changed into a robe of cloth-of-gold, and a tiny golden crown sparkled on her flowing curls.

Amid great rejoicing the king led Rhodopis to the queen, who was waiting to welcome her. And this is how Rhodopis found her slippers and became a princess at the same time.

Read the story aloud. Try to use your voices just as the persons in the story must have used theirs.

What happened as Rhodopis was wading in the river? Who tried to comfort her, and how? Tell in a short story what happened at the palace when the eagle arrived. What happened after Rhodopis appeared? Tell the end of the story.

GETTING READY TO PLAY THE STORY

Plan how many players are needed, where each scene shall take place, and how the throne room shall be arranged.

Show how the eagle seized the slippers and flew away with them. How did Rhopodis say, "My beautiful slippers are lost!"?

Several children may tell how the lords and ladies said "Oh!" and "Ah!" and "How strange!" Notice the exclamation marks after these words. They tell you how to use your voice.

Show how Rhodopis spoke timidly to the king. Several may show how they think the king would kneel and put the slippers on the girl's feet. Plan for the scene of rejoicing at the last.

WRITING A NOTE

Each of you may write a short note to your teacher, telling her which of the players you would prefer to be. Do not forget any of them when making up your mind, and be sure to give the reason for your choice. This will help your teacher choose the players, although it may not be possible for her to give each of you the part you chose.

31. PLAYING THE STORY

After one set of children appointed by the teacher has played the story, another set of players may volunteer. Those in the second set should try to improve on the first set of players.

Should you like to play the story again in a few days and invite some one to visit you? Write a note of invitation in your next study period, and send one of the best notes by messenger.

32. CONVERSATION LESSON**HALLOWE'EN FUN**

What merry time have you had on Hallowe'en? Did you use jack-o'-lanterns? Talk over interesting Hallowe'en tricks and sports, the ones that make fun and at the same time harm no one.

At the last, one pupil may dictate directions for making a jack-o'-lantern, giving the steps in their proper order. The others may pretend that they have pumpkins and knives and act as if they were really making the lanterns. If any direction is not perfectly clear, ask questions.

33. DESCRIBING JACK-O'-LANTERNS

Here is a group of jack-o'-lanterns to get acquainted with. Which one would you choose if you wished a jolly companion? Which Jack has forgotten that he was once a boy? Which Jack is very much astonished at Hallowe'en tricks?



Which one might you name Jack Goodfellow? Try to think of good names for the others. Think of as many words as possible that describe any of the jack-o'-lanterns. At the last describe one fully.

34. DICTATION LESSON

Study the following note carefully. Copy it as seat work. You will write it from dictation in your next lesson. Be ready to give the reason for every capital and punctuation mark.

Dear Harry,

Yesterday I made a jack-o'-lantern. He looked very kind and jolly. I named him Mr. Merryman. Next Wednesday evening we are going to have some fun together. Will you make a Mrs. Merrywoman lantern and go with us? Somebody is going to have a surprise!

Your friend,
Pete

35. STORY TELLING

Imagine that Pete and Harry gave you a surprise on Hallowe'en. Tell where you were, and what they did with Mr. Merryman and Mrs. Merrywoman. Perhaps you will be able to show that you succeeded in giving the boys a surprise, too.

Do not decide too hastily what story you will tell. Take time to think out a merry frolic that will astonish and please your classmates. When the stories have all been told, choose the one that was most interesting.

36. WRITING "CORRECT USE" SENTENCES

Last year you learned to use correctly the following words: *is* and *are*; *was* and *were*; *did* and *done*; *saw* and *seen*; *run* and *ran*; *came* and *come*; *went* and *gone*. Which of these words *never* need helping words like *has* and *have*?

Give orally sentences using *is*, *are*, *was*, and *were* correctly.

Half the class may then write a sentence for each of the other words which *do not* need helping words like *has* and *have*. The rest may write a sentence for each word that needs a helping word.

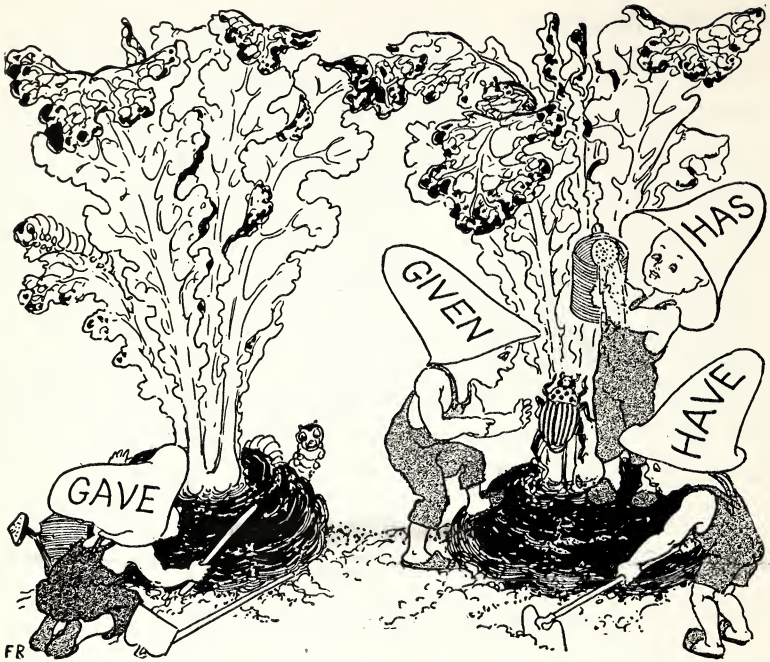
Read the sentences. Raise hands at once if a mistake is made, and correct it.

37. DAILY DRILL EXERCISECORRECT USE OF *Give*, *Gave*, AND *Given*

Children all over the country sometimes say *give* when they should say *gave*, and *gave* when they should say *given*. Look at the picture on the next page. Which of these words is working alone? Which word has helpers?

The words are used correctly in the following sentences:

1. Will you please give me an apple?
2. Yes, I will gladly give you one.
3. To whom did you give your ball?
4. I gave it to my brother.
5. Mother gave me a nickel.
6. Who gave you your watch?



7. Santa Claus gave it to me.
8. He gave father an overcoat.
9. He gave the baby a rattle.
10. I have given away my knife.
11. Mother has given me a doll.
12. What have you given to her?

I gave

I have given

We gave

We have given

You gave

You have given

He gave

He has given

They gave

They have given

It gave

It has given

Use for a few days these sentences and groups of words in your three-minute drills.

Read also *once* each day any sentences in Section III, page 241, that you need to review.

38. COPYING SENTENCES

Copy the following sentences, using *give, gave, or given* wherever there is a blank.

1. What did spring — the trees?
2. Spring — the trees green leaves.
3. Summer — them beautiful blossoms.
4. Autumn has — them delicious fruit.
5. What will winter — them?
6. The flowers — honey to the bees.
7. The bees have — their honey to us.
8. What have we — the bees?
9. Father — me a new baseball.
10. He — Frank one, too.

39. STUDY OF TWO POEMS

THE DIFFERENCE

Yesterday in the afternoon
I found out walking the great big moon,
Looking as pale as he could be;
And wherever I went he followed me.

What was he doing away up there
When there wasn't a bit of dark in the air?
He acted as frightened as he could be,
And seemed very glad to stick close to me.

But when it was dark and I went to bed,
 He laughed at me till his face grew red.
 He thinks I'm afraid in the dark, you see;
 But I'm much more brave in the light than he.

VIRGINIA WOODS MACKALL

Listen carefully while your teacher reads the poem to you. Who is speaking in the poem? Did you ever see the moon in broad daylight? How did he look?

In the poem of "Hiawatha" the moon is called the Night-sun. How many signs of being timid did the Night-sun give? How did the Night-sun change at night? What do you think gave him courage then?

Read the poem and try to bring out the meaning as your teacher did when she read it to you.

Here is another poem about the moon shining in daylight :

DAYLIGHT AND MOONLIGHT

In broad daylight, and at noon,
 Yesterday I saw the moon
 Sailing high, but faint and white,
 As a schoolboy's paper kite.

HENRY W. LONGFELLOW

Do you like the picture in this little poem? What besides a paper kite might you imagine the daylight moon to be?

Commit one or both of these poems to memory. Whenever you see the moon shining in the daytime, you will think of them and enjoy them.

40. SPELLING REVIEW

Review the following words. You have probably had all of them in your spelling or language lessons. Use each group of words in an oral sentence.

beautiful	doesn't	their hats
minute	isn't	here is
February	I'll	two dollars
thought	across	there are
always	losing	can't write
answer	afraid	through the air
since	which	hear music
tonight	cousin	ate an apple
enough	could	too lazy
won't	aunt	threw the ball

Review also last year's spelling words. Who will find them in the review section and write on the blackboard the numbers of the pages on which they occur?

DICTIONARY LESSON — SEAT WORK

Arrange the words in the first two columns in the order of their first letters.

41. STUDY OF A PICTURE**A PILGRIM SCHOOL**

The picture on page 163 shows a Pilgrim private school. The children sat on their hard wooden benches mumbling their lessons, while the teacher's

spinning wheel hummed a merry accompaniment. See how much you can find out about the school from the picture. Describe the books used, the furniture, the punishments, the clothing.

Should you like to play "A Pilgrim School"? You will find it very interesting.

Decide how many pupils there will be. What can you use for skeins of yarn? What naughty things might a pupil do? The Pilgrim teacher thought whispering was very, very naughty. Almost as naughty was misspelling a word. Do you think *which* troubled them?

Choose for the teacher and pupils children who like to play school. Make this a play for genuine fun.

A second set of children may play if there is time.

42. WRITING STORIES

Imagine that you are a Pilgrim boy or girl, and write a story about your school, the first Thanksgiving, the games you play, or your manner of dressing.

Select a good title, and start at once on the interesting part of your story. Ask your teacher how to spell any words you do not know.

Write plainly, and remember indention, margins, capitals, punctuation marks, and spelling. Do not forget the date.

These compositions would make an interesting book. Will some one make a suitable cover for it? What should you like to have on the cover?



43. CONVERSATION LESSON

THE "THANK-YOU DAY"

Thanksgiving Day has been called the "Thank-you Day." What have you to be thankful for? Talk it over in class.

Are you thankful that you live in a great, free country? On pages 237 and 238 you will find "America." Learn all the stanzas and sing them often.

44. DAILY DRILL EXERCISECORRECT USE OF *Grew*, *Blew*, *Threw*, AND *Knew*

Here are four words that rhyme: *grow*, *blow*, *throw*, and *know*. Sometimes children use the forms *growed*, *blowed*, *throwed*, and *knowed*. *There are no such words!*

The correct forms are *grew*, *blew*, *threw*, and *knew*. With *has*, *have*, and other helping words, we use the forms *grown*, *blown*, *thrown*, and *known*.

1. I threw the ball over the fence.
2. The wind blew fiercely.
3. Ned knew all his lessons.
4. The plants grew rapidly.
5. Who threw the snowball?
6. May grew faster than Jennie.
7. The Puritans knew how to spin.
8. We blew soap bubbles all the morning.

I knew my lesson.

I have known my lesson.

The plants grew.

The plants have grown.

The wind blew.

The wind has blown.

Ben threw the ball.

Ben has thrown the ball.

Use for a few days the above sentences in your daily drills. Select also a review drill and read the sentences *once* each day.

45. A LANGUAGE GAME

ASKING AND ANSWERING QUESTIONS

Before you come to class, each pupil may write four questions. The answer to each question should require the use of one of the following words: *grew*, *blew*, *threw*, *knew*. These questions might be written, for instance :

1. What did the orange tree do?
2. What did the monkey do with his cap?
3. What did the wind do to the dry leaves?
4. Did you know your lesson?

Form two lines as for a spelling match. The first pupil on one side reads a question. The first pupil on the opposite side answers it promptly, using one of the four words above. If the answer is correct, this pupil then reads a question. The second pupil on the first side answers it, and so the game goes on.

It is a good plan to have the four words *blew*, *grew*, *knew*, and *threw* on the blackboard where all can see them. Play the game rapidly.

Pupils who make a mistake should drop out of the game. At the last they must pay a forfeit. What will make a good forfeit for this particular game?

46. GETTING READY FOR CHRISTMAS

Christmas follows Thanksgiving so closely that it is none too soon to begin to get ready for the holiday.

Do one or two of these things :

1. Make a picture book as you did last year to send to some one else.
2. Make a storybook for your class library, telling how Christmas is celebrated in other countries.
3. Plan a program for Christmas exercises and write invitations to your parents and friends.

After deciding what you will do, discuss the plans thoroughly in class. Use several language periods for carrying them out.

47. STUDYING A CHRISTMAS NOTE

Is it not about time to write to Santa Claus? In your next lesson you may write notes to him, telling him what you would like to have him bring you. Did you know that Santa Claus likes boys and girls who think of others as well as themselves?

Here is a boy's note to study today :

Dear Santa Claus,

I hope your reindeer are very strong, because I want so many things. Will you please bring me a train of cars, "The King of the Golden River," a pair of roller skates, and a woolly bear to take to bed? And please ask Mrs. Santa Claus to make a sweater for mother. She wants

one very much. Who will fill your stocking? I wish I could. A Merry Christmas!

Your true friend,
James B. Pelton

How many things did James ask Santa Claus to bring for him? Notice how the things he asks for are set off from each other by commas. Read the sentence and see if your voice also sets them off from each other.

Whenever we write a list of things, we follow each by a comma because this makes the sentence easier to read, just as the voice makes it easier for the hearer when the sentence is spoken. If you ask Santa Claus for several things, remember the commas.

Notice how *Merry Christmas* is written. Do these words tell or ask anything? Do they form a sentence? Expressions like "A Merry Christmas!" and "A Happy New Year!" really mean "I wish you a Merry Christmas" and "I wish you a Happy New Year." What feeling do these expressions show?

Notice the marks before and after the title of the book asked for. These marks are always used in writing the title of a book in a sentence. Make them in this way when you write: " ". Have you often noticed these marks in books? They have another very common use which you will learn later.

WRITING NOTES TO SANTA CLAUS

Write a note to Santa Claus. Study the model carefully and get all the help you can from it.

Here are the titles of some good books for boys and girls. You may wish to ask Santa Claus for one or more of them. You will find another list on page 236.

FAIRY TALES. *Hans Christian Andersen.*

IN THE DAYS OF GIANTS. *Abbie Farwell Brown.*

SANTA CLAUS ON A LARK. *Washington Gladden.*

THE CHRISTMAS PORRINGER. *Evaleen Stein.*

TOMMY TROT'S VISIT TO SANTA CLAUS. *Thomas Nelson Page.*

48. AFTER-CHRISTMAS STORIES

Christmas is a time when hearts feel warm. Tell the story of some very kind Christmas act you have done or have heard about. These will be true hero stories even if they do not tell about great things.

49. DESCRIBING TWO CHRISTMAS TREES

THE LITTLE FIR TREE

A little fir grew in the midst of the wood,
 Oh, there in his evergreen dress he stood;
 His branches were sweet with the balsam smell,
 His needles were green where the white snow fell,
 And always contented and happy was he, —
 The very best kind of a Christmas tree.

HENRY VAN DYKE

Describe the picture tree. What do you like about the word-picture tree?

Learn the little poem when you have read it and studied it.



50. WRITING "THANK-YOU LETTERS"

Write a note thanking some person for a Christmas book. Read the following note. Explain all the marks used, and then write yours.

Dear Grandmother,

I can't thank you enough for "Alice in Wonderland." I have read it through twice since Christmas. Ned, Mary, and Alice have read it, too. We all think it is the best book that was ever written.

Your loving grandchild,

Bess

51. A LANGUAGE GAME**THE BIRTHDAY PARTY**

Each child will write on a slip of paper the name of something good for the birthday feast. The leader collects the slips of paper, and the game is then played in two parts.

The leader takes one of the slips of paper, notices what is written on it, and asks, "Who brought the ice cream?" The child who brought it immediately replies, "I brought the ice cream." If several brought the same thing, all will answer.

When all have told what they brought, the slips are mixed up, and the leader gives one to each pupil for his share of the feast. Each pupil then states that he ate what was given to him, and that he ate it all. He says, for instance, "I ate an orange. I have eaten it all."

Play the game rapidly. Any child who uses an incorrect word instead of *ate*, *eaten*, or *brought* must pay a suitable forfeit.

COPYING LESSON

Copy as seat work the following sentences, using *ate*, *eaten*, or *brought* wherever there is a blank. Use a form of the word written at the left of the sentence.

1. bring What have you — me?
2. bring I have — you some candy.
3. eat Have you — your peanuts?
4. eat Yes, I have — them all.
5. eat I — them yesterday.
6. eat Who — the chestnuts?
7. eat Jack — them.
8. bring His father — them to him.
9. eat Have you ever — fresh figs?
10. eat Yes, I — some once.
11. bring Uncle Jack — them from California.

52. CONVERSATION LESSON

THRIFT

A common way of helping at home is by doing a share of the work. Today you will discuss other ways. The following questions will give you hints, but you need not hold to these. They will bring other things to your mind. What does *thrift* mean?

What things besides food do your parents buy for you? Do you know how much any of these things

cost? Which wear out rather quickly? Does it make any difference how fast they wear out? How does taking care of these things help at home?

What can you do to make the following things last as long as possible: *shoes, dresses, jackets, mittens, gloves, carpets, books, hats*? What other things in the home need care to make them last longer?

In what ways can you take care of the school property? Does the school property belong to *you*? Does thrift matter at school?

53. CONVERSATION LESSON

ANOTHER FORM OF THRIFT

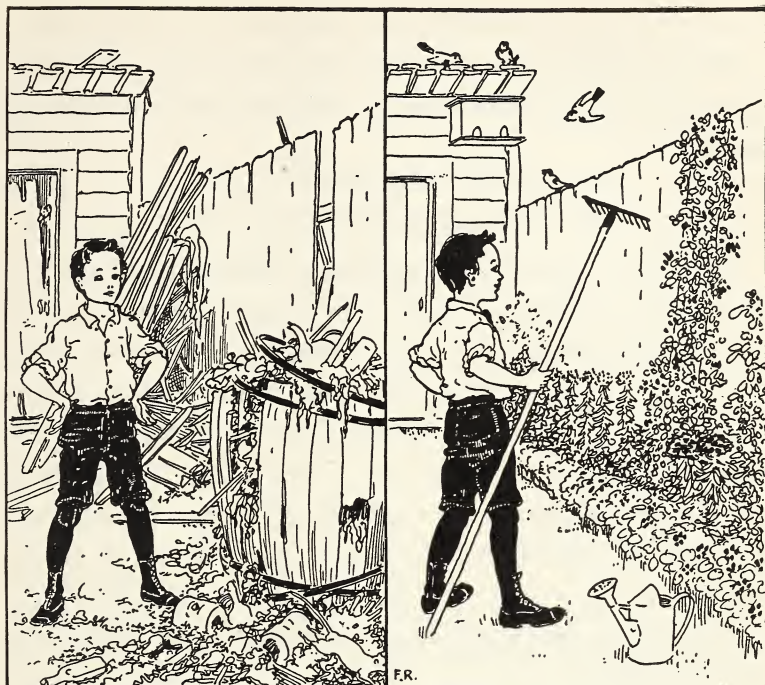
Here are two pictures showing the same back yard. The first is called "*Before.*" Before what?

Which picture do you like the better? What do you think the boy is saying to himself in the first picture? What is he thinking in the second picture?

His next plan is to use a patch of land now covered with weeds. Tell how he might lay out a garden, and what vegetables he might raise if he lived in your part of the country.

If he makes a profit of five dollars on his garden, how might he use the money? What would a thrifty boy do with it? What things might be bought by a boy who had not learned the lesson of thrift?

What would you do with five dollars if you wished to have it to use in the future?



BEFORE

AFTER

54. DAILY DRILL EXERCISES

CORRECT USE OF *Rang* AND *Rung*

Rang and *rung* are used correctly in the following sentences. Which of the words needs helping words like *has* and *have*? *Was* and *were* may also be used as helpers.

Who rang the bell?
I have rung it twice.

Sang AND Sung

These words rhyme with *rang* and *rung*, and they are used in the same way. Which needs a helping word?

We all sang "America."

Mother has sung the baby to sleep.

Do you remember playing "Birthday Party"? Sometimes children think that *bring* has forms that rhyme with *rang* and *rung*. Remember that we say, "*I bring, I brought, I have brought.*" Review the game.

If your class makes mistakes in using these words, make as team work a list of sentences using them correctly. Keep these sentences in your language books, and use them for a few days in your three-minute drills.

Read also *once* each day the sentences of one of the review drills.

For the next three lessons you will give all your language periods to writing letters. People do not write as much as they talk, but it takes a good deal of practice to get the form of a letter *exactly right*, to make the letter interesting, to express it in clear sentences without too many *and's*, and to spell all the words correctly.

During these letter-writing days, your teacher may be able to give special attention to your oral language in other lessons. Perhaps she will ask questions that require for their answers short paragraphs. Ask her

to tell you if your language in all lessons is improving. Remember that you have language lessons only to help you speak and write correctly at other times.

55. LETTER WRITING

So far you have been writing notes, and probably you can now arrange all the parts properly and punctuate them correctly. Prove it by going to the blackboard and quickly writing a short note. If you can do this, you are ready for new lessons in letter writing.

Read the letter that follows :

24 Bolton Street
Cleveland, Ohio
January 5, 1922

Dear Bessie,

Many thanks for your lovely Christmas present. What little bird told you that I wanted "In the Days of Giants" more than any other book?

Last night we had a terrible storm. Rain, snow, and hail all came down together. This morning the streets are covered with ice. I just saw two children fall. Poor little things!

Give my dearest love to Uncle John and Aunt Fannie. When are you all coming to visit us?

Lovingly,
Jennie

There are several things to learn about this letter, and you will study them one at a time.

What part has the letter that you have not used in your notes? This part is called the *heading*. Why is

that a good name for it? Which part of the heading have you had practice in writing? What does the first part of the heading tell about the girl who wrote the letter?

The place where you live is called your *address*. Your address in the heading tells the one who will answer your letter how to address the envelope.

56. WRITING ADDRESSES

Write the heading of a letter just as you would write it in a real letter. Will the headings of your letters all be alike? *Put in all punctuation marks when you get to them.*

It may be necessary to practice placing the heading, because some addresses take up more room than others do. Notice where the heading is placed in the model.

If the name of your city or street or state is very long, you may need to use short forms for the words *street, avenue*, and the name of the state. The following are all correct :

54 Pennsylvania Ave.
306 St. Lawrence St.
Philadelphia, Pa.

The only short forms which it is important for you to learn now are those you yourself need to use in writing letters. Remember that the period after the short form is a part of the spelling.

When your teacher tells you that you have written

your heading correctly and have placed it well, leaving a margin at the right, keep the paper for a model. Write the heading three times every day for a week as seat work. By the end of the week you should be able to write it *accurately and without the slightest hesitation*.

57. ANOTHER LESSON IN LETTER WRITING

Look once more at the letter you are studying. Besides having a heading, it is different in another way from the notes you have been writing. Try to discover the difference before you read any farther in this lesson.

You have been writing stories and notes of only one paragraph. Do you see that a paragraph is something like a family? The father, mother, and children all live in the same house or apartment because they are so closely related. In the same way sentences that belong together — that is, sentences that tell about the same thing — live together in a paragraph.

What did Jennie write about in the first paragraph? What did she write about in the second? in the third? When we write letters, we often wish to tell our friends about several different things, and we therefore use a paragraph for each. How does indenting the paragraphs help the reader?

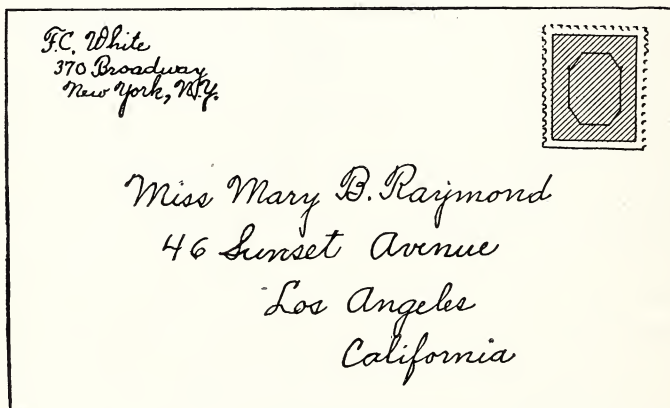
You will continue to write compositions of one paragraph, and your letters will have only one paragraph if they tell about but one thing. But if in a letter you tell about entirely different things, as Jennie did, make a separate paragraph for each.

WRITING A LETTER

Today you may write a short letter telling first how happy you were to get an invitation from the person to whom you are writing, and then describing a snow-storm or an out-of-doors frolic of some sort. How many paragraphs will your letter contain?

Think before you write! Your letter will be handed in just as you write it the first time.

If you receive interesting letters from friends, will you sometimes bring them and read them to the class? Bring also interesting letters that you find in books that you read.



ADDRESSING THE ENVELOPES

When you have written a letter, what else must be done before it can be sent? Why do you use a stamp?

Cut several pieces of paper the size of an ordinary envelope. How large will they be? Practice directing them to friends. Place the address as in the model on page 178. Look at this model whenever you address an envelope. There will then be not the slightest excuse for making mistakes in arrangement.

While you sometimes use the abbreviation of a state in the heading of a letter, never use it on the envelope! *Write the name of the state in full* to prevent mistakes at the post office. The name of the state is written on a line by itself. This helps the men in the post office to sort letters quickly.

58. CONVERSATION LESSON

OUR FRIENDS IN OTHER LANDS

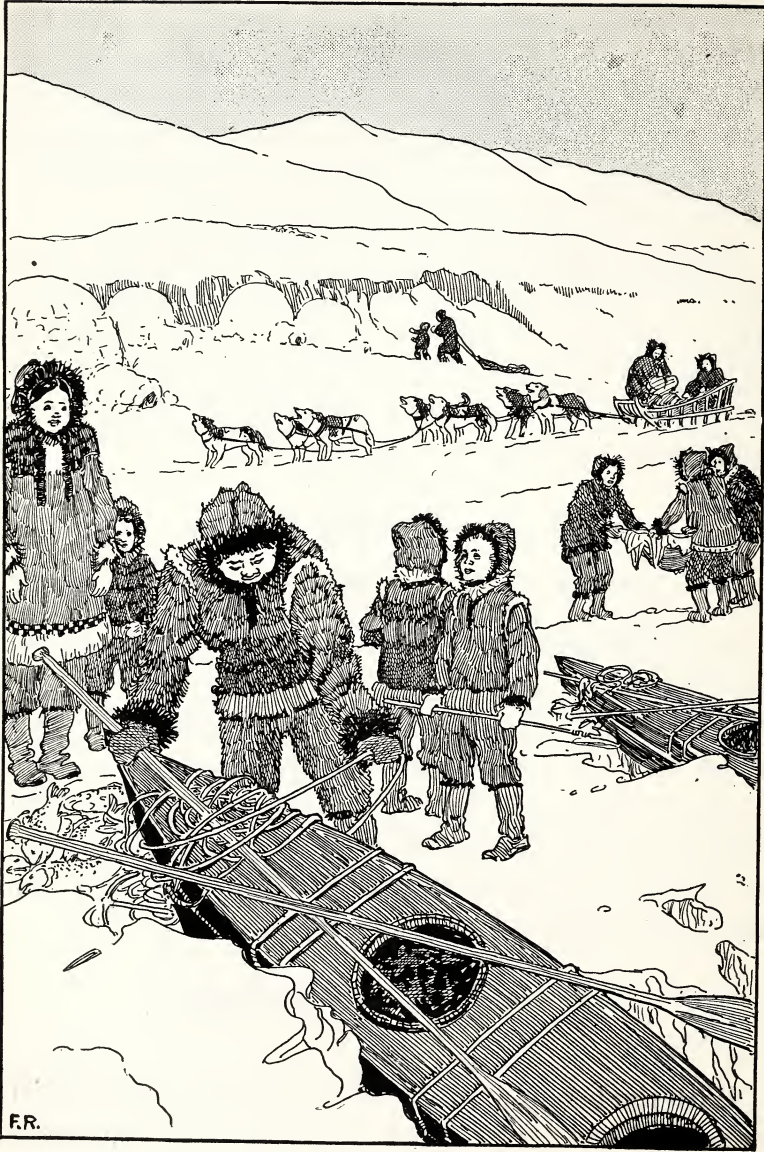
Read the picture on the next page and discuss the Eskimos' homes, clothing, manner of traveling on water and on land, food, etc. Ask each other questions about matters you do not understand.

When talking, do not give merely a single sentence unless that fully answers the question. Talk in short paragraphs in which you tell all that you have to say about one feature of the picture.

59. DAILY DRILL EXERCISES

REVIEW

With the help of your teacher select one of the "drill exercises" you need to review and use it in your daily



drills for a few days. Or, drill on some other error often made in your class.

60. STUDY OF A POEM

This poem was written by Robert Louis Stevenson, who wrote "Autumn Fires" also. As a little boy he used to read stories and then play them. When he grew to be a man he wrote many poems, some of which tell of the good times he had "making believe." This lesson gives one of these poems. Listen carefully while your teacher reads it to you. Perhaps you will enjoy looking at the words and listening at the same time.

THE LAND OF STORYBOOKS

At evening when the lamp is lit,
Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at anything.

Now, with my little gun, I crawl
All in the dark along the wall,
And follow round the forest track
Away behind the sofa back.

There, in the night where none can spy,
All in my hunter's camp I lie,
And play at books that I have read
Till it is time to go to bed.

These are the hills, these are the woods,
These are the starry solitudes ;
And there the river by whose brink
The roaring lions come to drink.

I see the others far away
As if in firelit camp they lay,
And I, like to an Indian scout,
Around their party prowled about.

So when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear land of storybooks.

ROBERT LOUIS STEVENSON

Did you see the pictures clearly? A solitude is a lonely place. What is a *starry solitude*? Who can take a pointer for a gun and show just how the little boy crawled "round the forest track"?

What does a scout do? Two children may be the parents and another may show how the Indian scout would prowl around them. Two children may act out the last stanza.

Read the poem. What do you like about it? Read it often. You will see the picture more and more clearly each time.

Are you remembering to review the poems learned in lower grades? In some schools they are recited occasionally at opening exercises.

61. STUDY OF A POEM**WINDY NIGHTS**

Whenever the moon and stars are set,
Whenever the wind is high,
All night long in the dark and wet,
A man goes riding by.
Late in the night when the fires are out,
Why does he gallop and gallop about?

Whenever the trees are crying aloud,
And ships are tossed at sea,
By on the highway, low and loud,
By at a gallop goes he.
By at a gallop he goes, and then
By he comes back at a gallop again.

ROBERT LOUIS STEVENSON

Who wrote this poem? What does he imagine the wind to be?

Commit to memory this poem or "The Land of Storybooks." Or, if you prefer, you may choose some other Stevenson poem. There are many that you will enjoy in "A Child's Garden of Verses." You will find the book in any public library. Will one of you who owns a copy bring it to school?

62. COPYING AND DICTATION

Copy the following letter as seat work, trying to get it right in every particular. In class you will write it from dictation.

If you think *every time* of the arrangement of the parts, margins, indentions, etc., you will soon be able to give all your attention to the thoughts you are expressing.

Notice how the comma is used in writing the list of gifts in the first sentence.

25 Westfield Ave.
Trenton, New Jersey
February 2, 1922

Dear Phil,

Uncle John sent me a rooster, two pullets, and a guinea pig. They don't seem to like city life. When I go near them, they make a great fuss. This noon father brought me a book called "Taming Wild Animals." Think of calling the poor things wild!

Give my love to Tom and to both the dogs.

Your friend,
Jack S.

Learn the following quotation. Why is it given here?

Habit is a cable. We weave a thread of it each day, and it soon becomes so strong that we cannot break it.

63. EXPLAINING HOW THINGS ARE DONE

State clearly how one of the following kinds of work is done. Select one that you know about somewhat fully. Do not begin too many sentences with *then*.

1. Making a cup of tea.
2. Shoeing a horse.
3. Setting a table.

4. Making a kite.
5. Preparing the soil for seed.
6. Washing dishes.
7. Studying a dictation lesson.
8. Turning in a fire alarm.
9. Feeding chickens.

64. ANSWERING QUESTIONS

A teacher once asked this question: Which of Robert Louis Stevenson's poems is your favorite?

The following answers were given by three children:

The poem of Robert Louis Stevenson's that is my favorite is "My Shadow."

My favorite Stevenson poem is "The Wind."

"In the Land of Storybooks" is my favorite.

Which of the children tried to use all the words in the question? Was this necessary? Did the other children answer the question fully?

In your school work you are constantly answering questions. Try to answer them fully, but without wasting words. These are the steps to take:

Think what the question means.

Think what you should answer.

Think how to state your answer in the most direct way.

Which is the best of the following answers to the question, "In what two ways does the sun help plants?"

The sun helps plants by giving them light and heat.

The sun gives plants light and heat.

The two ways in which the sun helps plants are by giving light and heat.

Your teacher will give you five questions from your geography lessons. Try to answer them in the most direct way.

Do you see how your language lessons help all other lessons?

65. ASKING AND ANSWERING QUESTIONS

As seat work write three questions, leaving a space under each for the answer. They should be worthwhile questions.

These papers will be exchanged and the answers written in class. Questions and answers will then be read, and the class will decide if the answer can be improved.

Ask your teacher to hang up some of the best papers.

66. DAILY DRILL EXERCISE

CORRECT USE OF *May* AND *Can*

"Oh, Mother," cried Harry Bates, bursting into the sitting room, "can I go over and play with Ned?"

"Certainly, Harry," answered Mrs. Bates. "Why do you ask? You know you can go."

Harry was puzzled, for he had never been allowed to visit his friends without permission. But, too happy to question, he seized his cap and started for the door.

"Wait, dear," said his mother; "where are you going?"
"Over to Ned's," replied Harry. "You just said I might."

"Oh, no, Harry, I am certain that you did not ask permission to go to Ned's," said Mrs. Bates quietly.

"Why, Mother," exclaimed Harry, "I asked you, and you said; 'You know that you can go!'"

Mrs. Bates laughed, "Yes, that is just what I said. Of course a little boy with a pair of sturdy legs *can* go across the street. Suppose that he now asks my permission to go."

Then Harry remembered. "May I go to Ned's?" he asked gayly.

"Say it five times, so that you will remember the next time," answered Mrs. Bates.

So Harry kept tally on his chubby fingers as he sputtered, "May I go to Ned's? May I go to Ned's? May I go to Ned's? May I go to Ned's? May I go to Ned's?"

"Yes, Harry, you may go," laughed his mother. "You may go, you may stay until five o'clock, you may invite Ned to supper, and you may both go to the station to meet Father."

"Hurrah!" shouted Harry. And with a leap and a bound he was off.

Read the story and talk it over in class until you understand the difference in use between *may* and *can*.

Use for a few days the following exercise in your three-minute drills:

1. May I borrow your pencil, Mary?
2. Yes, you may, Fannie.
3. May I leave the room?

4. May I take my notebook home?
5. May we write fairy stories today?
6. May we play Cinderella?
7. May Alice go home with me?
8. May I sharpen my pencil?
9. May I look at the pictures?
10. May we write a note to the principal?

67. SPELLING LESSON

Review also the words on page 161. Use the groups of words in sentences. With what kind of letters do the names of the holidays begin?

written	choose	Christmas Day
hoping	ninety	Thanksgiving Day
seems	ninth	Hallowe'en
believe	against	tear my dress
wear	straight	read yesterday
shoes	busy	the whole orange
ready	country	eight cents
perhaps	heard	used to play
friend	making	don't know
doctor	woman	two women

The names of holidays begin with capital letters.

68. DICTIONARY LESSON

For seat work arrange in alphabetical order all the words in the last spelling lesson.

Suppose you wished to find the word *sugar* in a long list of *s* words. It would take a long time to go through

the entire list, but this is unnecessary. What letter follows *s*? Does *u* come near the beginning, middle, or end of the alphabet? In which part of the list would you look for the word *sugar*?

Ask your teacher to give you practice in finding words in the Index of this book and in alphabetically arranged lists in your spellers.

Arrange the following words alphabetically, thinking of the *second* letter of each:

shine, sugar, small, salt, sometimes, sweep, sentence, snail, simple.

SEAT WORK

For the next three days arrange each day one of the following lists alphabetically:

bend, break, better, bank, border, built, blanket.

cramp, clock, camp, church, cent, corner.

plant, peace, practice, pinch, poultry, part, put.

69. STUDY OF A STORY

THE COUNTRY MOUSE AND THE CITY MOUSE

A city mouse once paid a visit to his cousin who lived in the country. When dinner time came, they went into the barn and searched for grains of wheat.

“My dear cousin,” said the city mouse, “why do you remain in the country where you have nothing but the plainest food? Come to the city with me. I promise that you shall live like a king. My pantry is always full of the choicest food.”

"Thank you a thousand times," said the country mouse. "I have often wished to see what city life is like."

So off they pattered and soon reached the house where the city mouse lived. They went directly to the pantry.

"Now, my dear cousin, let us eat and be merry," said the city mouse cordially.

"Why did I stay in the country so long?" exclaimed the country mouse, as he greedily ate cheese and cake and honey. "I shall never forget your kindness in bringing me here."

Just then the pantry door opened, and a maid came in. "Follow me," whispered the city mouse in great fright. The mice ran swiftly to the hole which formed the mouse entrance to the pantry.

"Those thievish mice have been here again," said the maid as she brushed up the crumbs of cake and cheese. "I must certainly send in the cat."

When the mice heard the word *cat*, they trembled with fright. A long time passed, however, and as their enemy did not come, they ventured out again. This time they found some delicious beans. Scarcely had they begun to nibble them when the door opened and a great white cat crept into the pantry.

"Now I have you!" hissed the cat as she sprang toward them.

"Oh! Oh! Oh!" squeaked the country mouse.

"Run for your life!" cried the city mouse. Both mice dashed across the pantry. They reached the hole in safety, but just outside they could see the gleam of the cat's green eyes.

When the mice had recovered somewhat from their fright, the country mouse said, "My dear cousin, I am going back to my country home. Stay here, if you like."

As for me, I prefer my plain country fare and a life of peace."

Read the story of "The Country Mouse and the City Mouse." Did you see the pictures clearly as you read?

Whom did the city mouse visit? What did they have for dinner? What invitation did the city mouse give the country mouse? How did the country mouse accept it? What did they do when they reached the city mouse's pantry?

How do you know that the country mouse enjoyed the feast? Who came to the party uninvited? Tell about the escape of the mice. What did the maid say she must do? What were the mice doing while she brushed up the crumbs? What did they do when they found that their enemy, the cat, did not appear? How were they frightened the second time? Tell the story of their second escape. How do you know that they had a narrow escape? What was the effect on the country mouse?

What do the following expressions mean? A good way to tell will be to give other expressions that mean the same thing.

Searched for grains of wheat; choicest food; said the city mouse cordially; mouse entrance to the pantry; ventured out again; delicious beans; had scarcely begun to nibble; recovered from their fright; plain country fare.

If there are any expressions you do not understand, ask questions of your classmates.

70. PLAYING THE STORY

How many children will be needed? How many scenes? How can you arrange a mouse hole in the pantry?

Several children may show how the country mouse ate the cheese. How did the city mouse whisper "Follow me"? Show how the mice trembled with fright. Try to hiss as the cat did. How did the country mouse squeal "Oh! Oh! Oh!?"? Say "Run for your life" as the city mouse probably said it.

Show how the mice dashed across the pantry. Notice that from the beginning to the end of the story, the mice were doing something every moment, even if it was only trembling with fright.

Does the story tell what the mice said to each other when the city mouse reached the country? Of course they greeted each other politely. Do not try to remember just what the mice said in the story, although you will use some of the same words. Have the story itself in mind, and say what you think would be natural things to say. You may wish to talk more as the mice eat the cheese.

Several sets of children may act out the story. The others in the class will tell if they think the story was well dramatized. Be sure to tell exactly what was good. Suggest better ways of acting the story. Plan to have the best set of actors play the story for a younger grade.

PRONUNCIATION DRILL

Drill on the pronunciation of the following words for a minute or two at the beginning of each language lesson for a week. Review also page 132.

since	length	ate an apple
pretty	clothes	yes, sir
drowned	pumpkin	good and bad

71. A STORY OF GEORGE WASHINGTON

On what day do we celebrate Washington's birthday?
Read the following story:

While at some distance from his home, George Washington once saw a fiery horse that few could ride. He admired the noble animal so much that the owner said, "My boy, if you can ride the horse home and back again without being thrown, he shall be yours."

George leaped upon the animal and was off like the wind. When he proudly rode back a little later, the owner of the horse said, "I always keep my word. The horse is yours."

"No," answered George, "I was thrown once, although I did not let go of the reins."

What does this story teach about George Washington's character as a boy? Study the story until you can tell it well. Use the words of the book whenever they are better than those you might otherwise use.

For your next lesson, you may each be prepared to tell a short story about some great man. You may choose either a man whom the entire country honors, or one who belongs to your special part of the country.

72. TELLING THE HERO STORIES

When the stories have all been told, choose the best one. Tell why you admire the hero described.

73. PICTURE WRITING

Are you still trying to see pictures in your mind when you read word pictures?

The following lines of poetry tell how Hiawatha did his picture writing. Try to see the pictures clearly.

From his pouch he took his colors,
Took his paints of different colors,
On the smooth bark of the birch tree
Painted many shapes and figures,
Wonderful and mystic figures,
And each figure had a meaning.

For the earth he drew a straight line,
For the sky a bow above it ;
White the space between for daytime,
Filled with little stars for nighttime,
On the left a point for sunrise,
On the right a point for sunset,
On the top a point for noontide ;
And for rain and cloudy weather
Waving lines descending from it.
Footprints pointing toward a wigwam
Were a sign of invitation,
Were a sign of guests assembling.

When the poem has been read carefully, and all are sure that they understand what Hiawatha did, seven

children may go to the blackboard. First draw two vertical lines for the trunk of the birch tree. Then draw on the trunk one of the following pictures: the earth in daytime; the earth at night; sunrise; sunset; noontime; a rainy day; an invitation to the wigwam.

The class may decide if the picture writing is good; that is, if it is done in the way described in the poem. If any picture can be improved, tell exactly what should be done and why.

74. EXPLAINING THE PICTURE WRITING

As seat work write a note to the teacher of another grade, asking her to allow several children to visit your class at your next language lesson. Your teacher will select a perfectly written note to send.

Entertain your guests by telling them in an interesting way how Hiawatha wrote in pictures. Use the blackboard pictures as illustrations.

75. A STUDY OF WORD PICTURES

The poets who wrote the following quotations had pictures in their minds. Draw the pictures on the blackboard if you see them clearly. Use colored crayons if you have them and you think they would help.

The earth was green, the sky was blue:
I saw and heard, one sunny morn,
A skylark hung between the two,
A singing speck above the corn.

CHRISTINA ROSSETTI

THE SHADOW

At sunrise he's a giant tall;
At noon he's withered, lean and small.
At sunset he regains his height,
And covers all the land at night.

JOHN BANNISTER TABB

The asters by the roadside
Make asters in the brook.

HELEN HUNT JACKSON

All around the happy village
Stood the maize fields, green and shining.

HENRY W. LONGFELLOW

Why is "a singing speck" a good name for a bird singing high in the air? What other words or expressions do you like? Which word picture do you like best? Why?

Show what these words mean by using each in an original sentence: *lean*, *maize fields*, *regains*. Explain clearly the second selection. Use the blackboard.

Learn your favorite, and write it from memory during your study period.

76. CONVERSATION LESSON

OUR FRIENDS IN OTHER LANDS

Read the picture on the opposite page. See how much you can learn from it of the Dutch children's clothing, houses, customs, etc. Each pupil may give



orally a short paragraph about what most interests him.

Can any of you tell the story of "The Little Hero of Haarlem"? If you do not know it, ask your teacher to tell it to you sometime.

77. A NEW USE OF THE APOSTROPHE

Review the lesson on Contractions on page 150. What work does the apostrophe do in contractions? In the following sentence the apostrophe is used in two different words. Are they both contractions? Prove your answer.

The Dutch boy's cap isn't like ours.

If possible, a pupil may tell why the apostrophe is used in *boy's*. If no one can do so, answer the following questions:

What letter is omitted in *isn't*? Is any letter omitted in *boy's*? What thing owned by the Dutch boy is mentioned?

The apostrophe and *s* were added to *boy* to show that he owned the clothes. If the *s* alone were added, the word would not show possession. It would mean more than one boy.

Notice that when a word shows ownership, like *boy's*, the name of what is owned follows it immediately.

Explain the use of the apostrophe in the following sentences:

1. Harry's book isn't interesting.
2. Why doesn't May start for school?
3. She isn't going today because her brother's arm is broken.
4. Hiawatha's chickens are glad spring has come.
5. Will you please catch Mr. Smith's horse for him, Ned?
6. I'll try, Mother, but I'm afraid he's too swift for me.
7. Cinderella's godmother touched her with a wand.

For seat work copy from your readers five contractions and write after each what it stands for. Do it in this way :

I'll = I will.

Then write three original sentences containing an apostrophe and an *s* to show ownership or possession.

An apostrophe and *s* are added to the name of one person or thing to denote possession.

78. COPYING LESSON

Copy the following story in class. Think of the reason for every punctuation mark and particularly the apostrophes. Be ready to answer any question your teacher asks as she passes your desk.

Jan lives in Holland. He doesn't wear shoes like ours. His sister's shoes and his own are made of wood. How heavy they must be! Should you like to wear them?

A LANGUAGE BULLETIN BOARD

Ask your teacher if you may have a small part of the blackboard for a language bulletin board. If you have

not blackboard space enough, perhaps you can paint a smooth board black and hang it up. Use it in the following way :

Your teacher will each day appoint a pupil to take charge of the bulletin board for the following day. This pupil will write on the bulletin board one sentence in which an apostrophe and s are used to denote possession. The sentence should be written before class time. You will then take just a minute or two at the beginning of the language lesson to see if the sentence is correctly written and to explain the use of the apostrophe.

79. DICTATION LESSON

Today you will write a short letter from dictation. It will be of such a nature that you should make not a single mistake. Look out for the use of the apostrophe!

80. DAILY DRILL EXERCISE

THE SECOND DRIVE — *Don't* AND *Doesn't*

What word did you try to use correctly in your last drive? Have you fully succeeded?

Don't and *doesn't* are both correct in certain sentences. *Don't* is used much oftener than *doesn't*, and perhaps this is the reason why some persons use it always.

Don't is a short form for *do not*, and *doesn't* is a short form for *does not*.

The following groups of words are arranged in pairs. The groups of each pair have the same meaning. Use in a sentence each group of words containing *don't* and *doesn't*.

I do not	They do not	She does not
I don't	They don't	She doesn't
We do not	Boys do not	He does not
We don't	Boys don't	He doesn't
You do not	Frank and I do not	It does not
You don't	Frank and I don't	It doesn't

Doesn't is used whenever *does not* would be correct. We say "He does not," and therefore we should say "He doesn't." We say "She does not" and "It does not," and therefore we should say "She doesn't" and "It doesn't." We say "The book does not" and "Frank does not," and for this reason we should say "The book doesn't" and "Frank doesn't." Use *doesn't* whenever *does not* would also be correct.

Use for a few days these sentences and the groups of words in your three-minute drills :

1. The sun doesn't shine today.
2. Doesn't the snow fall softly!
3. Frank doesn't like to study.
4. Mother doesn't allow me to swim.
5. She doesn't think it is safe.
6. Doesn't your brother know how to row?
7. It doesn't take long to learn.
8. Running doesn't tire me.

9. Scamp doesn't bark at people.
10. He doesn't bite, either.

Plan your drive, and carry it on until you can use *don't* and *doesn't* correctly.

81. A LANGUAGE GAME

Before beginning to play, each child may write on one piece of paper the name of an animal and on another the name of something the animal can do. For instance, *pig* may be written on one paper and *grunt* on the other, or *lion* on one piece and *roar* on the other.

The animal names may be put into one box and the other words into another. When they have been thoroughly mixed, each pupil may draw a word from each box.

The first child then reads silently both words taken from the boxes, and if they happen to fit together, as in the case of *dog* and *barks*, says, "A dog barks." But usually the words will not fit each other, as in the case of *monkey* and *bleat*. The child then says, "A monkey doesn't bleat." Go rapidly around the class. Any child who uses a wrong word instead of *doesn't* pays a forfeit. What would be a good forfeit for this game?

82. STORIES TO LEARN

THE OAK AND THE REED

An oak tree grew close beside a reed on a river bank. "How foolish you are to tremble so when the wind blows!"

he said to the reed. "No wind can make me bow at his bidding!"

"That may be," replied the reed, "but the wind is very gentle when I play with him. We dance together and are excellent friends."

"Let him try to dance with me!" exclaimed the oak boastfully. "I prefer to choose my friends."

That evening the wind swept down from the mountains and blew fiercely all night. When morning came, the oak was drifting down the stream, but the reed stood unharmed on the bank.

Read the fable. Why did the reed not break? Ask each other questions about any words you do not understand. What does the fable teach?

THE EAGLE AND THE CROW

A crow once saw an eagle seize a lamb in its claws and fly away with it.

"Well done," thought the crow; "I'll try that myself," and down he swept upon a ram. But his claws became entangled in the ram's wool. He could neither lift the ram nor get away. The farmer caught him, clipped his wings, and took him home to his children.

"What kind of bird is he?" cried the children.

"He'll tell you himself that he is an eagle," answered the farmer, "but take my word for it that he is only a crow."

Have you ever seen an eagle? How does he compare in size with a crow? Which bird tried to lift the larger animal? What does the fable teach?

You may commit to memory one of these fables. Be ready at your next lesson. Make no change of any consequence. Try to become familiar with the words of the book, and use them at other times as well.

83. KEEPING A DIARY

Do you know any one who has a little book in which to write the most important events of the day? Such a book is called a diary. Discuss in class the reasons why people may like to keep a diary. Should you like to keep one? Will some one bring one to show the class?

Your teacher will show you how to make a diary by fastening together a number of sheets of paper. If you have a drawing teacher, write a class note to her, telling what you are planning to do and asking her to help you to make a pretty cover for your diary. If you have no drawing teacher, write a note to your class teacher, telling her what kind of cover you should like to make. She will help you if possible.

In a few days, when the diaries are ready, you will begin to write in them the wonderful things that happen during the spring.

84. TELLING A STORY FROM A PICTURE

If you were to paint this picture, what color would you use for the cross on the dog's blanket? Why? Did you ever see a dog help in this way? Tell a short

story suggested by the picture. This will be team work. Give the story a good title and a good beginning sentence.



F.R

STORIES ABOUT EARNING MONEY

If you are a member of the Junior Red Cross, tell how you earned the money to pay your fee. If you are not a member, tell about the first money you ever earned. Are you earning any money now?

Have you ever saved any money? Tell why you saved it and what you plan to do with it.

85. ANSWERING A LETTER

34 Village Lane
Elmtree, Birdland
April 23, 1922

Dear Friend,

It was very kind of you to give us crumbs last winter. Most of our friends went to the sunny South, but we were left behind.

My pretty little wife and I have been trying to build a nest here in Elmtree. But what do you think? The sparrows drive us away. We are no match for the selfish creatures. Will you please build us a little house in your yard?

Your true friends,
Mr. and Mrs. Bluebird

Study this letter carefully. Notice how all the parts are arranged.

In class, write a reply to the letter. If you cannot build a house for Mr. and Mrs. Bluebird, you may find some other way in which you can help them.

86. STARTING THE DIARIES

What wonderful things happen out-of-doors in spring? It will be interesting to watch for changes from day to day and describe them in your diaries. Talk over in class the changes you may expect to find where you live.

Here are two diary stories, the first written by a grown-up and the other by a child:

Friday, April 16, 1922

The buttercups are here! I saw the first ones this morning, their golden eyes starring the meadows. Our living room is now aglow with them.

Tuesday, March 19, 1922

I saw a bluebird this morning. His back was blue, but his breast was like the robin's. He told me that spring had come.

Here is a description of the large woodpecker known as the "flicker." It will help you to describe the birds that you see. The rump of a bird is the lower part of the back.

The flicker is larger than the robin. He has a long tail and a long, pointed beak. His breast is yellow and covered with spots. When he flies, he shows his white rump.

Why is the date written at the head of the diary story? You may write it in the same way.

Today and for the following three lessons you may write in your diaries. Tell of something interesting that you have seen out-of-doors — birds, trees, flowers, etc. When this is not possible, tell about some interesting experience.

If you write a list of more than two birds or flowers you have seen, use commas as in the following sentence:

I have seen robins, bluebirds, and swallows.

Read the sentence and tell if your voice sets off the words from each other.

Your diaries will all be different, of course. When they are well started, you may write in them once every week, or oftener if you wish and *if you do your very best always*. Your teacher will appoint a day each week for this work.

87. ABBREVIATIONS OF THE DAYS OF THE WEEK AND THE MONTHS.

You have learned to write the short forms *Mr.*, *Mrs.*, *St.*, and *Ave.* These short forms are called *abbreviations*. Pronounce *abbreviations* several times after your teacher.

The names of the days of the week and some of the months also have abbreviations, as follows :

Sunday, Sun.		Wednesday, Wed.
Monday, Mon.		Thursday, Thur.
Tuesday, Tues.		Friday, Fri.
	Saturday, Sat.	
January, Jan.	May	September, Sept.
February, Feb.	June	October, Oct.
March, Mar.	July	November, Nov.
April, Apr.	August, Aug.	December, Dec.

Which abbreviations contain the first three letters of the word and a period? Which one contains the first two letters and a period? the first four letters and a period? Give a good reason why there are no abbreviations for three of the names.

If you now spell the names of the days and the

months correctly every time you write them, you may use the abbreviations in your diaries if your teacher wishes you to do so. Never use the abbreviations when the words occur in sentences.

THE DIFFERENCE BETWEEN ABBREVIATIONS AND
CONTRACTIONS

Read the contractions *isn't*, *don't*, *wouldn't*. Are the short forms used in speaking as well as in writing?

Read the following abbreviations: *Mr.*, *Mrs.*, *St.*, *Ave.*, *Mon.*, *Dec.* Are these short forms used in speaking or only in writing?

Discuss in class the difference between abbreviations and contractions, and state it clearly.

88. STUDY OF TWO POEMS

Read the following poems at your seats and select your favorite. Be ready to tell your classmates what you like about the poem you choose. Help each other if you find unfamiliar words.

What different words are used for "told" in the second poem? Show how each fits the speaker.

Read the poems as you think the authors would like to have them read. Commit one of them to memory.

WHAT ROBIN TOLD

How do the robins build their nests?

Robin Redbreast told me.

First a wisp of amber hay

In a pretty round they lay,

Then some shreds of downy floss,
 Feathers, too, and bits of moss,
 Woven with a sweet, sweet song,
 This way, that way, and across ;
 That's what Robin told me.

Where do the robins hide their nests?
 Robin Redbreast told me.
 Up among the leaves so deep,
 Where the sunbeams rarely creep ;
 Long before the winds are cold,
 Long before the leaves are gold,
 Bright-eyed stars will peep, and see
 Baby robins, one, two, three ;
 That's what Robin told me.

GEORGE COOPER

PUSSY WILLOW'S SECRET

Pussy Willow had a secret,
 That the snowdrop whispered her,
 And she purred it to the south wind
 As it stroked her velvet fur ;
 And the south wind hummed it softly
 To the busy honeybees,
 And they buzzed it to the blossoms
 On the crimson maple trees.
 They dropped it to the wood brook,
 Brimming full of melted snow,
 And the brook told Robin Redbreast
 As they chatted to and fro.
 Little Robin could not keep it,
 — So he sang it loud and clear,
 To the sleeping fields and meadows,
 “Wake up! Cheer up! Spring is here!”

89. CONVERSATION LESSON

THE IMPORTANCE OF GOOD MANNERS

What do the words "good manners" mean?

Our government at Washington considers the study of good manners so important in our schools that it has published a little book on the subject. Perhaps your teacher will get this book if she has not already a copy. You will be greatly interested in it.

Some of the things the book discusses are how children can show respect for older people at home, on the street, and at school; behavior on the street and sidewalk, etc. Talk these matters over in class. Possibly your teacher can arrange to have good-manners talks at opening exercises for several days.

90. DAILY DRILL EXERCISE

CORRECT USE OF *I* AND *Me*

Most children use *I* and *me* correctly when they are speaking of themselves alone. But when they are speaking of themselves and some other person, they use the wrong form. The following sentences are correct:

Mary and I are going down town.

Mother gave Mary and me some candy.

Note that in one case you say "Mary and I" and in the other case "Mary and me."

Study first the "Mary and I" sentence. If you were going down town alone, what should you say? Did you use *I* or *me*? Tell now that Mary and you went down town, and use the same word you used in speaking of yourself alone.

I am going down town.

Mary and I are going down town.

Change each of the following sentences so that it will tell about some other person as well as yourself. The first sentence should be changed in this way: *Ned and I went to the store.*

1. I went to the store.
2. Yesterday I saw an aëroplane.
3. One day last summer I went to the beach.
4. I like to play with dolls.
5. One day I saw a bluebird.
6. I go to the country every summer.
7. I like to read fairy stories.
8. At the circus I saw a trained elephant.

Now study the "Mary and me" sentence.

Mother gave Mary and me some candy.

What should you say if your mother had given the candy to you alone? You would naturally say, "Mother gave me some candy." If *me* is right when speaking of yourself alone, it is right to use the same word when speaking of yourself and another person *in the same kind of sentence.*

Change each of the following sentences so that it will tell about some other person and yourself. The first sentence will be, *Please teach Ned and me how to skate.*

1. Please teach me how to skate.
2. Mother sent me on an errand.
3. Will you please give it to me?
4. Did you call me?
5. Should you like to go to the store with me?
6. Father gave me a nickel.
7. Uncle Ned wrote me a letter.
8. Did you see me ride on the merry-go-round?

Make sentences in which you use *I* in speaking of some other person and yourself. Make sentences in which you use *me* in speaking of some other person and yourself. Read the sentences. Your teacher will have the three best *I* sentences and the three best *me* sentences written on the blackboard. Copy them and use them for a few days in your three-minute drills.

In speaking of some other person and yourself, which do you mention first? It is not *wrong* to mention yourself first, but it is not *polite*.

Use *I* and *me* sentences on your bulletin board for a while.

91. STORY TELLING

Some one may tell the story of the butterflies that were changed to flowers. See page 134.

The Blackfeet Indian mothers tell a pretty story about the butterflies. They say that when a butterfly

passes in front of a person he is bringing a pleasant dream. Even the little papooses smile in their sleep after seeing a butterfly.

Today some one will enjoy being the butterfly. When the butterfly has fluttered through the room, take a two-minute nap with heads on the desks, and then tell your dreams.

Remember these things :

Make your story short.

Tell it in clear sentences.

Have a good opening sentence.

Tell things in their right order.

Let your voice help in every way possible.

92. WRITING STORIES

For seat work you may write your dreams. Be sure they are as good as you can make them, before giving them to your teacher. Why would your teacher not be satisfied with this example?

$$\begin{array}{r} \$2.75 \\ \quad .18 \\ \hline 2200 \\ 275 \end{array}$$

An unfinished story is as bad as an unfinished problem. Your story should have an end as well as a beginning. A short story carefully written and planned will help you. A longer story unfinished or carelessly written will weaken your language power. How?

93. WRITING CONVERSATION IN STORIES

USE OF QUOTATION MARKS

Do you remember the marks you used at Christmas time with the titles of books? This is the way you learned to write a title in a sentence: I have been reading "Alice in Wonderland."

You have seen these marks used in another way ever since you could read. Today you will find out what this other use is.

Here is a part of the story, "The Three Bears":

The father bear said, "My chair is too large."

The mother bear said, "My chair is too small."

The baby bear said, "My chair is just right."

If some of you can find out what work the marks do in these sentences, you may whisper your secret to your teacher. Then all study in the following way:

Who is speaking in the first sentence? Read the words he spoke and nothing else. Read the other part of the sentence. With which part are the marks used?

The sentence gives the exact words used by the bear. We call these words a *quotation*. The marks are called *quotation marks*.

Answer the following questions about the other sentences: Who is speaking? What is the quotation? What is the explaining part of the sentence? Which part is inclosed in quotation marks?

Now notice in how many ways the book helps the reader to understand that the sentence contains a quotation. What is the first word of each quotation? Is it the first word of the entire sentence? With what kind of letter does it begin? Is this a new use of the capital?

What mark sets off the quotation from the explaining part of the sentence in each case? Is this a new use of the comma? What marks inclose the quotation? Is this a new use of quotation marks?

There are three things for you to remember :

1. A quotation begins with a capital letter.
2. A quotation is usually set off from the rest of the sentence with a comma.
3. A quotation is inclosed in quotation marks.

Now explain the use of all the capitals and punctuation marks in each of the bear sentences.

94. ANOTHER WAY OF ARRANGING QUOTATIONS

The bear sentences might have been written in the following way :

“My chair is too large,” said the father bear.

“My chair is too small,” said the mother bear.

“My chair is just right,” said the baby bear.

How do these sentences differ from those in the last lesson? Review the three rules for writing quotations. Do the quotations in this lesson follow these rules? Prove your answer.

For a week your teacher will appoint one pupil each day to copy a short sentence containing a quotation on the bulletin board. You may each copy it for seat work. Take a minute at the beginning of the language lessons to explain the punctuation.

You will not write quotations in your original stories at present. These lessons on the punctuation of conversation are intended to *open your eyes* so that you will notice and understand what you have been seeing ever since you learned to read.

95. CONVERSATION LESSON

SAFETY FIRST

What accidents have occurred in your neighborhood that might have been avoided? Tell clearly how they could have been prevented.

Explain in a few clear sentences the best way to perform one of the following acts without danger of accident: cross a street where the traffic is heavy; enter a street car; get off a street car; manage a brush fire; take care of matches at home.

Ask each other questions about the ones you do not fully understand. It will be easier to explain some things if you act them out.

Have you ever read the little book called "Sure Pop and the Safety Scouts"? Sure Pop was a queer little man with white hair and rosy cheeks, who induced boys and girls to become Safety Scouts. Some of the

Safety Scout mottoes are given below. Talk them over in class with your teacher.

Get the safety habit.

Better be safe than sorry.

Folks who have no wings must use their wits.

Safety first — not part of the time, but all the time.

96. STUDY OF A POEM

UNDER THE GROUND

Oh, such a commotion under the ground,
 When March called, "Ho, there, ho!"
 Such spreading of rootlets far and wide!
 Such whispering, to and fro!
 And, "Are you ready?" the snowdrop called,
 "It's time to start, you know."
 Then "Ha! Ha! Ha!" the chorus came
 Of laughter soft and low,
 From the millions of flowers under the ground —
 Yes, millions, beginning to grow.

Read the poem. What do you like about it? Is it only in March that there is a commotion under the ground? Did you ever wish you could see what was going on there? Your teacher will tell you a simple way to find out. You will then report in your diaries.

97. LETTER WRITING

Write a letter to some pupil who is absent because of sickness or for any other reason. Get in all the fun

you can. Each child may first write a single paragraph. Read the paragraphs aloud, and choose three or four to go into the letter. Choose a good writer to copy the entire letter. Plan how to send it.

98. SPELLING LESSON

Learn to spell the following words. Use in written sentences all groups containing a comma, a period, or an apostrophe.

break a window	Mrs. Bluebird
wrote a letter	Mr. Goodfellow
meant to go	June 2, 1922
half a dollar	Chicago, Illinois
cried bitterly	Main St.
Ned's book	Frank and I
father's horse	yours truly
mother's picture	tried to write
doesn't try	Chestnut Ave.
a true story	your true friend

DICTIONARY LESSON — SEAT WORK

In what way are the following words alike? Which letter should you think of in arranging them alphabetically? Arrange one list each day for the next three days.

church, child, change, choose, cheese.

shape, short, sheep, shine.

sardines, sample, satchel, safety, sadder, salad, sap, save, sailing.



99. ANOTHER USE OF THE COMMA IN WRITING CONVERSATION

Read the following conversation :

"My poor baby has broken her head, doctor," said Mrs. White.

"I hope she has no fever, Mrs. White," answered the doctor.

"I don't think so, doctor," said Mrs. White.

"I'll come right over, Mrs. White," said the doctor.

"Thank you, doctor," exclaimed Mrs. White.

Who is speaking in the first sentence of the story?

To whom is she speaking? Read the quotation naturally, and notice if your voice shows that she is speaking to the doctor. How does the book show it?

To whom is the doctor speaking in the second sentence? How does the book show that he is speaking to Mrs. White? Find all the other places in which a comma is used in the same way. How do the commas help the reader?

Doctor, my poor baby has broken her head.

My poor baby, doctor, has broken her head.

Is the word *doctor* set off from the rest of the sentence in each of these cases? How many commas were needed in the second sentence? Why? No matter where the name of the person spoken to comes, it must always be set off from the rest of the sentence.

The name of the person spoken to should be set off from the rest of the sentence by one or two commas.

For a week, your teacher will each day ask a pupil to write on the bulletin board a sentence using the comma in the way you have studied to-day. Take a minute at the beginning of each language lesson to explain the use of the comma. Copy the sentence each day as seat work.

100. READING DIARY STORIES

Today you may read in class the last story you wrote in your diary. Help each other by criticizing the stories. Which story was most interesting? Which required the sharpest eyes?



101. DAILY DRILL EXERCISE

Those AND Them

Sometimes children say "them books" for "those books." *Those* and *them* are correctly used in the following sentences :

Do you see those books?

Do you see them?

These sentences have precisely the same meaning.

When we use the word *them* we do not need to use the word *books* also, for the word *them* takes the place of the word *books*.

Read the following sentences :

1. Are those apples sour?
2. What are you doing with those pictures?
3. Do you see those frisky kittens?
4. Yes, I see those frisky kittens.
5. Yes, I see them.
6. These flowers are pretty; those flowers are not so pretty.
7. Do you see those golden daffodils?
8. What is in those boxes?
9. Are those peaches ripe?
10. How much did you pay for those roller skates?
11. Who threw those balls?

If this mistake is made in your grade, use these sentences for a few days in your three-minute drills.

Read also once each day the sentences in one of the other drills that you need to review.

102. TRAVELING SEEDS

Mr. Raymond was very proud of his lawn. The closely clipped grass was beautifully green, and not a weed dared show its face. But one spring morning Mr. Raymond saw a golden flower shining like a jewel in the grass. "How came that dandelion here?" he asked.

You will try to answer Mr. Raymond's question.

Did you ever try to blow the seeds off a dandelion?



Was it an easy thing to do? Did they fall to the ground at once? What did they do? Could you blow a dandelion seed into the middle of a large lawn? What stronger blower could do it?

Are you ready now to answer Mr. Raymond's question? If you are not, talk it over in class. Ask questions of the other pupils.

103. ANSWERING A QUESTION

Today you may tell Mr. Raymond a story that will explain to him how the dandelion got into his lawn. One of the boys may be Mr. Raymond. Tell the story clearly from the beginning. Be sure to tell where the seed came from. You may need to use some of these words: *feathery, float, travel, blew, sprouted.*

If every step is not clearly told, Mr. Raymond should ask questions. After two or three pupils have answered

Mr. Raymond, the class may prepare an answer. Your teacher will write the story on the blackboard as you give it to her.

104. A COPYING LESSON

Read the following story. When you have it well in mind, copy it. Think of margins, indention, capitals, periods, and spelling. Write it a second time from memory.

A frisky breeze once caught a dandelion seed. He carried it to a beautiful lawn. The next spring the seed sprouted. Before long there was a golden blossom in the grass.

105. STUDY OF A STORY

THE SOUTH WIND AND THE DANDELION

Shawondasee, the South Wind, loved to lie in the shade and enjoy the fragrance of the flowers all about him. One day he gazed over the field, with a sleepy eye. At a distance he saw a slender girl with yellow hair. The next day he looked again. She was still there, more beautiful than ever. Every day his eyes sparkled with joy as he saw her in the dewy field.

But one morning he looked in vain for the beautiful maiden. An old woman now stood in the field. Instead of a crown of golden glory, she had a head of gray.

"Oh!" sighed Shawondasee, "my brother, the North Wind, has been here in the night. He has put his cruel hand on her head and whitened it with frost."

Then Shawondasee sighed heavily. His warm breath

reached the place where the old woman stood. Her white fell from her head, and she was gone.

And every spring Shawondasee still sighs sadly for the maiden with the golden hair.

Who was Shawondasee? What did he see in the field one morning? What happened to the beautiful girl? Whom did Shawondasee blame for the change? Was the North Wind to blame? Shall you think of this story when you hear the South Wind sigh in the spring?

When you read the story, show how Shawondasee felt when he said the sentence beginning with "Oh!" What feeling does the "Oh!" express?

106. ANOTHER USE OF THE COMMA IN WRITING CONVERSATION

There is still one way in which the comma is used in writing conversation, but at no other time.

Read the following story :

Little Red Hen found a seed.

"Will you help plant the seed, Mr. Cock?" she asked.

"No, I will not help," answered Mr. Cock.

"Will you help me, Mrs. Duck?" asked Little Red Hen.

"No, I shall not help you, either," said Mrs. Duck.

"Will you please help me, Mr. Turkey?" then asked Little Red Hen.

"Yes, I will help you. Then we shall share the wheat we raise," said Mr. Turkey.

"Thank you, Mr. Turkey," exclaimed Little Red Hen. And off they went to plant the seed.

What is the first question in the story? Is it set off from the rest of the sentence by a comma?

Your rule says that a quotation is *usually* set off from the rest of the sentence by a comma. But in this case the quotation is a question. What mark is always used after a question? Try to explain why it is not necessary to use a question mark and a comma too.

Now study the story and give a reason for every capital and punctuation mark until you find a comma whose use you have never studied.

Read the sentences containing *yes* and *no*, and see if your voice sets off these words from the rest of the sentence.

Why is *no* set off in the first of the following sentences? Why is it not set off in the second?

No, I am not afraid of snakes.

No automobile was in sight.

The words *yes*, and *no* meaning the opposite of *yes*, are separated from the rest of the sentence by commas.

For a few days your teacher will appoint a pupil each day to write on the bulletin board a short sentence using either the word *yes* or the word *no* meaning the opposite of *yes*. Copy it as seat work, and take a minute at the beginning of each language period to explain the new use of the comma.

Remember always that the most important thing for you to do in your written work is to be able to

write a short paragraph in clear sentences, and *without mistakes*, and to write a short letter and get every part of it *exactly right*. You will then have little trouble in writing conversation later.

107. MAKING AND GUESSING RIDDLES

Imagine that you are a very useful article in a school-room. Make a riddle by describing yourself.

Here is a riddle to start with :

I am very tall and slender. I cannot stand alone because I have only one foot. Most of the time I lie in a long, narrow bed with some very dusty companions. The children use me in their geography lessons. I help them travel from place to place faster than an express train could carry them. What am I?

Answer the question in a complete sentence. The pupil who first guesses the riddle may give the next one.

108. WRITING THE RIDDLES

For seat work write your riddles. They will be fastened together to make a book. Who will make a cover for the book?

When the riddle book is finished, lend it to another grade. Ask the teacher of the grade if the riddles were so well expressed that the pupils could easily guess the answers.

You made a book of riddles last year. Compare the riddles just written with the older ones. State in what ways you have improved since the first ones were written.

PRONUNCIATION DRILL

For a few days take a minute or two at the beginning of each language lesson for pronouncing these words correctly and rapidly :

follow	kept	let me take
hollow	been	give me the book
asked	evening	used to skate
stopped	perhaps	shut the door
told	picture	once upon a time

109. CONVERSATION LESSON

THRIFT

Have you ever heard your father or mother tell of ways in which they earned money when they were young? What kind of work did they do? What did they do with the money they earned?

What are some of the things that now often tempt girls and boys to spend the money they earn or have given to them? Discuss in class how small sums of money, even a few pennies, count up week after week. You may enjoy finding out how much you would have in a year if you saved five cents each week. What could you do with this money?

110. EXPLAINING QUOTATION MARKS

Today you will have the last lesson of the year in explaining how quotations are written.

Read the following fable, enjoy it, and then explain the punctuation of the quotations.

THE OX AND THE FROGS

Some little frogs were once playing near the edge of a pool, when an ox came down to drink. They were frightened and ran home.

"Oh, mother, an enormous creature with four legs came to the pool this morning to drink," they cried.

"Was he as big as this?" asked Mother Frog, puffing herself out to look as big as possible.

"Yes, much bigger," answered the frogs.

"As big as this?" asked Mother Frog, puffing herself out still more.

"Oh, mother, *much* bigger," again exclaimed the frogs.

Mother Frog now puffed and puffed until she was as round as a ball. "Was he as big as ——?" she began. But just then she burst.

You will sometimes notice quotations written in the following way :

"My broth," said the father bear, "is too hot."

"Come along," called Tom, "and go swimming with me."

Do not try to explain these at present. Study only the quotations that are not broken into two parts. There is plenty of time for the others.

111. OUR FRIENDS IN OTHER LANDS

This picture shows a scene in China. Read the picture carefully, and learn from it all you can about



the people's clothing, customs, surroundings, etc. Select one thing that interests you, and describe it or tell a story about it.

112. WRITING A LETTER

The long summer vacation will soon be here, and then some of you will read a good many books. You will find a list on page 236, but these may not all be in your library.

If you have a public library, write a note to the librarian asking her for a good list of books. What things about you will she wish to know?

This letter will be team work. All may copy it, and your teacher will choose one copy to be sent to the library.

If you have no public library, you may write letters to each other, giving the titles of some good books you have read.

113. STUDY OF A POEM

RAIN IN SUMMER

How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!

How it clatters along the roofs,
Like the tramp of hoofs!

How it gushes and struggles out
From the throat of the overflowing spout !
Across the windowpane
It pours and pours ;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain !

HENRY W. LONGFELLOW

Listen carefully while your teacher reads the poem to you. Different children may then read it, trying to make the voice show how the rain clattered like the tramp of hoofs.

Which stanza will you read the more rapidly? Why? What makes the stream in the gutter muddy?

What other poem by Henry W. Longfellow have you studied? Review it.

114. THE USES OF RAIN

Do you remember the poem, "The Raindrops' Ride"? Review it.

Why did Mr. Longfellow describe the rain as being welcome? Discuss the various uses of rain.

115. STUDY OF A POEM

HIDE AND SEEK

All the trees are sleeping, all the winds are still,
All the flocks of fleecy clouds have wandered past the hill ;

Through the noonday silence, down the woods of June,
Hark, a little hunter's voice comes running with a tune.

“Hide and seek!
When I speak,
You must answer me!
Call again,
Merry men,
Coo-ee, coo-ee, coo-ee!”

Now I hear the footsteps, rustling in the grass;
Hidden in my leafy nook, shall I let him pass?
Just a low, soft whistle, — quick the hunter turns,
Leaps upon me laughing, rolls me in the ferns.

“Hold him fast!
Caught at last!
Now you're it, you see;
Hide your eye,
Till I cry,
Coo-ee, coo-ee, coo-ee!”

HENRY VAN DYKE

Read the poem. Do you see the picture clearly? Some one may tell exactly how the children in the poem are playing “Hide and Seek.” Do you play it in the same way? What call do you have to tell the one who is “it” that you are ready to be found?

You may learn either this poem or “Rain in Summer.”

116. DICTATION LESSON

Today you will have a final dictation lesson which you have never seen.

117. MAKING BOOKS FOR THE GRADE LIBRARY

Should you like to leave a book of nature stories for the school library? A book of bird stories called "Birds We Have Known," or a book of flower stories called "Wild Flowers We Have Known," would certainly be enjoyed by the children next year. Discuss the matter in class and decide which you would rather write. Each pupil should write at least one story for the book. When you write the stories, try to use words that make pleasing word pictures.

118. SOME QUESTIONS TO ANSWER

You have now finished your language lessons for the year. With the help of your teacher, make a list of questions like the following about the most important things you should now be able to do :

Do I now always talk in clear sentences?

Have I corrected some of my bad speech habits?

To how many of the questions can you answer "Yes"?

Next year you will have a new book. Shall you take some happy memories of this one into the new year?

Shall you bring to the new grade some interesting summer stories to share with your classmates?

Will you try to read at least two good books during the summer? See the list on page 236.

BOOKS FOR SUMMER READING

Below is a list of books that children everywhere enjoy. If you have a public library where you live, the librarian will help you select others.

- ADVENTURES OF PINOCCHIO. *Collodi.*
ALICE IN WONDERLAND. *Carroll.*
AMERICAN HERO STORIES. *Tappan.*
BOOK OF LEGENDS. *Scudder.*
CHILDREN OF THE COLD. *Schwatka.*
DAVY AND THE GOBLIN. *Carryl.*
DOCAS, THE INDIAN BOY. *Snedden.*
FAIRY TALES. *Grimm.*
KATRINKA, THE RUSSIAN CHILD. *Haskell.*
LITTLE BROTHER TO THE BEAR. *Long.*
MONI THE GOAT BOY. *Spyri.*
MOPSA THE FAIRY. *Ingelow.*
NELLY'S SILVER MINE. *Jackson.*
OLD INDIAN LEGENDS. *Zitkala-Sa.*
PIG BROTHER AND OTHER STORIES. *Richards.*
THE JOLLY BOOK OF FUNCRAFT. *Beard.*
THE LONESOMEST DOLL. *Brown.*
THE MAGIC FOREST. *White.*
THROUGH THE LOOKING-GLASS. *Carroll.*
UNDER THE LILACS. *Alcott.*
WHY THE CHIMES RANG. *Alden.*

**AMERICA**

My country, 'tis of thee,
Sweet land of liberty ;
Of thee I sing ;
Land where my fathers died,
Land of the Pilgrims' pride,
From every mountain side
Let freedom ring.

My native country, — thee,
Land of the noble free, —
 Thy name I love ;
I love thy rocks and rills,
Thy woods and templed hills ;
My heart with rapture thrills
 Like that above.

Let music swell the breeze,
And ring from all the trees
 Sweet freedom's song ;
Let mortal tongues awake,
Let all that breathe partake !
Let rocks their silence break, —
 The sound prolong.

Our fathers' God, — to Thee,
Author of liberty,
 To Thee we sing ;
Long may our land be bright
With freedom's holy light ;
Protect us by Thy might,
 Great God, our King.

SAMUEL F. SMITH

REVIEW OF "SELF-HELP ENGLISH LESSONS,
BOOK ONE"

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**REVIEW OF "SELF-HELP ENGLISH LESSONS,
BOOK ONE"****I. INTRODUCTION**

This outline will help you to review some things you learned in lower grades. It would have taken too much space to review all the reasons for the rules, but remember that everything you do in speaking or in writing helps the listener or the reader. The question "Why?" that occurs so often will serve to remind you how important the reasons are.

You have not thoroughly reviewed a point until you have clearly explained it.

II. ORAL STORY-TELLING

The word *story-telling* refers to any kind of oral composition in which you tell about one thing in a number of sentences that help each other. In the lower grades you tried to do the following things. Give a good reason for each :

1. Choose an interesting story to tell.
2. Tell it in short, clear sentences.
3. Let your voice help by showing where a sentence ends and by pronouncing your words very distinctly.
4. Tell facts in their right order.
5. Avoid beginning several sentences with the same word.

Always think of these matters when you are planning a story to tell in class.

III. CORRECT USE OF WORDS

The First Book gave daily drills on many words that are sometimes used incorrectly. Whenever you find that any of these forms still trouble you, study the sentences so that you will understand how the words are used, make more sentences of the same kind, and repeat them many times until you overcome the bad habit you have formed.

The words occur in groups of two or more, and are arranged according to the initial letter of the first word of the group. The words are correctly used in the sentences which follow them.

1. *Am not, aren't, isn't.* *Ain't* is often incorrectly used for these words. *There is no such word.*

I am not going to the picnic.

We aren't planning to play the story.

Isn't it time for the spring flowers?

2. *Came and come.* *Come* sometimes needs helping words like *has, have, had.* *Came* never needs a helping word.

Come and see these pictures.

Who came to the door?

The grocer came.

He had come for orders.

3. *Did and done.* *Done* always needs a helping word like *has* and *have.* *Did* never needs a helping word.

I did my examples yesterday.

I have done them all.

I did You did You have done He has done

4. *Is* and *are*. *Is* is used in speaking of one person and thing. *Are* is used in speaking of more than one person or thing.

The sun is shining brightly.

The clouds are flitting across the sky.

Are is always used with the word *you*, whether *you* means one person or more than one.

You are writing very neatly, Mary.

You are all writing neatly, girls.

5. *Run* and *ran*. *Run* sometimes needs a helping word and sometimes it does not. *Ran* never needs a helping word.

Last Saturday I ran a mile.

I have run all the way to school.

The boys ran a race.

They ran very swiftly.

6. *Saw* and *seen*. *Saw* never needs a helping word. *Seen* always needs a helping word like *has* or *have* or *was*.

I saw a curious sight.

I have seen many curious sights.

Who saw the aëroplane?

We have all seen it many times.

7. *Teach* and *learn*. You *learn* to do a thing yourself. Some other person *teaches* you to do a thing.

Aunt Mary is teaching me to knit.

She says I am learning rapidly.

8. *Was* and *were*. *Was* is used in speaking of one person or thing. *Were* is used in speaking of more than one person or thing. *Were* is always used with the word *you*, whether one person or more than one is being spoken to.

The spider was spinning his web.
The spiders were trying to catch a fly.
You were the champion player, Ned.
You were doing good work, girls.

9. *Went* and *gone*. *Went* never needs a helping word. *Gone* always needs a helping word like *has* and *have*.

The boys went to the ball game.
The boys have gone to the ball game.
Who went with them?
Father has gone with them.

IV. WRITTEN WORK — ARRANGEMENT ON PAPER

1. *Margins*. Just as a printed page has margins, a written page also should have them. Why? The right margin may not be as regular as the others, but it should always be wide enough to help make a frame for the written part of the page.

2. *Sentences that are not related*. Sentences that do not belong together — that is, sentences that do not help each other — are written one below the other, each beginning on a new line.

3. *Paragraphs.* Sentences that are related — that is, sentences that help each other tell a story — are written in the form of a paragraph. The first line of a paragraph is indented. Why?

Spring has come at last. The birds are singing and the flowers are beginning to bloom. Soon the fields will be covered with a rich carpet of green.

V. COPYING

Before copying a sentence, study it as follows :

1. Read the sentence and make sure of its meaning.
2. Answer the following questions :
 - With what kind of letter does the sentence begin?
 - Does the sentence tell something, or does it ask something?
 - What mark is used at the end?
3. Give a reason for all other capitals and punctuation marks.
4. Study the spelling of words you do not know.
5. Read the entire sentence once more.

After this study, write the sentence without looking again at the book.

Before copying a paragraph, study each sentence, and be sure to indent the first line.

VI. WRITING FROM DICTATION

1. *Studied dictation.* Notice if the sentences are written separately or as a paragraph, and give a reason for the arrangement.

Study the lesson as if it were to be copied. When your teacher has dictated a sentence, say it to yourself before beginning to write it. Try to do this without moving your lips. Try to see in your mind how the sentence looks when written. Then write it without hesitation.

When you have finished, look over your work carefully and correct neatly any mistake you may have made.

2. *Unstudied dictation.* Your teacher will first read the entire lesson so that you may decide whether the sentences are to be written separately or as a paragraph. She will then read the sentences one by one. Before beginning to write the sentence, think whether it is a telling sentence or a question. Decide also what words should begin with capital letters, and what punctuation marks should be used.

Say the sentence to yourself, and then write it. Look over your work for mistakes.

VII. USE OF CAPITALS

1. Every sentence begins with a capital letter :

George Washington was our first President.

Do you know any stories about his boyhood?

2. Every part of a person's name begins with a capital letter :

Henry Wadsworth Longfellow

John Greenleaf Whittier

3. Capitals are always used in writing initials :
Robert E. Lee, R. L. Stevenson
4. The names of places begin with capital letters :
New York, Austin, Savannah River, Mount Washington
5. The names of the days of the week begin with capital letters :
Tuesday, Friday, Saturday
6. The word *I* is always written as a capital :
Father and I went to the circus.
7. The short forms *Mr.* and *Mrs.* and the title *Miss* always begin with capital letters.
Mr. and Mrs. Bee called on Miss Clover.

VIII. USE OF THE PERIOD

1. A period is used at the end of every telling sentence :
The elephant uprooted the tree with his trunk.
2. A period is used after initials :
Thomas A. Edison, T. A. Edison, T. A. E.
3. A period is used after the short forms Mr. and Mrs.
Mr. and Mrs. White visited our school.

IX. USE OF THE QUESTION MARK

The question mark is used after every asking sentence :

- . How does the Eskimo travel across the ice fields?

X. USE OF THE COMMA

1. The comma is used for setting off the parts of an address :

I live in Chicago, Illinois.
My uncle lives in Dallas, Texas.

2. The comma is used in certain parts of a note :

Dear Frank,

Will you come over after school today and help get up a circus? We will have it in our barn. You can be the clown if you want to. I think I will be a rough rider.

Your friend,

Tom

XI. CORRECT PRONUNCIATION

The following words and groups of words should be reviewed until they are correctly pronounced both singly and in sentences :

across	making	wheel
because	off	when
burst	often	where
can	reading	which
catch	running	while
doing	singing	whip
for	stopped	whipping
from	toward	whisper
get	was	white
jumping	what	whittle
just	wheat	why
ate an apple		give me
there is		let me

XII. SPELLING

The following common words are often misspelled. They all occurred in the First Book, Part One.

across	done	many	sugar
again	early	Monday	Sunday
almost	easy	much	sure
any	every	none	taking
asked	father	picture	they
autumn	forty	please	Thursday
because	Friday	raise	toward
beginning	friend	running	Tuesday
built	goes	said	until
burst	gone	Saturday	useful
can't	guess	says	very
catch	instead	season	Wednesday
color	just	some	were
coming	lose	stopped	where
country	loving	stories	which
does	making	such	writing

The italicized words below should be studied for both spelling and use :

all right
ate an apple
been trying
blew a bubble
 a *blue* dress
buy a pencil
dear friend

led the march
 a *piece* of pie
 the *right* hand
 a rough *road*
rode a horse
their books
there are

<i>hear</i> a noise	<i>too</i> large
come <i>here</i>	<i>two</i> cents
an <i>hour</i> ago	last <i>week</i>
<i>knew</i> the rules	<i>would</i> have done
<i>know</i> our lessons	<i>write</i> a letter

XIII. PREPARATION FOR USING A DICTIONARY

As you know, a dictionary is a book that tells you how to spell words, how to pronounce them, and what they mean. The following exercises prepared you to use not only a dictionary, but other books containing lists of words arranged alphabetically.

Learning the alphabet. Learning the alphabet is the first step in preparing to use a dictionary. Repeat the alphabet rapidly.

Which letter of the following pairs comes first in the alphabet: *b* or *f*; *m* or *g*; *p* or *r*; *n* or *j*; *o* or *x*?

Which is the first letter of the alphabet? the last? How many letters are there in all? What are the two middle letters?

Arranging words in alphabetical order. Copy the words in the spelling lesson on page 188, on separate pieces of paper. After mixing them thoroughly, sort them so that all words beginning with *a* will be together, all beginning with *b*, and so on. Then arrange them in a list, following the order of the letters of the alphabet.



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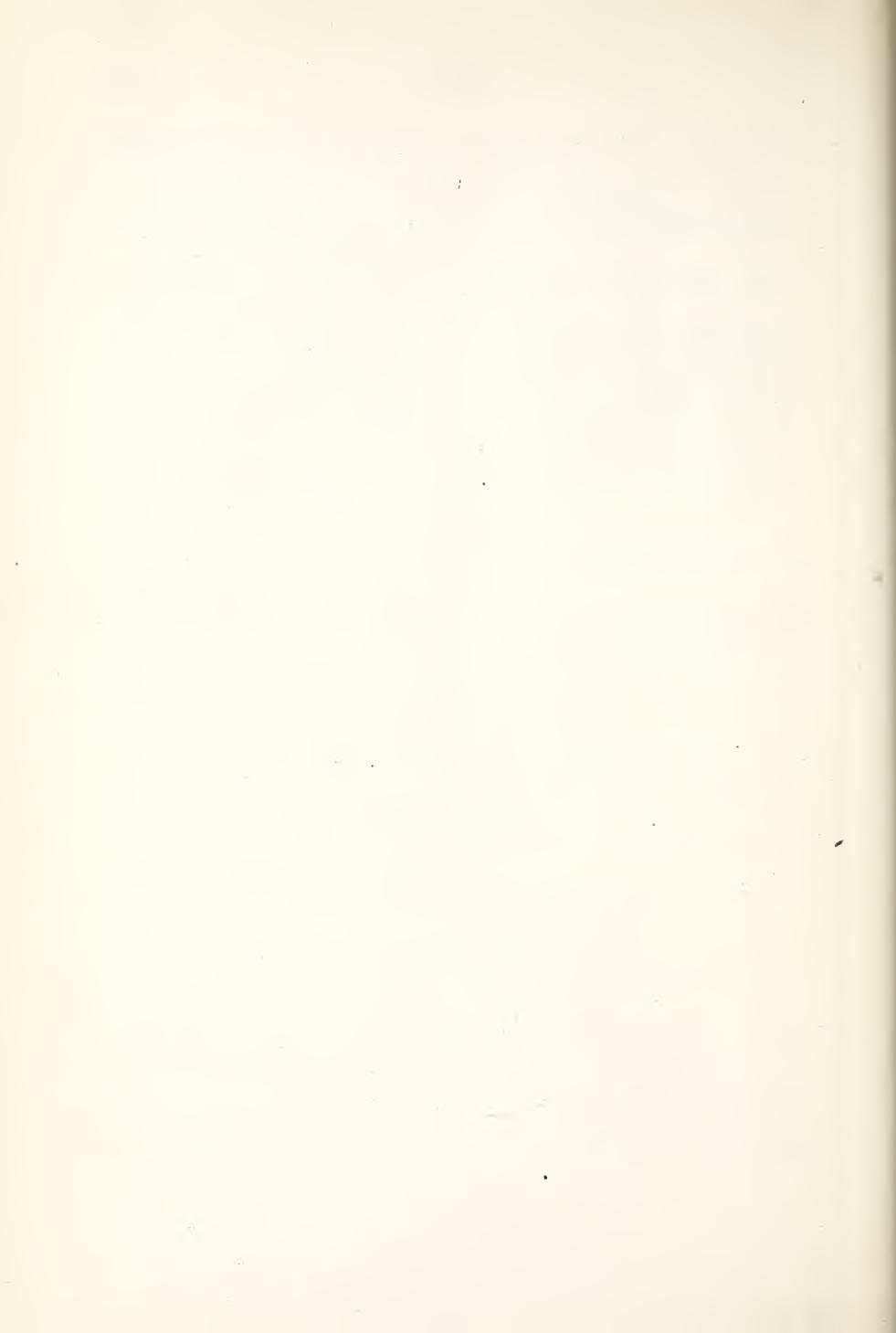
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B. G. G.

FEB 7 1925

