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COMPOSITION  
BOOK  
BY GRADES

THIRD YEAR

O'SHEA-EICHMANN

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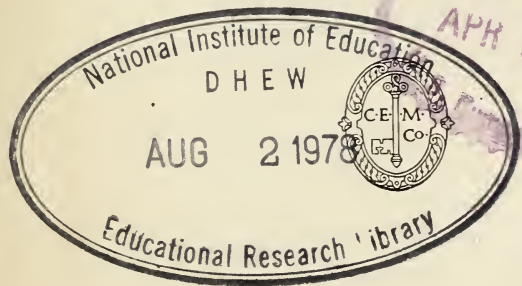


# COMPOSITION BOOK

## BY GRADES

THIRD YEAR

BY  
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NEW YORK CITY  
AND  
ANDREW E. EICHMANN  
PRINCIPAL OF PUBLIC SCHOOL NO. 97 BROOKLYN



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## PREFACE

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

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

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

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

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

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



THIRD YEAR—FIRST HALF

*Model:* Children's Pets

*First Week*

## BUNNY

The children stroked Bunny's fur to feel how soft and clean it was. They saw the curved nails. Bunny burrows with these. The children all wondered at its long hind legs.

---

### *Composition Study*

- I. *a.* Silent and oral reading.
- b.* Oral reproduction.
- c.* Children tell similar stories.

- II. *a.* Talk on form.
- b.* Pupils copy model.

III. Pupils write answers to the following:

1. Why did the children stroke Bunny's fur?
2. Why has a rabbit curved nails?
3. Why are the rabbit's hind legs longer than its front legs?

*Note.*—Pupils should be expected in all exercises of this kind to give their answers in complete sentences.

While the children are writing, the teacher should note common errors.

Some answers should be read, and corrections should be suggested by pupils and teacher. The blackboard may be used as a help.

*Supplement: Oral Drill*

*First Week*

### GUESS MY NAME

I am as round as a ball, as heavy as snow, as cold as ice. I am white and made of two handfuls of snow. What is my name?

Two runners are my feet. Four uprights are my legs. The cross-board is my back. I travel best over slippery roads, and I can carry many people at one time. What is my name?

I can sail, but not on water. I can go as fast as a train, yet I need no tracks. I can climb, though I have neither hands nor feet. I have visited the clouds and the highest mountains on my trips. What is my name?

My tail is long and bushy. My ears are erect and sharp. My nose is long and pointed. I look like a dog but I am much wiser. What am I?

Two horns stand on my head. My hoofs are split. My fur is thin and soft. I am not so tall as an ox nor so strong. The milkman is my best friend. What am I?

I have four padded little paws. My claws are curved and sharp. My teeth are thin but long. My fur is soft. There is something of the tiger about me, but I am not so large nor am I wild. You will find me in nearly every home. What am I?

*Model: Nature Story*

*Second Week*

## THE BLUE JAY AS A PLANTER

The blue jay spends much time gathering nuts. Sometimes he picks up chestnuts and acorns, and buries them.

Perhaps the blue jay has been the real planter of some of our oak trees and chestnut trees.

---

### *Composition Study*

- I. *a.* Silent and oral reading.  
*b.* Copy of model.
- II. *a.* Oral reproduction.  
*b.* Similar paragraph constructed by teacher and pupils working together. Use of blackboard.
- III. *a.* Pupils write complete answers to the following:
  1. How does the blue jay spend much of his time?
  2. What does he do with some of the nuts?
  3. When do most nuts ripen?
  4. When do chestnuts ripen?
  5. What is done with acorns?*b.* Some pupils read answers. Corrections suggested by pupils and teacher. Some work done at blackboard.

## IS, AM, ARE

We use *am* and *is* when we speak of one only. Thus,

I *am* reading a story about birds.

The robin *is* a small bird.

We use *are* when we speak of more than one. Thus,

We *are* reading a story about birds.

Robins *are* small birds.

Make changes in the following sentences so that each will speak of more than one person or thing:

1. I am busy at my lessons.
2. I am always trying to do my best.
3. I am very tired to-day.
4. I am glad that to-morrow will be a holiday.
5. The lion is a beast of prey.
6. The bee is a busy little creature.
7. The deer is a fast runner.
8. The lamb is a very gentle animal.
9. The dog is a faithful animal.
10. The olive tree is green all the year round.
11. The fig tree is bare of leaves in winter.
12. In the oyster is often found a pearl of great value.
13. The duck is a good swimmer.
14. The river is smooth where it is deep.

*Model: Fable**Third Week*

## THE CRICKET AND THE ANT

All summer a little cricket had been chirping. When winter came, he had nothing to eat. One morning he came crying to the ant.

The ant smiled. She gave the lazy cricket some dinner. She told him that he must chirp less and work more.

---

### *Composition Study*

- I. *a.* Silent and oral reading.  
*b.* Copy of model.
- II. *a.* Oral reproduction.  
*b.* Blackboard work to encourage original expression.
- III. *a.* Pupils write complete answers to the following:
  1. What kind of story is this?
  2. Why was the cricket crying?
  3. What had the cricket been doing all summer?
  4. What did the ant tell the cricket to do?*b.* Some pupils read answers. Corrections suggested by pupils and teacher. Blackboard help. Pupils correct their own mistakes under guidance of teacher.

## IS, AM, ARE

Make changes in the following sentences so that each will speak of only one person or thing:

1. Good children are respectful to their elders.
2. Mighty oaks grow from little acorns.
3. Young lions are called cubs.
4. Fir trees are green the year round.
  
5. Winter days are short.
6. Summer days are long.
7. My cats have six toes.
8. Clocks tell the time of day.
  
9. Ladies' furs are made from the skins of animals.
10. Some doors are made of oak.
11. Slippery streets are dangerous for horses.
12. Our horses are all well shod.
13. Rabbits' skins are used for felt.
  
14. The skins of cattle are turned into leather.
15. Leather bags are made from skins.
16. We are living in one of the best countries in the world.
17. Criminals are not allowed to come here.
18. Dogs have a keen sense of smell.

*Model: Nature*

*Fourth Week*

## JACK FROST

Jack Frost has come. He has traced beautiful pictures on the window-panes. He has opened the seed-pods in the fields and given the seeds to the wind. He has placed a silver blanket over the earth, and now bids her sleep through the winter.

---

### *Composition Study*

- I. *a.* Silent and oral reading.  
*b.* Copy of model.
- II. *a.* Oral reproduction.  
*b.* Reproduction written on blackboard by pupils.  
Corrections suggested by other pupils of the class.
- III. *a.* Pupils write complete answers to the following:
  1. What can be seen on the window-panes after cold nights?
  2. What happens to the seed-pods and the seeds?
  3. What does the frost do to the earth?
  4. How do we know that the earth sleeps through the winter?*b.* Some pupils read. Corrections suggested by pupils and teacher. Use of blackboard. Pupils correct their own mistakes under guidance of teacher.



## WAS, WERE

We use *was* when we speak of one only. Thus,

A trout *was* caught in the brook.

The hound *was* hunting the foxes.

We use *were* in speaking of more than one. Thus,

The ships *were* anchored at sea.

The apples *were* eaten by the boys.

Make changes in the following sentences so that each will speak of more than one person or thing:

1. The boy was playing football.
2. The girl was taking her music lesson.
3. The pearl found in the oyster was once a mere grain of sand.
4. The shepherd was placed in charge of the flock.
5. A camel driver was seen in the distance.
6. He was standing at a well while his camel was drinking.
7. The elephant was very fond of sugar cane.
8. All through the night the quail was singing "Bob White."
9. In the meadow near by, the lark was gaily flying.
10. Early in the morning the robin was singing "cheer up."

*Model:* Explanation

*Fifth Week*

## A WHALE CATCH

When a whale ship comes near a whale, the men go out in a lifeboat. One man throws a big spear into the whale.

The animal fights, but soon dies. The body floats on the water. The men then cut the fat from under its skin.

---

### *Composition Study*

- I. *a.* Silent and oral reading.  
*b.* Oral reproduction.  
*c.* Class-talk on form.
- II. *a.* Reproductions written on blackboard by some pupils.  
*b.* Corrections suggested by other pupils of the class.
- III. *a.* Pupils write complete answers to the following:
  1. What do the men do when they come near a whale?
  2. Why does one of the men throw a spear into the whale?
  3. What do the men get from the whale?*b.* Some pupils read. Corrections suggested by pupils and teacher. Use of blackboard. Pupils correct their own mistakes under guidance of teacher.

## WAS, WERE

Make changes in the following sentences so that each will speak of one person or thing only:

1. The drawings were made by the children.
2. The flowers were picked by the girls.
3. The ladies were drinking tea.
4. The men were sitting near the fire.
5. The cows were driven home.
6. The hunters were chasing the deer.

Where the dash is used, put *was* or *were*:

7. A wolf —— seen chasing a skater.
8. The Indians —— friendly to some of the white men.
9. William Penn and the Indians —— very loyal to each other.
10. Tea and coffee —— brought from a distant country.
11. Nutmegs —— brought here from the same place.
12. While the cat —— away, the mice —— playing.
13. While the fire —— burning, the engines —— hurrying.
14. The painter —— mixing paints and the carpenters —— laying the floor.
15. The fences —— breaking down because the wood —— rotting.

*Model:* Indian Story

*Sixth Week*

## SEVEN LITTLE INDIAN BOYS

Seven little Indian boys once had a feast. They sang and danced. Suddenly, they felt themselves rising. Up and up they went until they became stars.

Many Indians think that good children shine as stars in the Happy Hunting Grounds.

---

### *Composition Study*

- I. *a.* Silent and oral reading.  
*b.* Oral reproduction.  
*c.* Blackboard work to encourage originality and variety in expression.
- II. *a.* Class-talk on form.  
*b.* Copy of model.
- III. *a.* Pupils write complete answers to the following:
  1. What did the Indian boys do at their feast?
  2. What happened suddenly?
  3. What happened to them up in the sky?
  4. What did the Indians call Heaven?*b.* Some pupils read. Corrections suggested by pupils and teacher. Use of blackboard. Pupils correct their own mistakes under guidance of teacher.

## HAS, HAVE

We use *has* when we speak of one only. Thus,

The fish *has* fins.

The cat *has* claws.

We use *have* when we speak of more than one. Thus,

Horses *have* hoofs.

Cows *have* horns.

Make changes in the following sentences so that each will speak of more than one person or thing:

1. The hen has feathers.
2. The peacock has beautiful plumes.
3. The bird has wings.
4. The dog has a tail.
5. The tree has branches and leaves.
6. The plant has beautiful flowers.
7. The flower has petals.
8. The nut has a shell.

Where the dash occurs, supply *has* or *have*:

9. Camels ——— brownish hair.
10. The elephant ——— thick, clumsy legs.
11. Elks and stags ——— antlers.
12. The cow ——— horns; so ——— the ram.

Model: Letter

Seventh Week

320 Penn Street,  
Camden,

May 3, 1913

Dear Clara,

I am going to have a party next Wednesday at two o'clock. Edna, Jane, and Ethel will be here.

Father has bought me some new games. We shall play them. After that we shall have supper. Will you not join us?

Your loving cousin,  
Lillian

---

### Composition Study

- I.
  - a. Silent and oral reading.
  - b. Blackboard drill. Original work on *heading, salutation, closing line, and signature.*
- II.
  - a. Copy of model.
  - b. Corrections.
- III.
  - a. Pupils write complete answers to the following:
    1. Who writes this letter?
    2. Where does Lillian live?
    3. When is Lillian to have her party?
    4. Who is to be there?
  - b. Some pupils read. Corrections suggested by pupils and teacher. Use of blackboard.

## WAS, WERE

Make changes in the following sentences so that each will speak of more than one person or thing:

1. The house was newly painted.
2. The cellar was carefully dug.
3. The mason was getting ready for work.
4. The street was swept by the street-cleaners.

Make changes in the following sentences so that each will speak of only one person or thing:

5. The horses were taken to the stable.
6. The hens were coaxed into the coop.
7. The puppies were hurried into the kennel.
8. The canaries were locked in their cage.
9. The rabbits were driven into the warren.
10. The pigs were already asleep in the pen.

Where the dash occurs, supply *was* or *were*:

11. What —— the boy doing with the muskrat?
12. What —— the purpose of all the traps.
13. —— there any muskrats in the other traps?
14. Why —— the boys so kind to this animal?
15. What —— done with it by the man who bought it from them?
16. Louis and I —— once in a store where musk —— sold.

*Model: Description*

*Eighth Week*

## BEAVER HOUSES

Beaver houses are built of sticks and grass plastered over with mud. They look like ovens. Some of them are six feet deep.

Tunnels run from house to house. Like the underground tubes in New York City, many of them run under streams.

---

### *Composition Study*

- I. *a.* Silent and oral reading.  
*b.* Blackboard work for original expression.
- II. *a.* Class-talk on form.  
*b.* Copy of model.
- III. *a.* Class write answers to these questions:
  1. Of what materials are beaver houses built?
  2. What is their appearance?
  3. How are the houses connected?
  4. Why do we have tunnels and tubes in the large cities?*b.* Some pupils read. Corrections suggested by pupils and teacher. Use of blackboard. Pupils correct their own mistakes.



## Do, DOES

We use *does* when we speak of one only. Thus,

When *does* the owl hunt for food?

How *does* the bird build its nest?

We use *do* in speaking of more than one person or thing. Thus,

*Do* the farmers like rain?

*Do* flowers bloom in springtime?

Make changes in the following sentences so that each will speak of more than one person or thing:

1. What does the squirrel do in winter?
2. How does the spider spin her web?
3. Where does the polar bear live?
4. Where does the sponge live?
5. Does the girl like her doll?
6. Does the letter require an answer?

In the sentences below, put these words where they belong: *builds, creeps, washes, soars, lays*.

7. The little lad ——— houses with blocks.
8. The eagle ——— above the clouds.
9. The snake ——— along the ground.
10. The hen ——— eggs in a nest.
11. The maid ——— the windows of the house.

*Model: Fable**Ninth Week*

## THE STUBBORN DONKEY

A donkey carrying sponges came to a stream. He would not follow his master over a bridge near by. He tried to wade through the stream. The sponges filled with water. Down he sank and was drowned.

This donkey lost his life because he was stubborn.

---

### *Composition Study*

- I. *a.* Silent and oral reading.  
*b.* Blackboard work to encourage originality and variety in expression. As many children should work at blackboard as space will permit. Other pupils suggest corrections.
- II. *a.* Copy of model.  
*b.* Corrections.
- III. *a.* Pupils write complete answers to the following:
  1. What was the donkey carrying?
  2. How did he wish to cross the stream?
  3. What happened to him?
  4. What lesson do we learn from this story?*b.* Some pupils read. Corrections suggested by pupils and teacher. Use of blackboard.

*Supplement: Oral Drill**Ninth Week*

## Do, DOES

Make changes in the following sentences so that each will speak of more than one person or thing:

1. A green apple does not taste sweet.
2. A totally blind person does not see at all.
3. The bat does not see well by day.

Make changes in the following sentences so that each will speak of one person or thing:

4. Where do lions live?
5. When do dogs bark?
6. When do cats mew?
7. Where do chickens roost?
8. Have you heard pigeons coo?
9. How do orioles build their nests?
10. Do horses always know their way home?
11. Why do bears sleep so long?
12. What games do the pupils like best?
13. Do they play these games well?

Where the dash occurs, insert *does* or *do*:

14. Cats and dogs —— not usually get along well together.
15. Lost moments —— not come back.
16. Boys and girls —— not always appreciate the evil effects of bad companions.
17. Eskimos —— not like a warm climate.

*Model: Moral**Tenth Week*

## PRACTICE MAKES PERFECT

Mr. Smith could carry an ox. He began to carry the animal when it was a calf. The calf grew larger, and day by day the man grew stronger. When the ox was full grown, the man had become strong enough to carry it.

---

### *Composition Study*

- I. *a.* Silent and oral reading.
  - b.* Oral reproduction.
  - c.* Talk on form.
- II. Blackboard work as before.
- III. *a.* Pupils write complete answers to the following:
  1. When did this strong man begin to carry the animal?
  2. What happened day by day?
  3. What do you think made the man stronger?
  4. For what are oxen used?
  5. What other animals are used for plowing?
  6. Why does the farmer plow his fields?
- b.* Some pupils read. Corrections suggested by pupils and teacher. Use of blackboard. Pupils correct their own mistakes.

*Supplement: Oral Drill**Tenth Week*

*Are for is; were for was*

By changing certain words and using *and*, it is possible to combine short sentences of similar structure. Thus, the following short sentences

The dandelion is a wild flower. The daisy is a wild flower;

can be linked into one sentence, as follows:

The dandelion and the daisy are wild flowers.

Combine each of the following pairs of sentences into one sentence:

1. George is my cousin. Anna is my cousin.
2. The canary is a small bird. The sparrow is a small bird.
3. My pin is made of gold. My watch is made of gold.
4. My book is new. My writing pad is new.
5. Reading clearly is an important lesson to learn. Writing plainly is an important lesson to learn.
6. Washington was a great President. Lincoln was a great President.
7. Longfellow was a great poet. Whittier was a great poet.
8. Columbus was a discoverer. Hudson was a discoverer.
9. The barrel was full of apples. The tub was full of apples.

*Model: Nature*

*Eleventh Week*

## THE REINDEER

The reindeer lives in very cold countries.

It can draw sleighs and carry heavy loads. From the milk of the reindeer, a kind of cheese is made. Clothing is made from its skin.

You see the reindeer takes the place of the horse, the cow, and the sheep.

---

### *Composition Study*

- I.
  - a. Silent and oral reading.
  - b. Class-talk on form.
  - c. Copy of model.
- II.
  - a. Reproduction with use of blackboard.
  - b. Suggestions by pupils.
- III.
  - a. Pupils write complete answers to the following:
    1. Where is the home of the reindeer?
    2. What can the reindeer do?
    3. What is made from its skin?
    4. Who is often pictured with reindeer?
    5. What is made from the milk of the reindeer?
  - b. Some pupils read. Corrections suggested by pupils and teacher. Use of blackboard. Pupils correct their own mistakes.

*Supplement: Oral Drill**Eleventh Week*

*Are for is; were for was; have for has; do for does*

Combine two statements into one:

1. The daisy has a long stem. The lily has a long stem.
2. The swan has white feathers. The duck has white feathers.
3. The lion has four legs. The tiger has four legs.
4. The dog has long teeth. The wolf has long teeth.
5. The oak has a strong bark. The maple has a strong bark.

Where the dash occurs, insert *do* or *does*:

6. Some children —— not like indoor games.
7. What games —— you like best?
8. Every pupil —— his own work.
9. Sidewalks —— not always dry quickly.

Insert *was* or *were*:

10. What —— you saying a moment ago?
11. We —— talking about the beautiful snow.
12. —— there many people out sleighing?

Insert *is* or *are*:

13. There —— twelve inches in a foot.
14. A foot —— one third of a yard.
15. Milk —— usually put into quart bottles.
16. Potatoes and turnips —— usually sold by the peck.

Model: Letter

Twelfth Week

377 Burton Street,  
Chicago,

December 26, 1913

Dear Ralph,

You must come to see all my presents. I have received so many that I can hardly count them. Some have new names, which I cannot spell.

Please come before the holidays are over. We shall have lots of fun.

Your friend,

Richard

---

### *Composition Study*

- I.
  - a. Silent and oral reading.
  - b. Blackboard drill. Original work on *heading, salutation, closing line, and signature.*
- II.
  - a. Copy of model.
  - b. Corrections.
- III.
  - a. Pupils write complete answers to the following:
    1. Why does Richard not tell in the letter what presents he has received?
    2. Where does Richard live?
    3. If you wrote the answer, what would you write at the top of your letter?
  - b. Some pupils read. Corrections suggested by pupils and teacher. Use of blackboard.



*Supplement: Oral Drill**Twelfth Week*

crouches   struts   frisks   flies   dashes  
 creeps   flutters   gallops   studies   crawls

For the dash in each of the following incomplete statements, supply one of the above words:

The bird _____.	The baby _____.
The cat _____.	The girl _____.
The dog _____.	The lamb _____.
The snake _____.	The horse _____.
The peacock _____.	The butterfly _____.

Make changes so that each of the above sentences will speak of more than one. Thus,

The cat crouches.      Cats crouch.

Make each of the following a complete statement:

1. Our baby cries whenever \_\_\_\_\_.
2. You must hurry to school so that \_\_\_\_\_.
3. Don't make a slide on the sidewalk for \_\_\_\_\_.
4. Jane was not able to attend school because \_\_\_\_\_.
5. It was raining hard while \_\_\_\_\_.
6. I shall visit the park next Sunday unless \_\_\_\_\_.
7. We lock the doors at night so that \_\_\_\_\_.
8. Everybody likes flowers because \_\_\_\_\_.
9. Don't put your knife to your mouth because \_\_\_\_\_.

*Model: Nature**Thirteenth Week*

## THE ROCK-A-BY NEST

On the top branch of our elm tree swings a bird's home. It is the oriole's nest. Here she brings up her little ones. The sunshine warms them by day. The breezes rock them by night.

---

### *Composition Study*

- I. *a.* Silent and oral reading.  
*b.* Oral reproduction.  
*c.* Class-talk on form.
- II. *a.* Dictation,  
*b.* Corrections by pupils.
- III. *a.* Pupils write complete answers to the following:
  1. What bird builds a rock-a-by nest?
  2. Why do the birds like the sunshine?
  3. What are the colors of the oriole?
  4. What makes the oriole's nest swing?
  5. What birds can you see near your home?*b.* Some pupils read. Corrections suggested by pupils and teacher. Use of blackboard. Pupils correct their own mistakes.

## IS, ARE

1. Wasps, hornets, and bees ——— insects.
2. The bumblebee ——— not so valuable as the honeybee.
3. Queens, workers, and drones ——— found in every hive.
4. The workers ——— the real makers of the honey.

## LIVE, LIVES

5. Honey bees ——— in hives.
6. A bee sometimes ——— several seasons.
7. Drones are lazy. They ——— on the honey which the other bees make.
8. A drone ——— only a short time.

## MAKE, MAKES

9. Bees ——— bee-bread from bee-glue, pollen, and honey.
10. The bee ——— this bread for the little baby bee.
11. All bees work together and ——— the wax for the honeycomb.

## HAVE, HAS

12. Wasps ——— long, thin bodies.
13. They ——— paper nests for homes. They ——— no hives.
14. Wasps ——— made the paper of the nest from wood fibers.

*Model: Story about Animals      Fourteenth Week*

### CATS WASH AFTER EATING

Puss washes after meals and not before. Even the mice know this.

A cat once caught a mouse. The mouse squealed but could not get away. Suddenly he whispered to the cat that people of good manners wash before eating. The cat opened her mouth to lick her paws. The mouse jumped out.

---

#### *Composition Study*

- I. *a.* Silent and oral reading.  
*b.* Copy of model.
- II. *a.* Story written from memory.  
*b.* Corrections.
- III. *a.* Pupils write complete answers to the following:
  1. What is the strange thing that Puss does?
  2. What did the mouse whisper to Puss?
  3. What did Puss do then?
  4. What happened next?*b.* Some pupils read. Corrections suggested by pupils and teacher. Use of blackboard. Pupils correct their own mistakes.

*Supplement: Oral Drill**Fourteenth Week*

Which of the following can you know by means of your sense of sight? Which, by your sense of hearing? By smell? By taste? By touch? Make your answers in complete sentences.

crash	green	sweetness
roughness	smoke	laugh
talk	tick	smile
thunder	whisper	music
lightning	height	hardness

Change the following statements so that each will mean more than one:

1. The horse is a tame animal. (Horses are tame animals.)
2. The lion is a four-footed beast.
3. The fly has six feet.
4. The canary is a pleasing singer.
5. The mosquito likes swamps.
6. The bear frequently sleeps six months.
7. The dog is a very faithful animal.
8. The mole has very small eyes.
9. The mole lives many feet under ground.
10. The mole builds subways.
11. The sardine is a salt-water fish.
12. The fisherman finds the sardine in the ocean.
13. The sardine is packed in olive oil.
14. The sardine is one of the smallest fish sold.



A STRANGE SIGHT FOR THE CHILDREN

*Model: Picture Study*<sup>1</sup>

*Fifteenth Week*

### A STRANGE SIGHT FOR THE CHILDREN

- I. Teacher and pupils have a short class-talk on the picture found on page 34, or on some familiar picture in their reader.
- II. Teacher selects a favorite picture and asks the class several questions which are to be answered orally.
- III. Pupils write complete answers to any four or five of the following:
  1. Who are the children in this picture?
  2. What is the Indian chief holding in his right hand?
  3. What do you see in the belt on his right side?
  4. Why is the little boy turning aside?
  5. Why is the taller girl smiling?
  6. How do you know the little ones are not Indian children?
  7. When did the Indians and the white men feast together?

<sup>1</sup> The purpose of picture study for primary children is simply to train them to observe or to seize upon the general features of a representative picture. The full story cannot be expected from them, much less the complete interpretation. Young children must be led; therefore the question method is the most rational at this stage of the child's progress.

*Model: Nature*

*Sixteenth Week*

## THE DANDELION

I am the little dandelion you see growing everywhere. Rain, sunshine, and just a bit of soil are all I need for a living.

I love children dearly. They split my stems for curls. When I am old, they come to me to ask the time of day.

---

### *Composition Study*

- I. *a.* Silent and oral reading.  
*b.* Class-talk on form.  
*c.* Copy of model.
- II. Reproduction on blackboard as in previous lessons.
- III. *a.* Pupils write complete answers to the following:
  1. Where does the dandelion grow?
  2. What does the dandelion need in order to live?
  3. What do children do with the stems of the dandelion?
  4. When does the dandelion become white?
  5. Why do children pick it then?
- b.* Some pupils read. Corrections suggested by pupils and teacher. Use of blackboard.



*Supplement: Oral Drill**Sixteenth Week*

Tell in complete sentences what each of the following stands for—animal, plant, or place:

daisy	cellar	beetle
mole	carrot	church
mouse	cranberry	beach
street	woods	beech
swallow	buffalo	snipe
kitchen	onion	birch

Using Groups I and II below, make complete statements, by selecting in each case one word from each group. Thus,

Seals have flippers.  
Hogs have bristles.

- I. flies      oxen      deer      elephants      seal      sheep  
lions      horses      birds      clams      hens      hogs
- II. feathers      horns      wool      bristles      shells      claws  
hoofs      bills      flippers      antlers      tusks      feelers

Finish the following incomplete statements:

1. Geese and ducks cannot fly well because \_\_\_\_\_.
2. Lazy people are usually poor because \_\_\_\_\_.
3. The blacksmith must have strong arms because \_\_\_\_\_.
4. The pony cannot pull as well as a horse because \_\_\_\_\_.

*Model: Letter*

*Seventeenth Week*

169 Adams Street,  
Chicago,  
December 29, 1913

Dear Richard,

Your welcome letter came this morning.

I cannot visit you now as my uncle is to spend the week with us. We shall be busy sight-seeing.

Will you not come to my house next Sunday to meet my uncle and to see the things he has brought me?

I wish you a Happy New Year.

Your friend,  
Ralph

---

### *Composition Study*

- I. *a.* Silent and oral reading.  
*b.* Blackboard drill as before.
- II. *a.* Copy of model.                      *b.* Corrections.
- III. *a.* Pupils write complete answers to the following:
  1. What is the first thing Ralph says?
  2. Why cannot Ralph accept Richard's invitation?
  3. What does Ralph ask of Richard?
  4. What does he say in the last paragraph?*b.* Some pupils read. Corrections suggested by pupils and teacher. Use of blackboard.

*Supplement: Oral Drill**Seventeenth Week*

Use *is, are, was, were, has, or have*:

1. American buffaloes ——— really bisons.
2. The real buffalo ——— long horns.
3. The bison's horns ——— short.
4. At one time robes ——— made from buffalo skins.
5. The food of the bison ——— mostly grass.
6. Buffaloes ——— large humps on their shoulders.
7. This hump ——— covered with long brownish hair.
8. The common tiger ——— eight feet in length.
9. Some Bengal tigers ——— eleven feet in length.
10. They ——— been seen to overcome lions in fight.
11. Tigers that live on cattle ——— very fierce.
12. The ox ——— the favorite food of these tigers.
13. A tiger ——— able to kill and eat seventy oxen a year.
14. Tigers ——— black stripes on their bodies and limbs.
15. Wildcats ——— much like tigers in looks and actions.
16. It ——— supposed that the house cat ——— once a wildcat.
17. House cats ——— tamed many thousand years ago.
18. I think the prettiest cats ——— the Angoras.

*Model: Story*

*Eighteenth Week*

## WHY CHILDREN GO TO SLEEP

All day long Father Sun scatters a fine dust.  
The Sand Man mixes this with star dust.

Towards sundown the Sand Man scatters this  
dust from the sky. It falls into the eyes of chil-  
dren and they go to sleep.

---

### *Composition Study*

- I. *a.* Silent and oral reading.  
*b.* Copy of model.
- II. Reproduction with aid of blackboard as in previous lessons.
- III. *a.* Pupils write complete answers to the following:
  1. What does Father Sun do during the day?
  2. What does the Sand Man do all day?
  3. What does he do near sundown?
  4. What becomes of this dust?
  5. What happens to the children?*b.* Some pupils read. Corrections suggested by pupils and teacher. Use of blackboard. Pupils correct their own mistakes.

*Supplement: Oral Drill**Eighteenth Week*

Insert the proper word where the dash occurs:

1. John —— happy. Mary —— happy.
2. John and Mary —— happy.
3. The cow —— hoofs. The goat —— hoofs.
4. Cows and goats —— hoofs.
5. The bee —— diligent. The beaver —— diligent.
6. Bees and beavers —— diligent.
7. Washington —— born in February; so —— Longfellow.
8. Washington and Longfellow —— born in February.
9. The bluebird —— a summer bird. The robin —— a summer bird.
10. The bluebird and the robin —— summer birds.
11. The crab —— a shell. The lobster —— a shell.
12. Crabs and lobsters —— shells.
13. The fly —— an insect. The mosquito —— an insect.
14. Flies and mosquitoes —— insects.
15. The frog —— once a tadpole; so —— the toad.
16. Frogs and toads —— once tadpoles.
17. A hair —— a root. A tooth —— a root.
18. Hairs and teeth —— roots.



From the painting by Guido Reni

AURORA

*Model: Myth*

*Nineteenth Week*

## AURORA

Aurora lived far up in the sky. When she appeared in the morning, the sky was filled with rosy light. The birds sang sweet songs. The flowers turned on their stems to greet her. Aurora smiled on all the birds, and placed a dewdrop on the flowers.

---

### *Composition Study*

- I. *a.* Silent and oral reading.  
*b.* Copy of model.
- II. Reproduction with aid of blackboard as before, or oral study of the picture.
- III. *a.* Pupils write complete answers to the following:
  1. Where was the home of Aurora?
  2. What happened when she came in the morning?
  3. How did Aurora answer the greetings of the flowers?
  4. What do you see in the picture?
  5. Who is driving the chariot?
- b.* Some pupils read. Corrections suggested by pupils and teachers. Use of blackboard.

*Model: Story*

*Twentieth Week*

## THE KINGDOMS

A great king once asked little Mary to what kingdom a gold coin belonged.

Mary said that it belonged to the mineral kingdom.

The king then asked to what kingdom he belonged. Mary looked puzzled. At last she said that he belonged to the kingdom of God.

The king smiled and slipped the gold coin into Mary's hand.

---

### *Composition Study*

- I. *a.* Silent and oral reading.  
*b.* Blackboard work to encourage originality and variety in expression.
- II. *a.* Oral reading of the model.  
*b.* Copy of model.
- III. *a.* Pupils write complete answers to the following:
  1. To what kingdom does gold belong?
  2. Why was Mary puzzled when asked the second question?
  3. To what kingdom do all human beings belong?
  4. How do you know that the king was pleased with Mary's answer?*b.* Some pupils read. Corrections suggested.



Read the following poem, and copy the first verse:

## WINTER

The frost is here,  
The fuel is dear,  
And woods are sear,  
And fires burn clear,  
And frost is here  
And has bitten the heel of the going year.

Bite, frost, bite!  
You roll up away from the light  
The blue wood-lice, and the plump dormouse,  
And the bees are still'd, and the flies are kill'd,  
And you bite far into the heart of the house,  
But not into mine.

Bite, frost, bite!  
The woods are all the searer,  
The fuel is all the dearer,  
The fires are all the clearer,  
My spring is all the nearer,  
You have bitten into the heart of the earth,  
But not into mine.

ALFRED TENNYSON



THIRD YEAR—SECOND HALF

*Model: A Pet*

*First Week*

### TABBIE

Tabbie is my pussy's name. She is only a tiny kitten. She likes to play with me. Three times a day I give her a saucer of milk.

*Imitation*

### REX

Rex is the name of my pet dog. He is only a little puppy. I play with him every evening. In the morning I give him a dog cake.

---

### *Composition Study*

- I. *a.* Oral reading. Oral reproduction.  
*b.* Class-talk on form: indention, capitalization, period.  
*c.* Study of "Imitation" to learn how a new composition may be constructed on the lines of the model.
- II. *a.* Oral composition on "John's Pony" or a similar subject.  
*b.* Short written composition on the same.
- III. *a.* Some compositions read. Corrections by pupils.  
*b.* Poorly constructed compositions rewritten after revision.

*Composition Study (Continued)**First Week*

Change the following statements so as to make them mean one only:

1. Tigers live in jungles. (The tiger lives in a jungle.)
2. Dogs live in kennels.
3. Boars live in forests.
4. Oysters live in bays.
5. Camels live in deserts.
6. Buffaloes live on the plains.

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

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

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

*Model:* Description

*Second Week*

## TOMATOES

Tomatoes are vegetables. They grow on bushy vines. They ripen toward the end of summer. When ripe, they have a beautiful red color.

---

### *Composition Study*

- I.
  - a. Oral reading.
  - b. Oral reproduction.
  - c. Class-talk on form as in first week.
  - d. Dictation. Correction by pupils.
- II.
  - a. Oral exercise on "Cherries," "Apples," or other similar subjects; for example:  

Supply appropriate word where the dash appears in each of the following sentences:

Apples are delicious ———. They grow on ———.  
They ripen toward ———. When ripe, their color may be ———.
  - b. Short written compositions on the same.
- III.
  - a. Some compositions read.
  - b. Corrections by pupils.
  - c. Poorly constructed compositions rewritten after revision.

*Supplement: Oral Drill**Second Week*

Supply the correct word—*is, are, or am*—where the dash appears in the following:

The boys of my class ——— very fond of birds, and so ——— I. The boys ——— studying the phœbe, and the girls ——— watching the house wren. The colors of both birds ——— so much like sticks and twigs that it ——— hard to distinguish them at a distance. The bluebird, like all other colored birds, ——— easily seen.

The phœbe, the wren, and the bluebird ——— true perching birds. Their feet ——— just suited for perching. The hind claws ——— much larger than the front claws. It should be remembered that the hind claws of birds ——— for the purpose of clutching limbs of trees.

The girls have found out that the wren ——— a pleasing singer, and that the bluebird and the barn swallow also ——— true song birds.

The mouth of the owl ——— surrounded by hair-like feathers. These feathers ——— used for feeling the food that ——— not seen in the dark. The bill of the owl ——— hooked, for tearing apart mice, frogs, and other little animals which ——— too large to be swallowed whole.

*Model: A Toy*

*Third Week*

### BERT'S TEDDY BEAR

Bert has a big, brown Teddy bear. He received it on his birthday. It can sit, stand, and grunt. Bert plays with it every afternoon. He keeps it in a box at night.

---

#### *Composition Study*

- I.
  - a. Oral reading.
  - b. Oral reproduction.
  - c. Class-talk on form.
  - d. Dictation. Correction by pupils.
- II.
  - a. Oral exercise on "Mary's Doll," "Robert's Railroad," or similar subject; for example:  
Supply appropriate words where the dash appears in each of the following sentences:  
Robert has ———. The track is ———. A train of six cars runs ———.
  - b. Short written compositions on same subject.
- III.
  - a. Some compositions read.
  - b. Corrections as before.
  - c. Poorly constructed compositions rewritten after revision.



*Supplement: Oral Drill**Third Week*

Supply the correct word—*is, are, was, or were*—where the dash appears in each of the following:

*May.* Where —— you last summer, Helen?

*Helen.* I —— on my uncle's farm. My parents —— with me; so —— my brother James. If I —— you, I should certainly ask my father to let me go to some country place for next summer.

*May.* —— you there during the whole summer?

*Helen.* We —— there three months. I —— never happier, nor —— my parents ever better pleased.

*May.* —— there cows on the farm?

*Helen.* Yes, there —— a big herd of them. I must tell you, May, some of the things that I learned while I —— in the country. I learned that cream, curd, and whey together —— once milk. Cream —— the fatty part; from it butter can be made. Curd —— the solid part of milk; from it cheese —— made. Whey —— only the sweet, watery part.

*Model: Explanation*

*Fourth Week*

### MY WAY TO SCHOOL

I live on Grand Avenue, near Forty-sixth Street. When I start for school, I go down Grand Avenue to Twenty-fifth Street. From that point, I turn to the right and walk straight up to the school.

---

#### *Composition Study*

- I. *a.* Oral reading. Oral reproduction.  
*b.* Class-talk on form.  
*c.* Construct similar paragraphs based on actual experience of children.
- II. *a.* Oral composition on "My Way to the Park," "My Way to the City Hall," etc.  
*b.* Short written composition on the same subject.
- III. *a.* Some compositions read.  
*b.* Corrections as before.  
*c.* Poorly constructed compositions rewritten after revision.

*Supplement: Oral Drill**Fourth Week*

Supply the correct word—*have, has, or having*:

Eagles ——— very large wings. So ——— condors. These birds ——— been seen flying to the tops of very high mountains. In those high places they ——— their nests. My brothers ——— often seen eagles in the Rocky Mountains. Many other people, also, ——— seen them there.

The eagle is a bird of prey. It ——— a sharp bill and very strong claws. Not one of the other birds ——— any love for the eagle. Even wild turkeys and fawns ——— been carried by eagles high up into their nests.

The mountains of South America ——— the largest bird of flight. This is the condor. The condor also is a bird of prey and ———, therefore, many enemies. Condors ——— enormous strength. In great hunger they ——— been known to attack horses and cows, and tear them to pieces. All large parks ——— eagles and condors. Fairmount Park ——— four cages of each.

The condors which I ——— seen ——— black plumage and a collar of snow-white down. The plumage of young condors is brownish, and for this reason they ——— been called brown condors.

*Model:* Letter

*Fifth Week*

Alexander Hamilton School,  
Charleston,

March 10, 1913

My dear Father,

I am going to write you my first letter.

We are in school now. To-day we are learning how to write a letter. I shall put this letter in the mail box, and the postman will bring it to you.

Will you write me a letter some day?

Your little son,  
Paul

---

### *Composition Study*

- I.
  - a. Oral reading.
  - b. Class-talk on form.
  - c. Copy of model, with special attention to form.
- II.
  - a. Oral reading of model.
  - b. With help of pupils, teacher writes on blackboard a very simple letter of different wording.
  - c. Oral reading of the blackboard letter by pupils.
- III. Original work on *heading, salutation, closing line, and signature*, with as many children working at blackboard as space will permit.

## HOW TO ADDRESS AN ENVELOPE

*Mr. Philip Sheridan*  
*320 Vermont Ave.*  
*Washington*  
*D. C.*

## RULES FOR LETTER WRITING

1. Your letter should be written plainly and neatly.
2. Your words should be correctly spelled.
3. Your language must be such that it can easily be understood.
4. The letter paper should be of good quality. White paper and black ink are always to be preferred.
5. There should be a margin on the left, and each paragraph should be indented from the margin.
6. Your letter should be carefully folded to fit the envelope. Have as few folds as possible.  
Ask your teacher to show you the correct way to fold your letter.

*Model:* Description

*Sixth Week*

### HIAWATHA'S FEAST

Hiawatha killed a red deer with his bow and arrow. When he came home with it, Nokomis prepared a great feast. All their friends were present. They all praised Hiawatha.

Afterwards Nokomis made a beautiful cloak from the deer's hide.

### HIAWATHA'S MOCCASINS

Hiawatha's moccasins were made of deerskin. He laced them on his feet, and tied them about his ankles. When he wore the moccasins, he could take steps that seemed a mile long.

When Hiawatha visited the haunts of the deer, he always wore these moccasins.

*Composition Study**Sixth Week*

- I. *a.* Oral reading of "Hiawatha's Feast." (Teacher may read the account in Longfellow's "Hiawatha.")  
*b.* Oral reproduction.  
*c.* Class-talk on form.
- II. *a.* Story of Hiawatha's moccasins or Hiawatha's canoe read by teacher.  
*b.* Oral and written composition.
- III. *a.* Some compositions read.  
*b.* Corrections as before.  
*c.* Poorly constructed compositions rewritten after revision.
- 

*Supplement: Oral Drill*

Supply the correct word—*see*, *saw*, or *seen*—in place of the dash in the following:

*Peter.* I could —— you behind that tree.

*Frank.* Excuse me, you did not —— me. Perhaps you —— Frederick.

*Peter.* No, I never —— Frederick in any game. Frederick is never —— playing on the street.

*Frank.* I am sure I —— him in a game of tag last Tuesday; I think all the boys —— him.

*Peter.* You may have —— his brother; they look much alike.

*Frank.* I —— his brother also that same day. At any rate, you never —— me behind that tree.

*Model: Description*

*Seventh Week*

## THE VIREO

The vireos build their nests high up in a tree. Bad boys cannot easily reach them there. Last summer I watched them in my uncle's orchard. Sometimes they would come down from their nests and eat nuts and worms.

---

### *Composition Study*

- I. *a.* Oral reading.
- b.* Oral reproduction.
- c.* Class-talk on form.
- II. *a.* Class-talk on the robin.

#### *Hints:*

1. It announces the coming of spring.
  2. Its nest is made of straw and earth, like the swallow's nest.
  3. Its food consists chiefly of cherries, strawberries, and cedar berries.
  4. The color of its breast is brick-red.
  5. Song: "Cheerily, cheerily,  
    Cheer up, cheer up."
- b.* Short written composition on same subject.
- III. *a.* Some compositions read.
  - b.* Corrections as before.
  - c.* Poorly constructed compositions rewritten after revision.



*Supplement: Oral Drill**Seventh Week*

Supply the correct word—*go, goes, went, or gone*—in place of the dash in the following:

*Louise.* Have you ever —— to Jackson Park, Sarah?

*Sarah.* I have been all through Jackson Park. Several of us —— through it last June. Since that time I have —— there twice. My father —— there often, and my brothers —— every holiday.

*Louise.* Madge —— an hour ago. The children all —— there on a day like this. Won't you —— there with us?

*Sarah.* With pleasure. Let us —— through the old Fair Grounds. That is the way Frank and William —— every time.

*Louise.* This is the best day to —— . If we were to —— on any other day in the week, we should not be able to see the curious fish in the aquarium.

*Sarah.* When Frank and I —— to the parade grounds, we always visit the aquarium. The last time we ——, the fish were still there but we could not —— in and see them.

*Model:* Ethical Lesson

*Eighth Week*

## DROPPING FRUIT SKINS

Fruit skins are moist. If you step on them, you are almost sure to slip. When you slip, you are likely to fall and break a bone.

It is very wrong to drop fruit skins where people walk.

---

### *Composition Study*

- I.
  - a. Oral reading. Oral reproduction.
  - b. Class-talk on form.
  - c. Dictation. Correction by pupils.
- II.
  - a. Class-talk on "Throwing Stones," "Bean Shooting," "Snowballing," or similar subjects.
  - b. Short written composition on subject selected.
- III.
  - a. Some compositions read.
  - b. Corrections as before.
  - c. Poorly constructed compositions rewritten after revision.

*Supplement: Oral Drill**Eighth Week*

Supply the correct word—*do, does, did, doing, or done*—in place of the dash in the following:

We all see insects flying about us, but few of us have \_\_\_\_\_ much to learn their characteristics. Many people know that the fly can walk and run, but \_\_\_\_\_ they know that it cannot jump? Flies \_\_\_\_\_ not bite, because they cannot.

I see you have caught a fly, Elmer. What are you \_\_\_\_\_ with it? I hope you have \_\_\_\_\_ it no injury. Observe what flies \_\_\_\_\_ with their trunks. Next, note how the buzzing is \_\_\_\_\_. Watch what flies \_\_\_\_\_ with their food before sucking it up with their trunks. You will notice how they dilute their food so as to be able to suck it up with ease.

\_\_\_\_\_ Frank know why a fly can walk on a ceiling without falling? \_\_\_\_\_ the girls know? Flies \_\_\_\_\_ this with the help of the little hairs at the end of their feet. They keep these hairs moist, and this makes them sticky.

We should be careful to keep our homes free from flies. They \_\_\_\_\_ a great deal of harm by spreading disease.

*Model:* Letter

*Ninth Week*

Morgan St. and Green Ave.,  
Detroit,

April 8, 1913

Dear Cousin Jane,

Would you not like to spend next week with me?

We are going to start a new flower garden. You may help us sow the seeds. We will plant all the tulip bulbs.

Mother hopes that Aunt Mary will let you come.

Your loving cousin,

Elsie

---

### *Composition Study*

- I.
  - a. Oral reading.
  - b. Class-talk on form.
  - c. Class copy model, with special attention to form.
- II.
  - a. Oral reading of model.
  - b. With help of pupils, teacher writes on blackboard Jane's reply.
  - c. Pupils copy reply if time permits.
- III.
  - a. Dictation of model.
  - b. Correction by pupils.

*Supplement: Oral Drill**Ninth Week*

Supply the correct word—*go, goes, going, went, or gone*—in place of the dash in the following:

Peary and his men ——— on a bear hunt. They had hardly ——— a mile when they met a polar bear. The animal was ——— in the direction of an iceberg. Peary ——— straight up to him. Suddenly one of the men shouted: "There ——— another! There ——— two more!"

Peary told the frightened men to ——— back. The men ———. The three bears began to climb the iceberg near by. Off ——— a shot from Peary's rifle, and one bear dropped. The men lifted the dead animal on their sleigh, and all ——— back to their tent.

After the men had ———, the other two bears came back. This time they ——— in the direction of the tent. When bears ——— in pairs, they are usually out for trouble. But while Peary ——— for his gun, these two bears quickly ——— back to their haunts.

Polar bears are very large, strong, and treacherous. They can swim and climb with ease. They live mostly on fish; but when they get tired of fish, they ——— man-hunting. It is easy, then, to realize how dangerous bear-hunting is.

*Model: Dialogue*

*Tenth Week*

*John.* What time is it, Paul?

*Paul.* It is just half-past three.

*John.* Thank you. Shall we have a game of marbles?

*Paul.* I cannot play now, John. I must be home before four o'clock.

*John.* Will you come out this evening?

*Paul.* Perhaps. I cannot tell until after supper.

---

*Compositon Study*

- I.
  - a. Oral reading. Impersonation.
  - b. Study of form.
  - c. Copy of model.
- II.
  - a. Alice invites Mary to see her garden. Teacher and pupils compose a short dialogue, teacher writing it on the blackboard, step by step.
  - b. Pupils read the new dialogue. Impersonation.
- III.
  - a. Frank asks Charles to carry his books home for him. Teacher and pupils compose a short dialogue orally.
  - b. Pupils write this dialogue without further help.

*Supplement: Oral Drill**Tenth Week*

Supply the correct word—*come, comes, came, coming*—in place of the dash in the following:

Here —— Richard and Charles. When Philip ——, I shall show them my window boxes, so that with the —— of spring they will try to raise plants like mine. All my plants —— up at that time.

Plants are like animals. They live, feed, grow, and die. Flowering plants —— from seeds or bulbs. Flowerless plants —— from spores. The fern is such a plant.

Seeds need heat, moisture, and air. They sprout just as soon as the warm weather —— . First roots are formed, then —— the stem. Little branches —— next. The branches and the stem grow larger, and so do the roots. Roots support the plant and send up the food to it. This is how my vine has —— to grow so large.

While I was patiently watching this little vine, I noticed how it was making headway from day to day. Every now and then, I saw new buds ——, and peep out here and there from the stem. A little later tiny leaves would appear and slowly spread out. In the meantime, the front end of the vine would creep ahead in all sorts of curves.

*Model: Monologue*

*Eleventh Week*

## THE SPARROW'S COMPLAINT

I cannot understand why some people will not love me.

Many birds go south for the winter. I always stay here. I chirp even in cold weather.

I have some good friends, however, who will not let me starve. They give me bread crumbs when the snow is on the ground.

---

### *Composition Study*

- I.
  - a. Oral reading. Impersonation.
  - b. Copy of model.
- II.
  - a. Teacher and pupils together compose monologue - entitled "The Robin's Song," teacher writing on blackboard, step by step.
  - b. Teacher erases work from blackboard, and pupils write on paper from memory.
- III.
  - a. Some compositions read.
  - b. Corrections as before.
  - c. Poorly constructed compositions rewritten after revision.



*Supplement: Oral Drill**Eleventh Week*

Supply the correct word—*see, sees, seeing, saw, seen*—in place of the dash in the following:

*Claude.* I have —— many trees, but I do not remember having —— one with so many rings as this one has. Have you ever —— anything like this?

*Harry.* I am glad you noticed the rings when you —— this tree trunk. Rings show the age of trees. I once —— an oak with several hundred rings. Such trees are not rare; one may —— them often. Mr. Swift —— them out West whenever he goes there.

*Claude.* What is the purpose of the bark —— on every tree? I once —— a poplar with half the bark stripped off.

*Harry.* Everything in nature has its use, though we may not always —— it. The bark protects the tree and holds the sap. Do you remember the gum and resin we —— in the store? In the South, gum and resin are —— dripping from the bark of palm trees. When the bark is removed, the sap flows off, and the tree, we say, bleeds to death.

*Model: Description*

*Twelfth Week*

## THE TRAIN

Here comes the express train. See the engine, the tender, and the cars.

The engine pulls the whole train.

The tender carries the coal and a tank of water.

The cars carry the people. The people trust the engineer to take good care of them.

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### *Composition Study*

- I.
  - a. Oral reading.
  - b. Class-talk on form with special attention to indentation.
  - c. Copy of model.
- II.
  - a. Teacher and pupils together compose on "Steamboat," teacher transferring at once to blackboard.
  - b. Short written composition on "The Train" or "The Steamboat."
- III.
  - a. Some compositions read.
  - b. Corrections as before.
  - c. Poorly constructed compositions rewritten after revision.

*Supplement: Oral Drill**Twelfth Week*

Supply the plural forms:

- |                          |               |
|--------------------------|---------------|
| 1. The cat mews.         | Cats mew.     |
| 2. The horse neighs.     | Horses neigh. |
| 3. The dog barks.        |               |
| 4. The hen clucks.       |               |
| 5. The chicken peeps.    |               |
| 6. The pigeon coos.      |               |
| 7. The sheep bleats.     |               |
| 8. The turkey gobbles.   |               |
| 9. The cow lows.         |               |
| 10. The bull bellows.    |               |
| 11. The donkey brays.    |               |
| 12. The duck quacks.     |               |
| 13. The goose cackles.   |               |
| 14. The pig grunts.      |               |
| 15. The serpent hisses.  |               |
| 16. The cricket chirps.  |               |
| 17. The parrot talks.    |               |
| 18. The monkey chatters. |               |
| 19. The crow caws.       |               |
| 20. The cock crows.      |               |
| 21. The owl hoots.       |               |

Model: Letter

*Thirteenth Week*

1330 Boulevard,  
Kingston,

May 12, 1914

Dear Mother,

Last Thursday we had a big rain-storm. Our large maple tree bent over. Later, it came down with a crash.

You will be as sorry as we are, to lose this beautiful tree. It had just got all its leaves.

Are you coming home soon, Mother?

Your loving son,  
George

---

### *Composition Study*

- I.
  - a. Oral reading.
  - b. Class-talk on form.
  - c. Copy of model, with special attention to form.
- II.
  - a. Oral reading of model.
  - b. With help of pupils, teacher writes on blackboard a simple letter of different wording.
  - c. Oral reading of the blackboard letter by pupils.
- III. Original work on *heading, salutation, closing line, and signature*, as many children working at blackboard as space will permit.

*Supplement: Oral Drill**Thirteenth Week*

Where the dash occurs, insert *have* or *has*:

- A pin ——— a head, but ——— no hair;  
A clock ——— a face, but no mouth there;  
Needles ——— eyes, but they cannot see;  
A fly ——— a trunk without lock or key;  
A time piece may lose, but cannot win;  
A cornfield ——— dimples without a chin;  
A hill ——— no leg, but ——— a foot;  
A wine glass a stem, but not a root;  
A watch ——— hands, but no thumb or finger;  
A boot ——— a tongue but is no singer;  
Rivers run though they ——— no feet,  
A saw ——— teeth, but it does not eat.

CHRISTINA ROSSETTI.

Tell what letters are omitted in words found in the following statements:

1. Rab wasn't really a handsome dog.
2. He has gone. We don't expect to see him again.
3. I'm very fond of walking.
4. Isn't it too bad that he always remains in the house?
5. It's necessary to take fresh air often.
6. You'll improve rapidly if you study diligently.



From the painting by Rosa Bonheur

BRITANY SHEEP

*Model: Picture Study*<sup>1</sup>

*Fourteenth Week*

## BRITTANY SHEEP

In this picture I see a flock of Brittany sheep in a pasture. Some are grazing. Others are resting, and looking about idly. In a commanding position near by is a shepherd dog. He is guarding the sheep in the absence of his master. When evening comes, he will signal to them and lead them home.

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### *Composition Study*

- I. *a.* Oral reading. Verifying from picture.  
*b.* Pupils copy the model.
- II. *a.* Teacher and pupils study some familiar picture for oral description, teacher asking questions to bring out the main features.  
*b.* Pupils write description.
- III. *a.* Some pupils read their compositions.  
*b.* Corrections as before.  
*c.* Poorly constructed compositions rewritten after revision.

<sup>1</sup>With reference to the purpose of picture study for primary children, see footnote on page 35.

*Model: Fable**Fifteenth Week*

## HERCULES AND THE DRIVER

Once a man was driving his cart along a road. Suddenly the wheels stuck fast in the mud.

The lazy driver did not try to help himself. He knelt down to pray to Hercules, who was the ancient god of strength.

Hercules became angry. He scolded the driver, and said that Heaven helps only those who help themselves.

---

### *Composition Study*

- I. *a.* Oral reading.  
*b.* Class-talk on form.
- II. *a.* Teacher and pupils together compose orally a fable, e. g. "The Fox Who Lost His Tail," teacher transferring to the blackboard.  
*b.* Pupils write short composition.
- III. *a.* Some compositions read.  
*b.* Corrections as before.  
*c.* Poorly constructed compositions rewritten after revision.



*Supplement: Oral Drill**Fifteenth Week*

Supply the correct word—*eat, eats, ate, eaten*—where the dash appears in the following:

Americans ——— many different kinds of food. In America everybody ——— bread. Many people ——— boiled maize, called Indian meal, or mush. This is generally ——— in the morning.

My brother and I ——— oatmeal at breakfast all through the winter. Other families ——— split maize, called hominy. I have ——— it often. Last summer I ——— it three mornings of each week.

In other countries, people ——— many other kinds of food. Nearly all of the Chinese ——— rice. The Turk ——— millet. Dates are ——— in the desert. The Laps and the Finns ——— oat bread, barley bread, and rye bread.

Fruit should be ——— in the morning rather than at night. To digest fruit properly, we need more exercise than we are accustomed to take at night.

The kernels of most nuts are good food, but they should be ——— sparingly, because they digest slowly.

*Model: A Note*

*Sixteenth Week*

2438 Eighty-sixth Street,  
February 5, 1913

Dear Mr. Classon,

Please send me, as soon as possible, a strip of bacon and six lamb chops.

My son will give you a two-dollar bill to pay for the meat. Will you kindly give him the change, and oblige

Yours truly,  
(Mrs.) M. A. Collins

---

### *Composition Study*

- I.
  - a. Oral reading.
  - b. Class-talk on form
  - c. Copy of model.
- II.
  - a. Teacher and pupils together prepare written message for Mary to take to the grocery store, teacher transferring to the blackboard.
  - b. Class copy same.
- III.
  - a. Dictation of the model.
  - b. Correction by pupils.

*Supplement: Postal Card Note      Sixteenth Week*

Copy the following model:

Dear Anna,

Mother says she feels  
much better.

You must come over  
next Saturday without fail.

Clara

Wednesday,  
June 3, 1914

#### ABBREVIATIONS

Sunday	—Sun.	January	—Jan.
Monday	—Mon.	February	—Feb.
Tuesday	—Tues.	March	—Mar.
Wednesday	—Wed.	April	—Apr.
Thursday	—Thurs.	May	—May
Friday	—Fri.	June	—June
Saturday	—Sat.	July	—July
Mister	—Mr.	August	—Aug.
Mistress	—Mrs.	September	—Sept.
Avenue	—Ave. or Av.	October	—Oct.
Street	—St.	November	—Nov.
Doctor	—Dr.	December	—Dec.

*Model: Story**Seventeenth Week*

## THE TRICKY TAILOR

Once a tailor teased an elephant with a needle. The next day the elephant came with his trunk filled with water. When he reached the tailor shop, he squirted all the water into the tailor's face.

The tailor played no more pranks on this elephant.

---

### *Composition Study*

- I. *a.* Oral reading.
  - b.* Study of form.
  - c.* Blackboard work to encourage original expression.
- II. *a.* Teacher furnishes class with some easy story.
  - b.* Teacher and pupils together make outline, using blackboard.
  - c.* Blackboard work erased, and story written from memory by children.
- III. *a.* Some compositions read.
  - b.* Corrections as before.
  - c.* Poorly constructed compositions rewritten after revision.

*Supplement: Oral Drill**Seventeenth Week*

Supply the correct word—*write, wrote, written*—in place of the dash in the following:

*Florence.* Have you read “Hiawatha’s Sailing”? Have you also —— an account of it? Miss Callon has asked us to —— about it.

*Anne.* I —— a part of it last night, but I do not like the way I have —— it. I shall —— it again this evening.

*Florence.* Does your pen —— well? If it does not, you may have one of mine. Both of mine —— well.

*Anne.* Thank you. My pen —— well enough. I could have —— with my other pens also. Who —— “Hiawatha’s Sailing,” Florence?

*Florence.* Longfellow —— it. He was called “the children’s poet” because he —— so much to please them.

*Anne.* Did he —— “The Violet”? Does he —— now?

*Florence.* “The Violet” was —— by Jane Taylor. Longfellow died March 24, 1882. Whatever he —— was —— a great many years ago.

*Model: Fable*

*Eighteenth Week*

## THE TRAVELERS AND THE OYSTER

Two travelers found an oyster on a road. They quarreled a while. At last, they agreed to let Dame Justice say to whom the oyster should belong.

Dame Justice opened the oyster and swallowed the contents. To each of the men she gave a shell.

The travelers then saw how foolish they had been.

---

### *Composition Study*

- I. *a.* Oral reading.  
*b.* Class-talk on form.  
*c.* Copy of model.
- II. *a.* Teacher and pupils prepare outline on the fable of "The Dog in the Manger."  
*b.* Pupils write the story.
- III. *a.* Some compositions read.  
*b.* Corrections as before.  
*c.* Compositions rewritten.

*Supplement: Narration**Eighteenth Week*

## ALEXANDER POPE

Alexander Pope was a sickly child, but he always made good use of his time. Even when a young boy, he was very fond of flowers. His favorite pastime was reading poems. He could write poems when he was still a little boy. Some of his poems were written before he was twelve years old.

Listen while your teacher reads aloud the selection below.

## TWO TRAVELERS AND AN OYSTER

Once (says an author, where, I need not say)  
Two travelers found an oyster on their way;  
Both fierce, both hungry; the dispute grew strong;  
While scale in hand Dame Justice passed along.  
Before her each with clamor pleads the laws,  
Explains the matter, and would win the cause.  
Dame Justice, weighing long the doubtful right,  
Takes, opens, swallows it, before their sight.  
The cause of strife removed so rarely well,  
“There, take,” (says Justice), “take ye each a shell,  
We thrive at Westminster on fools like you:  
’Twas a fat oyster—Live in peace—Adieu.”

POPE

*Model:* Explanation

*Nineteenth Week*

## HOW JOHN BEHAVES AT TABLE

John walks quietly to his place and stands until the older people are seated. He then takes his seat, unfolds his napkin, and places it on his lap. While he eats, he scarcely makes a sound. He listens to what the others say and does not talk too much.

---

### *Composition Study*

- I. *a.* Oral reading.  
*b.* Class-talk on form.  
*c.* Copy of the model.
- II. *a.* Oral composition on "How Dorothy Receives Her Friends," or "How Martin Holds His Pen," black-board being used as a help.  
*b.* Short written composition.
- III. *a.* Some compositions read. Corrections by pupils.  
*b.* Poorly constructed compositions rewritten after revision.



*Supplement: Oral Drill**Nineteenth Week*

Supply the correct word— *speak, speaks, spoke, spoken*— in place of the dash in the following:

You must not assume that everybody ——— English. Of course all Americans ——— English, but many other languages are also ——— in the United States.

In large cities, one hears many different languages ———. That does not mean, however, that the people ——— them all well. A person should be able to ——— at least one language well. Observe how educated people ———.

The Indians could not talk with Columbus, because they could not ——— his language. Neither could Columbus ——— their language. He did not know what they ———. Columbus himself ——— Italian and Spanish. At the present time, nearly all our Indians ——— English. I know one Indian who ——— French also.

It is very helpful to a business man to be able to ——— two or more languages well. He is likely to meet people from countries where his own language is not ———. To do business with people, he must understand what they say.

“Two languages, two men,” is a true saying.

*Model: Description*

*Twentieth Week*

### MY LETTUCE PLOT

Last April my garden was covered with grass. I spaded it and dug little trenches. I dipped some lettuce plants into water. I stuck their roots in the trenches. Since then, I have given them water every day.

See what a beautiful garden I have now!

---

#### *Composition Study*

- I.
  - a. Oral reading.
  - b. Class-talk on form.
  - c. Dictation. Correction by pupils.
- II.
  - a. Teacher and pupils together prepare orally a composition on "Planting Nasturtiums," or some such suitable subject, writing on blackboard at the same time.
  - b. Class copy same from blackboard.
- III.
  - a. Pupils, unassisted, write "My Lettuce Plot."
  - b. Some pupils read. All pupils correct their own mistakes.
  - c. Poorly constructed compositions rewritten after revision.

*Supplement: Oral Drill**Twentieth Week*

Read, spell, and memorize:

SINGULAR	PLURAL
child	children
man	men
woman	women
mouse	mice
ax	axes
ox	oxen
fox	foxes
sheep	sheep
salmon	salmon
deer	deer
potato	potatoes
tomato	tomatoes
piano	pianos
tooth	teeth
foot	feet
knife	knives
loaf	loaves
muff	muffs
key	keys
sky	skies
eye	eyes





MAR 27 1912



