

At length came one tall mountaineer who strode past the cap and the governor without the slightest sign of respect. "Bring that man before me," shouted the governor angrily to his guards. "Who are you?" he demanded. "My name is William Tell." "And why do you salute neither my cap nor myself?" "Because you are a tyrant, and I respect you not." "I will soon bring you to terms," answered the governor. "You must die at once or you must shoot an apple from the head of your son."

The brave father turned pale, but he made ready for the trial. A single moment of trembling might cost the life of himself and his son. But he looked across the blue waves of the lake before him and up at the snow gleaming white on the mountains, and his courage grew strong again.

He placed a shining red apple on the golden hair of his boy, who smiled and said, "I am not afraid, father." Then slowly and carefully William Tell drew the bowstring back to his ear, and with a sharp twang let it go. The feathered arrow flashed white before the breathless crowd, and cut the apple into halves. With a wild cheer of joy the friends of Tell sprang toward him, but at that moment a second arrow, which he had concealed on his person, fell to the ground.

"Why had you this arrow?" asked Gessler.

"To kill thee, tyrant, had I killed my son."

At this the enraged governor ordered Tell to be thrown into chains and taken across the lake to a castle, where he should be put into prison with snakes and toads and other reptiles. But a sudden storm swept down from the mountains, and nearly filled the boat with the waves. Gessler then commanded Tell's chains to be loosened so that he might take the

helm. Tell soon brought the boat to land, leaped out himself with a bow that he had snatched up, and shot the tyrant Gessler through the heart. From all sides his friends then flocked to him, and soon they threw off the rule of the Austrians and drove them from the country.

Read the story aloud to your teacher, then to yourself, and answer the following questions:—

Where did William Tell live, and how did the Austrians rule in that little country? What did Gessler require of the people?

What did William Tell do, and what command did he receive from the angry Gessler? Can you form a mental picture of the brave father, with bow and arrow, standing ready to shoot the apple from his son's head? Act out this scene. What happened when William Tell let the arrow fly from the bowstring?

What did Gessler say when he saw Tell let the concealed arrow fall? What was Tell's response? What was done with him? What resulted from the storm that swept down the mountain? What did William Tell do when he leaped out upon the shore?

Read the story once more. How many pictures can you form from the story? Point them out, and then relate the whole story without being questioned.

Copy the third paragraph of this story.

NOTE.—If the pupils use the expression "ain't got any" for "have no," give them careful drill in the use of the correct form. Endeavor to develop the right habit.



LESSON XXVIII

AN ORAL STORY FROM BRIEF HINTS



1. Two boys—visit to the country.
2. New sights—the butterflies—their colors—the making of butterfly nets.
3. The collected butterflies.

Go carefully over the foregoing outline and then tell the story suggested. After telling it write it out in short sentences. Then read the story and note whether or not you have used too many *ands*.

LESSON XXIX

FOR REPRODUCTION

The Young Robin's First Bath

One morning a robin was taking her usual bath and vainly trying to coax her young one to venture into the water. The young bird would perch on the edge of the dish, and now and then be spattered with drops of water as the mother splashed about. But he could not be tempted to step into the water.

At last the mother flew away and left him standing there, but in a moment came back with a worm in her mouth. The young robin was hungry, as young birds always are, and when he saw the worm, he began to flutter his wings, and cry for it.

Then the mother jumped into the middle of the water-dish, and stood there, holding the worm in sight. The youngster wanted the worm, and at once hopped in beside her. She fed him, and then began to splash about. The young bird soon found that a little water would not hurt him, and after this he took his bath daily.

Adapted from OLIVE THORNE MILLER.

First read the story aloud. Then read it mentally, and describe all the pictures you get from it. Lastly, tell the story entire without being questioned, and then write it.

Put other words in the place of *splash*, *coax*, *flutter*, and *perch*. In what way do the new words change the meaning?

LESSON XXX

FOR READING AND MEMORIZING

THE RAINBOW

My heart leaps up when I behold
A rainbow in the sky :
So was it when my life began ;
So is it now I am a man ;
So be it when I shall grow old,
Or let me die !
The child is father of the man ;
And I could wish my days to be
Bound each to each by natural piety.

WILLIAM WORDSWORTH.

We have all seen a rainbow. Most of us merely say it is beautiful. The poet sees its beauty, as we do; but his feelings are stirred by it, and he tries to express them in words. Feelings, however, cannot themselves be seen; and hence we shall not expect to find so many pictures in this poem as in the other poems we have read.

What feeling does a rainbow excite in the poet? How does this feeling unite his boyhood and his manhood? Does he mean any more than that when he now sees a rainbow he feels as he did when a boy? In what sense is the child the "father of the man"? Does the last line suggest that the feeling called forth by the rainbow is a feeling of "natural piety"? What is piety?

LESSON XXXI

A STORY FROM A PICTURE

A YACHT-RACE

Where is this scene? What is the season of the year? Do you think the boys made their own sail-boats? What has happened to one of the boats? Why? How are the sympathies of the spectators divided? Why is one of the boys swinging his hat? What do the little girls think of it all? Now tell the whole story from the beginning.

LESSON XXXII

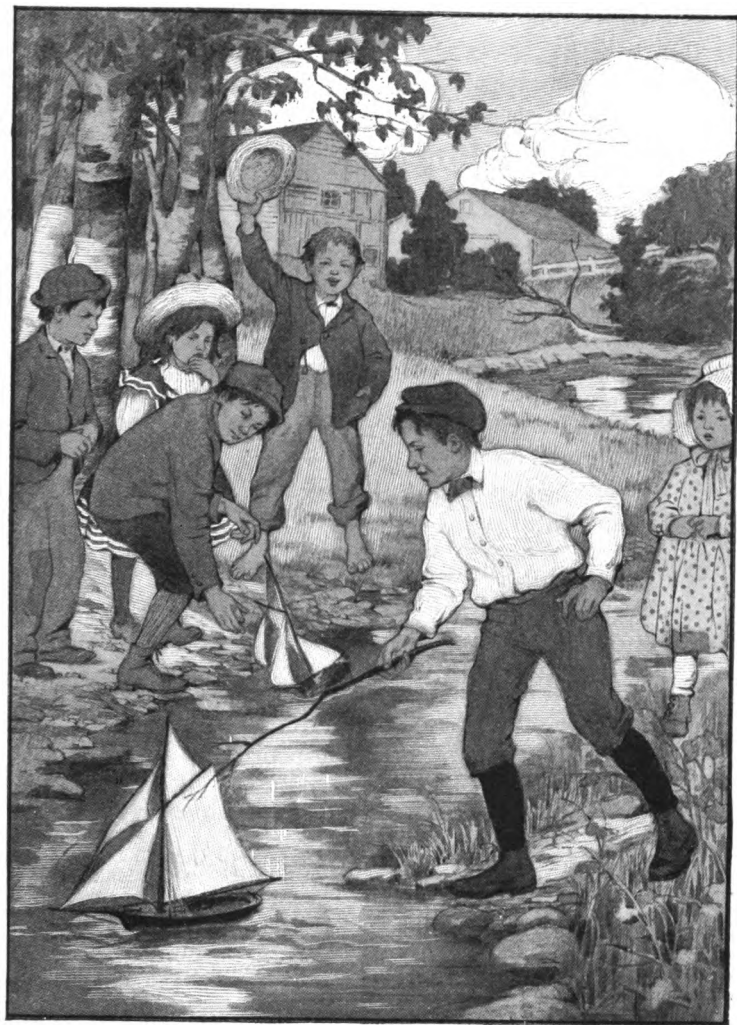
FOR CONVERSATION AND REPRODUCTION

The Goose that Laid the Golden Eggs

A man once had a goose which laid every day a great golden egg. He was fast becoming the richest man in the country. But one day he said to himself, "Why should I wait for that slow goose to lay golden eggs? Why not take the whole treasure at once?" At this he drew a sharp knife and opened the body of the goose. He found no golden eggs, but he had killed his goose.

Some men are in such haste to be rich that they lose what they already have.

Why did the man value his goose so highly? What did he say? What did he do then, and what was the result? What do you think of this man?



A Yacht-Race

First answer these questions orally and then write the answers. Be sure to write neatly and spell every word correctly. With what kind of letter should every sentence begin? With what punctuation mark should every statement end? With what punctuation mark should every question end?

LESSON XXXIII

FOR DICTATION

CAPITALS WITH NAMES OF PERSONS

1. John Burroughs has written charmingly about birds and squirrels.
2. From the books of Ernest Thompson-Seton we learn in a familiar way about wild animals.
3. "Mark Twain" is the name by which Samuel L. Clemens is generally known.
4. Charles Dudley Warner wrote "Being a Boy."
5. The poems of William Wordsworth show that he was a lover of nature.
6. Robert Burns was born in Scotland.

Names of persons always begin with capital letters.

Select the names of persons in these sentences. Of how many parts do the full names consist? Is the middle name written in full in every instance? When only the first letter of a name is given it is called an *initial*. What kind of a mark follows the initial in the third sentence? Write the initials of all the names you have selected, placing a period after each initial.

Copy the following list of names, writing correctly the initial in each case where there is a middle name :—

| | |
|----------------------|----------------------------|
| Thomas Carlyle | Abraham Lincoln |
| John Ruskin | Henry Wadsworth Longfellow |
| Charles Dickens | Ralph Waldo Emerson |
| Alfred Tennyson | Nathaniel Hawthorne |
| William Wordsworth | Oliver Wendell Holmes |
| George Eliot | John Greenleaf Whittier |
| James Russell Lowell | William Cullen Bryant |

Write the names of six of your friends ; then write their initials.

LESSON XXXIV

FOR REPRODUCTION



The Flies and the Honey

A jar of honey had fallen and drawn the flies from far and near. But no sooner did their feet touch the honey than they were held fast and could not escape. "What fools we are," cried they as they sank in the sticky mass, "to die just for a taste of honey."

After reading the story tell it in your best language.

Copy the story. Be prepared to write it from dictation.

LESSON XXXV

A STORY BEGUN



In a tree that overhung the road a bird had built a nest and laid there four pale-blue eggs. Every day as I passed I used to look for the bird, and generally saw her sitting on the nest. When she was away I would peep in. One day I heard a sound coming out of the nest, and saw—

After thinking over what may have happened next, finish the story in your own way. Talk slowly and you will be likely to talk better. Avoid the use of unnecessary *ands*. What will you call this story?

LESSON XXXVI

AN ORAL STORY FROM BRIEF HINTS

THE BOYS AND THE FROGS

The swamp in the woods—the frogs perched on logs and stones—idle boys—pebbles thrown at frogs—the frogs' protest—"Fun for you, death to us!"

First go over the outline mentally, and then tell the story in your own words.

LESSON XXXVII

FOR DICTATION

CAPITAL LETTERS WITH GEOGRAPHICAL NAMES

1. Much gold has been found in Alaska.
2. Japan has been called a fairyland of flowers.
3. The Winter Palace of the Czar of Russia is at St. Petersburg.
4. The cathedral of Florence is famous for its beautiful dome.
5. The streets of Paris are kept very clean.
6. In the cities of Central Mexico water is so precious that men sell it from door to door.

Write in separate columns the names of six rivers, six mountain-ranges, six lakes, six states in your country, six countries, and six cities or towns in your state.

Now make a rule for the use of capitals in all these cases.

NOTE.—*This work may be expanded to include proper names in general, if the teacher thinks best. But it may be wiser to make haste slowly. Much can be done by developing a habit of looking for geographical and other proper names in the pupil's reading and school exercises.*



LESSON XXXVIII

FOR CONVERSATION

FABLE

The mountain and the squirrel
Had a quarrel;
And the former called the latter "Little Prig."
Bun replied,
"You are doubtless very big;
But all sorts of things and weather
Must be taken in together,
To make up a year
And a sphere.
And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so spry.
I'll not deny you make
A very pretty squirrel track;
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut."

RALPH WALDO EMERSON.

By calling this poem a fable the writer means that the story is not a narrative of something that really happened. The story—what little there is—is not so important as the lesson that it teaches. Two people

might say to each other almost all the things that are said in this poem.

Who quarrelled? About what? What is a "Little Prig"? What does the squirrel say about the mountain? How far do you think he is right? How does he unconsciously show how narrow his mind is? What could the squirrel do that the mountain could not? What is meant by "All is well and wisely put"? Does it mean that everything has its place in the world? How does a mountain carry forests on its back? In what respects are some of us like the squirrel? Do we always estimate great things at their true value? Why not? Which side would you take in this quarrel?



LESSON XXXIX

A DICTATION REVIEW

1. Corn is said to be a native of America.
2. The name corn is sometimes applied to all bread-stuffs.
3. Rice is the corn of China and Japan.
4. The corn of Scotland is oats, and that of England wheat.
5. When the Pilgrims landed at Plymouth, they found corn cultivated by the Indians.
6. What did the Indians call this grain?
7. Do you know how it grows?

Make three oral statements about birds, and ask three oral questions about apples. Write a list of all the words in this lesson beginning with capital letters, and explain their use. Write in order the names of the days of the week; also the names of the months. Can you write their abbreviations? Where must capitals be used in poetry?

Write your full name. What are your initials? What is your father's full name? His initials?

LESSON XL

FOR CONVERSATION AND REPRODUCTION

Cuff and the Woodchuck

I knew a farmer in New York who had a very large bob-tailed churn-dog by the name of Cuff. The farmer kept a large dairy and made a great deal of butter, and it was the

business of Cuff to spend nearly half of each summer day treading the endless round of the churning-machine. During the remainder of the day he had plenty of time to sleep and rest, and sit on his hips and survey the landscape. One day, sitting thus, he discovered a woodchuck about forty rods from the house, on a steep hill-side, feeding about near his hole, which was beneath a large rock. The old dog, forgetting his stiffness, and remembering the fun he had had with woodchucks in his earlier days, started off at his highest speed, vainly hoping to catch this one before he could get to his hole. But the woodchuck, seeing the dog come laboring up the hill, sprang to the mouth of his den, and, when his pursuer was only a few rods off, whistled tauntingly and went in. This occurred several times, the old dog marching up the hill, and then marching down again, having had his labor for his pains.

I suspect that he revolved the subject in his mind while revolving the great wheel of the churning-machine, and that some turn or other brought him a happy thought, for next time he showed himself a strategist. Instead of giving chase to the woodchuck, when first discovered, he crouched down to the ground, and, resting his head on his paws, watched him. The woodchuck kept working away from his hole, lured by the tender clover, but, not unmindful of his safety, lifted himself up on his haunches every few moments and surveyed the approaches. Presently, after the woodchuck had let himself down from one of these attitudes of observation and resumed his feeding, Cuff started swiftly but stealthily up the hill, precisely in the attitude of a cat when she is stalking a bird. When the woodchuck rose up again, Cuff was per-

fectly motionless and half-hid by the grass. When he again resumed his clover, Cuff sped up the hill as before, this time crossing a fence, but in a low place, and so nimbly that he was not discovered. Again the woodchuck was on the outlook, again Cuff was motionless and hugging the ground. As the dog neared his victim he was partially hidden by a swell in the earth, but still the woodchuck from his outlook reported "All right," when Cuff, having not twice as far to run as the chuck, threw all stealthiness aside and rushed directly for the hole. At that moment the woodchuck discovered his danger, and, seeing that it was a race for life, leaped as I never saw marmot leap before. But he was two seconds too late, his retreat was cut off, and the powerful jaws of the old dog closed upon him.

The next season Cuff tried the same tactics again with like success, but when the third woodchuck had taken up his abode at the fatal hole, the old churner's wits and strength had begun to fail him, and he was baffled in each attempt to capture the animal.—JOHN BURROUGHS.

What sort of dog was Cuff? What work had he to do? How did he spend his time when not at work? What did he see one day?

Have you a mental picture of Cuff and the woodchuck at the time when Cuff first saw him? Describe this picture. What thinking did Cuff do while churning? What trick did he play on the woodchuck?

Can you see mentally the woodchuck as he "kept working away from his hole" and "lifted himself up

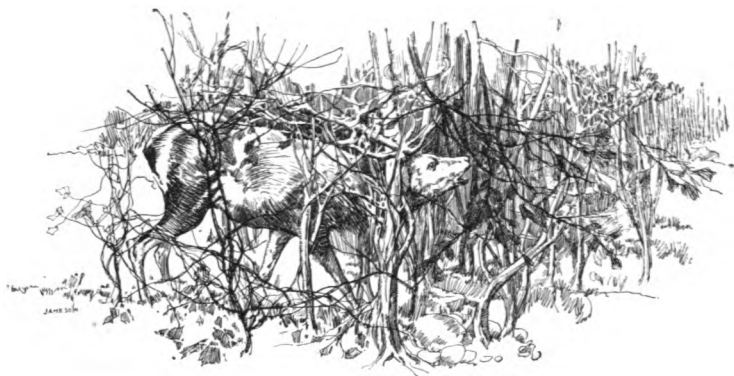
on his haunches"? How many woodchucks did Cuff catch? What finally spoiled his fun?

Now read the story as a whole and tell it without being questioned.

What is a landscape? What words can you use in its place? What sort of dog would have to go "laboring up the hill"? What word could you use instead of *tauntingly*? What is meant by "treading the endless round"? Put other words in the place of *lured*, *resumed*, *sped*, *nimbly*, *rushed*, *tactics*, *baffled*, *stealthily*, *stalking*. Did you ever see a cat stalking a bird? What did she do?

LESSON XLI

FOR REPRODUCTION



The Stag at the Lake

A stag stood looking into a lake and saw his shadow mirrored there. "How handsome my horns are!" said he. "I

don't wonder that other creatures turn to look at me. But how thin and ugly my feet are!" Just then he heard the dogs that were coming in full chase over the hill. He darted away, and soon left the pack far behind. But as he dashed into a thicket he caught his horns, and, in spite of all his efforts, could not dislodge them. The dogs were now so near that he knew that he had but a moment to live. "Alas," cried he, "if it were not for my horns, of which I boasted so much, I might live as free as air. The feet that I despised would have saved me."

After reading this fable aloud and then silently, tell it to your teacher.

Copy all the words beginning with capital letters. Why is the capital used in each case?

LESSON XLII

FOR READING AND MEMORIZING

THE RIVULET

Run, little rivulet, run!
Summer is fairly begun.

Bear to the meadow the hymn of the pines,
And the echo that rings where the waterfall shines:
Run, little rivulet, run!

Run, little rivulet, run!
Carry the perfume you won
From the lily that woke when the morning was gray
To the white waiting moonbeam asleep on the bay:
Run, little rivulet, run!

LUCY LARCOM.

Memorize these stanzas, and notice that each line begins with a capital letter. Find out whether the same thing is true in other poems of the book. Make a rule for the use of capitals at the beginning of every line of poetry.

LESSON XLIII

FOR DICTATION

CAPITALS WITH NAMES OF DAYS AND MONTHS

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

The shortened forms opposite the names of days and months here given are called *Abbreviations*. Copy the names of the days and months with their abbreviations. Which names of months have no abbreviations?

Names of days and months should always begin with capital letters.

Copy the following sentences, filling in the blank spaces with the names of the correct months :—

1. George Washington was born in —.
2. Thanksgiving comes in —.
3. The Pilgrims landed in —.
4. The President of the United States is inaugurated in —.

5. Columbus discovered America in —.
6. The battle of Bunker Hill was fought in —.

LESSON XLIV

A STORY BEGUN

Yesterday afternoon as I was crossing the river on the bridge I saw four boys on the ice. I was sure it was not strong enough to hold them, and I was going to call to them, when suddenly—

Finish the story.

NOTE.—Appropriate questions will do much to help the pupil's imagination and invention. Several suggestive questions might be asked without waiting to receive answers. Then some pupil should be required to tell the story, or all should be required to write it.

LESSON XLV

FOR REPRODUCTION

*Where Birds Sleep*

Birds sleep in all sorts of strange places. In cold weather some birds sleep under the snow. Such a sleeping-place may not seem very warm, but it is at least more comfortable than

a perch in a tree with an icy wind whistling through the branches. Grouse live on the ground. When they want to sleep in winter they dive into a snow-bank and snuggle there until the snow buries them out of sight and protects them from cold winds. Air comes through the snow so that they do not smother.

Water-birds find their best sleeping-places on the water, where they float all night like tiny boats. Some of them leave one foot hanging down and paddling a little, while they sleep, to keep from being washed to the shore.

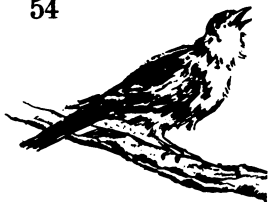
Some birds, like the crows, sleep in great flocks. They select a piece of woods, and all the crows for miles around come there every night. Sometimes thousands sleep in this one bedroom, called a crow's roost. Robins do the same after the young are big enough to fly so far.

Adapted from OLIVE THORNE MILLER.

After reading the selection at least twice, copy neatly the following outline to help you in an oral reproduction of the selection :—

1. Birds that sleep under the snow—the grouse in the snow-bank.
2. The sleeping-places of water-birds.
3. Birds that sleep in great flocks.





LESSON XLVI

FOR STUDY

THE ROBIN

In the tall elm-tree sat the Robin bright,
Through the rainy April day,
And he carolled clear with a pure delight,
In the face of the sky so gray.
And the silver rain through the blossoms dropped,
And fell on the robin's coat
And his brave red breast, but he never stopped
Piping his cheerful note.

For oh, the fields were green and glad,
And the blissful life that stirred
In the earth's wide breast, was full and warm
In the heart of the little bird.
The rain-cloud lifted, the sunset light
Streamed wide over valley and hill;
As the plains of heaven the land grew bright,
And the warm south wind was still.

Then loud and clear called the happy bird,
And rapturously he sang,
Till wood and meadow and river side
With jubilant echoes rang.
But the sun dropped down in the quiet west,
And he hushed his song at last;
All nature softly sank to rest,
And the April day had passed.

CELIA THAXTER.

You will notice that in this poem there is a simple little story, which tells us that one April day a robin sat in a tall elm and sang merrily through the rain. When the sky cleared the robin still continued singing. But at sunset the bird became silent.

To this plain story the poet has added by telling just how the bird sang, and has described the surroundings.

Since description aims to present clear pictures, you should try to realize as many as you find in the poem.

How many pictures can you find in the first stanza? What is it to carol? If you have heard a robin sing, what kind of song did you hear? Exactly what does "in the face of" mean here? Does it mean *against*, *in spite of*, or something else? When does rain look like silver? Is it when the sun is shining on it?

How would you express in your own words the line, "Piping his cheerful note"? Why was the bird so happy? In what season are the fields said to be glad? What sort of life then stirs in the earth? How could the same life be in the heart of the bird? Had "the warm south wind" anything to do with the rain-cloud? What is an echo? Tell how the sunset affected the robin. What picture do you get in the second stanza? In the third? What is meant by "rain-cloud lifted," "the sunset light streamed wide," and "jubilant echoes rang"?



LESSON XLVII

FOR DICTATION AND MEMORIZING

PROVERBS

1. Empty wagons make the most noise.
2. Those who live in glass houses should not throw stones.
3. He that cannot obey, cannot command.
4. Well done is better than well said.
5. Doing everything is doing nothing.
6. Doing nothing is doing ill.

Tell in your own language what one of these proverbs means.

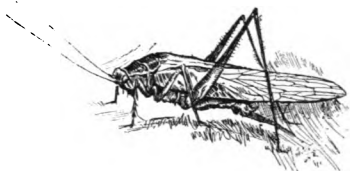
LESSON XLVIII

FOR REPRODUCTION

The Owl and the Grasshopper

A great white owl was sitting one day on her usual perch in a hollow tree, and was trying to get her afternoon nap. But a noisy grasshopper sang his song over and over again, and made sleep impossible. "Won't you keep quiet or else go away," asked the owl, "so that I may get a few minutes' sleep?" "I have as much right to sing as you have to sleep," said the grasshopper, "and, besides, you have never done anything for me."

Presently the owl called out



to the grasshopper, "Well, you have really a beautiful voice, and now that I am awake I don't wonder that you love to sing. Won't you let me offer you some of the delicious honey that I have here?" The silly grasshopper was so flattered that he at once jumped up into the tree; but the owl caught him in her sharp claws and then finished her nap in peace.



After reading this story aloud read it silently and then tell it to your teacher. What do you think of the owl of the grasshopper? Try to use *and* as little as possible.

NOTE.—If the pupils, in their oral or written reproductions, are making such mistakes as using "done" for "did," special drill should be given for correction. The pupils must be trained to the habitual use of the correct form.

LESSON XLIX

FOR REPRODUCTION

Horatius at the Bridge

From the days of the old Romans there has come down to us a tale of how one man faced an army of tens of thousands of men, and kept them from entering Rome. The Romans had driven out the royal family of the Tarquins because of a deed of shame. But the Tuscans raised a great army, and

with their king marched against the city with waving banners and the blare of trumpets and the sunlight glittering on spears and helmets.

As the army drew near, the Romans saw that unless the bridge over the River Tiber could be held against the enemy until it could be cut down, there was no hope of saving the city. Everyone was pale with fear, but the brave Horatius spoke out and said, "Every man must die sooner or later, and how can a man die better than fighting for his country and his people? Hew down the bridge, and I will keep back the Tuscans until it is done." Two other bold Romans stood beside him on the narrow bridge, and struck down their enemies in front, while behind them they heard the blows of the heavy axes cutting the great beams of the bridge. "Come back! come back!" shouted the Romans, "the bridge is ready to fall." The two companions of Horatius darted back over the cracking timbers, and reached the bank just before the bridge fell with a mighty crash into the yellow Tiber.

On the farther bank stood Horatius alone before the vast Tuscan army. They advanced to seize him, but he turned, all loaded with his armor though he was, and leaped into the boiling river. The blood streamed from a great gash in his thigh, but in spite of waves that dashed over his head he swam bravely on. At length he felt the ground beneath his feet, and amid shouting and clapping of hands he gained the banks, and was borne in triumph through the city gate.

Then the Romans gave him broad lands, and in the midst of the city reared his statue with an inscription in letters of

gold telling how Horatius kept the bridge and saved the city of Rome.

Find on the map the city of Rome and the River Tiber. How did the Romans feel when they saw the Tuscan army approaching the city? What did they think must be done? What did the brave Horatius say? What did he and his two companions do? What did the Romans shout just before the bridge crashed into the Tiber? What daring venture did Horatius make, and how did the Romans reward his heroism?

Now tell the story without being questioned.

For a spelling lesson copy the first paragraph so carefully that you can write the words correctly from dictation.

LESSON L

A STORY BEGUN

The new horse was a beauty, with a glossy black coat and a shining black mane. His ears were always moving to catch every slight sound. He was plainly nervous. But Frank and Helen had been used to horses all their lives, and had no fears.

They took their places in the old-fashioned carryall, and started briskly down the road through the woods. As they rounded a corner, a great dog that had been lying in the road gave a low growl, and then flew savagely at the horse's throat. The horse reared and—

After forming a clear mental picture tell your teacher what happened. Make as much of a story as you can.

LESSON LI

FOR REPRODUCTION

The Cat, the Monkey, and the Chestnuts

A cat was purring softly before an open fire where some chestnuts were roasting. A monkey who was hungrily eyeing the chestnuts said to the cat, "Do you think you could pull a chestnut out of the fire? Your paws seem to be made for that." The cat was flattered, and cleverly drew out one that had just burst. "How do you manage to do it?" said the monkey; "it seems wonderful to me. Can you reach that big one?" "Yes, here it is, but I have singed my paw a little." "Oh, but what is that when you are making yourself so useful?" replied the monkey. One after the other the cat pulled the chestnuts out of the fire, and then found that the sly monkey had eaten them all. The poor cat had no reward except a pair of burnt paws.

Read the fable silently, and then tell the story in your own words.

LESSON LII

A STORY FROM A PICTURE

CHILDREN PLAYING IN THE SURF

Is this an American scene? What are the people in the background doing? Are the children in the foreground playing or working? Why do you think so? Is the basket on shore like the one that the children are drawing? Is the boy behind the basket pressing it down or only guiding it? Tell the story.



Children Playing in the Surf

LESSON LIII

FOR DICTATION

ABBREVIATIONS

| | | | |
|----------------|-------|-------------|-------|
| Mister | Mr. | Secretary | Sec. |
| Mistress | Mrs. | General | Gen. |
| Doctor | Dr. | forenoon | A.M. |
| Superintendent | Supt. | afternoon | P.M. |
| Reverend | Rev. | post-office | P. O. |
| Governor | Gov. | railroad | R.R. |

Remember that some words have shortened forms which are called *Abbreviations*. What is the abbreviation for Doctor? forenoon? Mister? Copy and learn all the abbreviations in the list above. Make a list of other words which have abbreviations.

LESSON LIV

A STORY FROM BRIEF HINTS

THE WISE MAN AND THE STARS

The star-gazer—eyes in the air—the country road—the ditch—the fall—the wet philosopher—old woman's advice, "Before you look at the stars find a place for your feet."

After thinking over what you want to say, tell the story in your own words.

LESSON LV
FOR READING AND CONVERSATION



HIAWATHA'S CHILDHOOD

By the shores of Gitche Gumee,
By the shining Big-Sea-Water,
Stood the wigwam of Nokomis,
Daughter of the Moon, Nokomis.
Dark behind it rose the forest,
Rose the black and gloomy pine-trees,
Rose the firs with cones upon them ;

Bright before it beat the water,
Beat the clear and sunny water,
Beat the shining Big-Sea-Water..

At the door on summer evenings
Sat the little Hiawatha;
Heard the whispering of the pine-trees,
Heard the lapping of the water,
Sounds of music, words of wonder;
“Minne-wawa!” said the pine-trees,
“Mudway-aushka!” said the water.

Saw the fire-fly, Wah-wah-taysee,
Flitting through the dusk of evening,
With the twinkle of its candle
Lighting up the brakes and bushes,
And he sang the song of children,
Sang the song Nokomis taught him:

“Wah-wah-taysee, little fire-fly,
Little, flitting, white-fire insect,
Little, dancing, white-fire creature,
Light me with your little candle,
Ere upon my bed I lay me,
Ere in sleep I close my eyelids!”

.
Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in Summer,
Where they hid themselves in Winter,
Talked with them whene’er he met them,
Called them “Hiawatha’s Chickens.”

Of all beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns,
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene'er he met them,
Called them "Hiawatha's Brothers."

HENRY WADSWORTH LONGFELLOW.

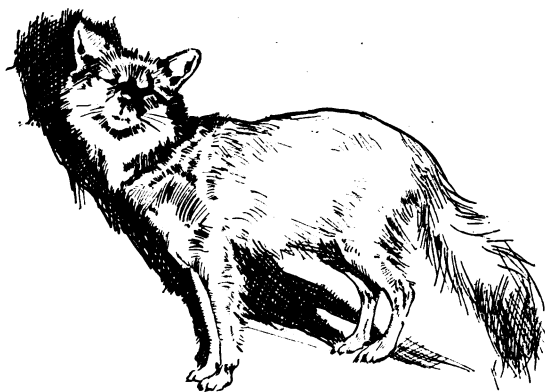
Hiawatha is a poem that attempts to set before us the life of the Indians of long ago, and to help us to look at the world as they saw it. They of course knew nothing of other lands; and their notions about geography and about the sun, the moon, and the stars seem very strange to us.

Indian boys were brought up amid surroundings very different from ours. They had to get their living largely by hunting and fishing, and therefore had to study closely the habits and songs of birds, the homes of wild animals, and the ways of fishes. Every boy had to know how to run, to jump, to swim, and to shoot with bow and arrow. Some of this life we find described in the lines before us.

Can you form a mental picture of the wigwam and its surroundings? What is a wigwam? Why call the pine-trees "black and gloomy"? Why call the water *sunny*? What were the "sounds of music" little Hiawatha heard? How did the pine-trees *whisper*? What did Hiawatha see? While hearing and seeing these

things what did he do? Read the words of his song. Do you think they are musical? What did Hiawatha learn about the birds? What did he call them? What teachers had he among the wild beasts, and what lessons did he learn? Why did he call the beasts his brothers?

LESSON LVI
FOR REPRODUCTION



The Fox

Foxes, unlike wolves, never go in packs or companies, but hunt singly. Many of the ways and manners of the fox, when tamed, are like the dog's. I once saw a young red fox exposed for sale in the market in Washington. A colored man had him, and said he had caught him out in Virginia. He led him by a small chain, as he would a puppy, and the innocent young rascal would lie on his side and bask and sleep

in the sunshine, amid all the noise and chaffering around him, precisely like a dog. He was about the size of a full-grown cat, and there was a bewitching beauty about him that I could hardly resist. On another occasion, I saw a gray fox, about two-thirds grown, playing with a dog, about the same size, and by nothing in the manners of either could you tell which was the dog and which was the fox.—JOHN BURROUGHS.

Did you ever see a fox? How did he look? Do you know anything about the habits of a fox? Read the selection at least twice, and then rewrite it in your own words.

LESSON LVII

FOR DICTATION

COMMA WITH NAME OF PERSON ADDRESSED

The other day I heard a teacher of science ask the following questions about birds:

1. "Edith, can you tell me something about the wings of the swallow?"
2. "Walter, how does the oriole build her nest?"
3. "Have you noticed, Helen, anything peculiar about the humming-bird?"
4. "James, where does the woodthrush build her nest?"
5. "Where would you expect to find a sandpiper, Ruth?"
6. "Do you know, Spencer, why goldfinches are useful?"

7. "Can you tell me, Tom, what bird feeds upon mice?"

8. "Where does the woodpecker find its food, Alice?"

Who is addressed in the first sentence? In the second? In the third? In the fourth? In the fifth? In each case how is the name of the person spoken to separated from the rest of the sentence? Write two sentences where the name of the person spoken to stands at the beginning of the sentence; two where it stands at the end of the sentence; and two where it stands within the sentence.

The name of a person addressed is separated from the rest of the sentence by a comma or commas.

NOTE.—It would be well to precede the written work by some oral exercises in which the pupils are addressed by the teacher and by one another.

LESSON LVIII

FOR REPRODUCTION

The Sword of Damocles

At the court of an ancient ruler there was a flatterer named Damocles, who never wearied of telling his prince how fortunate is the condition of a rich and powerful king. "Do you think so?" said the ruler. "You shall see for yourself how it is." Then at the monarch's command a great feast was made ready, with rare and costly food served in dishes of gold. Damocles sat on cushions of silk and satin, and wore a rich scarlet robe like a king. "At last," thought he, "I am happy." But as he said this he glanced up, and directly

above his head saw a sharp sword hanging by a single hair. Then he knew that the ruler was wiser than he, and that though power may bring riches it brings also dangers that the humble man never has to fear.

Read the story twice and then tell it aloud. Avoid the unnecessary use of *and*. You will talk better if you do not speak too fast. Think carefully about the best words to use.

NOTE.—*Perhaps the pupils are making the very common mistake of using "don't" for "doesn't." If so, special oral exercises should be given for the purpose of forming the right habit.*

LESSON LIX

A DESCRIPTION

AN OAK LEAF

Suppose we have an oak leaf. Let us see what statements we can make about it:—

Its edges are cut out like the teeth of a large saw. It is smooth on one side, and on the other side it has raised veins or ribs that branch out from a central stem running through to the top. It is of a bright green color.

Study other leaves in the same way, even though at first you may not know their names. Describe everything about the leaf that makes it *different* from other leaves you know.

Before describing anything try to see exactly how it looks, jot



down the most important parts that ought in any case to be mentioned, and then write your description in as few words as you can, though always make complete statements.

NOTE.—*If the pupils confuse the use of "may" and "can," give much practice, in both oral and written exercises, to correct the mistake.*

LESSON LX

FOR CONVERSATION AND REPRODUCTION

The Dog and the Squirrel

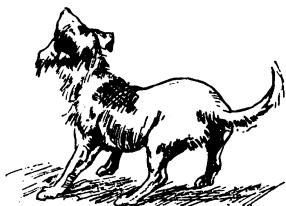
A boy who had caught a squirrel in his wire trap had a very bright and nimble dog about the size of a fox, that seemed to be very sure he could catch a red squirrel under any circumstances if only the trees were out of the way. To see what would happen the boy went to the middle of an open field with his caged squirrel, the dog, that seemed to know what was up, dancing and jumping about him. It was in mid-winter; the snow had a firm crust that held boy and dog alike. The dog was drawn back a few yards, and the squirrel liberated.

Then began one of the most exciting races I have witnessed for a long time. It was impossible for the lookers-on not to be convulsed with laughter, though neither dog nor squirrel seemed to regard the matter as much of a joke. The squirrel had all his wits about him, and kept them ready for instant use. He did not show the slightest confusion. He was no match for the dog in fair running, and he discovered this fact in less than three seconds; he must win, if at all, by strategy. Not a straight course for the nearest tree, but a



zigzag course, yea; a double or treble zigzag course. Every instant the dog was sure that the squirrel was his, and every instant he was disappointed. It was incredible and bewildering to him. The squirrel dodged this way and that. The dog looked astonished and vexed. Then the squirrel issued from between his enemy's hind legs, and made three jumps toward the woods before he was discovered. Our sides ached with laughter, cruel as it may seem.

It was evident the squirrel would win. The dog seemed to redouble his efforts. He would overshoot the game, or shoot by it to the right or left. The squirrel was the smaller craft, and could out-tack him easily. One more leap and the squirrel was up a tree, and the dog was overwhelmed with confusion and disgust. He could not believe his senses. "Not catch a squirrel in such a field as that? Go to, I will have him yet!" and he bounded up the tree as high as one's head, and then bit the bark of it in his anger and chagrin.



The boy says his dog has never bragged since about catching red squirrels "if only the trees were out of reach!"

JOHN BURROUGHS.

What two animals had the boy? Where did he go with them, and why? How did the race begin? Which could run the faster, the dog or the squirrel? Why could not the dog or the squirrel see the joke? How did the squirrel outwit the dog? Have you ever played the same trick that the squirrel played? What is the meaning of "zigzag course"? What did the dog do when he "redoubled his efforts"? When at last the squirrel made his escape how did the dog show his anger and chagrin? Did you ever feel chagrin on account of some mistake or failure? Now read the story over once more and tell it in your best language.

Put other words in the place of *nimble*, *liberated*, *lookers-on*, *convulsed*, *instant*, *incredible*, *bewildering*, *vexed*, *chagrin*.

Why is the squirrel called a *craft*? And what does *out-tack* mean?

LESSON LXI

A STORY FROM PICTURES

GOING CRABBING

Are these boys and girls of the sort you studied in Lesson LII? How do you know? Where are they? What is on the ground? What have the boys



and girls in their hands? Which of the two boys catches the crab? Which of the boys does the crab catch? How does it all happen?

LESSON LXII

FOR REPRODUCTION

The Farmer's Sons

A farmer who lay on his death-bed called his sons to him and said, "My sons, I have a treasure to leave you, but it is hid somewhere on the farm, within a foot of the surface. You will find it if you dig carefully."

The young men began to seek for the treasure and continued until they had dug over every foot of soil on the farm. They did not find gold or silver, as they expected, but they reaped great crops from their fields, and thus found the treasure that their father had promised them.

What did the farmer say to his sons? What did they look for? What did they find? Now tell the fable in your own words.

LESSON LXIII

FOR DICTATION

APOSTROPHE WITH S TO DENOTE POSSESSION

1. After Frank's lessons were finished he ran out into the garden to play tennis with Tom.

2. At once he noticed that the cat's eyes were fastened upon the robin's nest.

3. Just then Tom's sudden approach frightened the cat away.

4. But the boys had hardly begun their game when they heard their father's voice saying, "Frank's new ball has just come, and also Tom's bat."

If you say, "Here is a knife," we do not know from what you say who owns it. But if you say, "Here is John's knife," we know that John owns it. In the expressions, "Edward's kite," "Tom's boat," and "Helen's rose," who owns, that is, possesses, the kite? the boat? the rose?

In the first sentence whose lessons were finished? How do you know, in reading the second sentence, whose eyes were fastened upon the nest, and whose nest it was? Explain why the apostrophe ['] and the letter *s* are used after the word *Tom* in the third sentence? Read the last sentence and tell whose voice the boys heard; who was to have the ball, and who the bat. How do you know?

Write a sentence in which you refer to your father as owning a horse; one referring to William as owning a sled; and one referring to James as owning a bicycle.

LESSON LXIV

FOR STUDY

I WANDERED LONELY AS A CLOUD

I wandered lonely as a cloud

That floats on high o'er vales and hills,
When all at once I saw a crowd,

A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Outdid the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company;
I gazed, and gazed, but little thought
What wealth the show to me had brought.

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

WILLIAM WORDSWORTH.

This poem shows how a poet may catch a sudden glimpse of a beautiful sight, and hold it in mind until he makes it a part of himself. You will observe that the first half of the poem merely describes how the daffodils growing beside the lake flutter and dance in the breeze. The second half tells how the recollection of the sight affects the poet.

How can a cloud be lonely? What is the picture in the first stanza? The picture in the second stanza? Does the poet mean to suggest that the flowers are like stars? What is the "Milky Way"? Notice in each stanza the emphasis upon the dancing. Why does the poet suppose the flowers to be joyous? What is a "jocund company"? Would you use the word *jocund* to describe a company? Why not? Why did the poet at first fail to realize how much the sight of the daffodils had brought to him? How and when does he see them again? Is the result the same as at first?

Read the whole poem carefully, and then commit it to memory.

LESSON LXV

FOR REPRODUCTION

Leonidas

Leonidas was a Spartan, and had received the training which made every Spartan brave and strong. After Leonidas had grown to manhood the King of Persia invaded Greece with a great army. He had hundreds of thousands of men, and thought he could easily frighten the Greeks into submission. But the Greek army, though small, was, man for man, much better than any other in the world, and had no intention of yielding without a struggle.

The Greeks, too, had the advantage of holding a narrow, rocky pass, known as Thermopylæ, through which the Per-

sians were obliged to force their way. Leonidas chose out three hundred men, every one of whom was ready to die rather than yield, and took his stand in the pass. Then the Persians advanced by thousands, expecting an easy victory. But the Spartans fell upon the Persians, and cut them down where they were crowded so thickly that they could hardly use their weapons. The Persian king was astonished and angered that so few men should hold back his great army, and he ordered his soldiers again and again to storm the pass. They fought over the dead bodies of their comrades, and gradually saw the brave defenders grow fewer and fewer, until at length none was left. But they had themselves suffered fearful loss, and felt that such a victory was almost as bad as a defeat. Not long afterward the Persian host was utterly shattered on sea and land, and Greece was saved.

Even we Americans ought to honor Leonidas and his three hundred men. For if the Persian barbarians had gained a firm foothold in Greece, they might have changed the whole history of Europe, and thus prevented America from being the country it is to-day.

Find on your map Greece and Persia. What did the king of Persia do? Compare the Greek army with the Persian.

How many men did Leonidas choose, and where did he station them? Describe the battle. What was the outcome of it? What do you think of Leonidas and his Spartan followers?

Can you now tell the story from the beginning without being questioned?

Make a copy of all the words in this story that begin with capitals.

NOTE.—*Perhaps the pupils are habitually using "have got" where "have" should be used. If so, they need careful oral training in the use of the correct form.*

LESSON LXVI

A STORY BEGUN



Over a swift brook that foamed down a narrow valley between steep rocks, stretched a log that had fallen from the slope above and formed a rude bridge. It was wet in summer with the spray of the cascade near by, and in winter it was covered with slippery ice. One frosty morning a shaggy goat picked his way down to the edge of the stream, and looked across. On the opposite bank stood another goat. Both started at the same moment to cross the narrow bridge, and they met in the middle.

What do you think happened?

LESSON LXVII

FOR CONVERSATION AND MEMORIZING



WHITE BUTTERFLIES

Fly, white butterflies, out to sea,
Frail, pale wings for the wind to try,
Small white wings that we scarce can see,
Fly.

Some fly light as a laugh of glee,
Some fly soft as a long, low sigh;
All to the haven where each would be,
Fly.

ALGERNON CHARLES SWINBURNE.

As the poet looks at the little sail-boats with their white sails like wings, he thinks of them as butterflies skimming over the water. In the distance he can see only the sails and nothing of the vessels themselves.

How many pictures do you find in the first stanza? In how many ways does the poet hint that the butterfly is a delicate creature? When the butterfly is in the air can you see anything besides the wings? In what respects are a sail-boat and a butterfly alike? What lines seem to you most beautiful?

Copy this poem.

LESSON LXVIII

FOR CONVERSATION AND REPRODUCTION

Pandora

When Prometheus had stolen fire from heaven for mankind, Zeus, the king of the gods, wrought him all the evil that power and hate could devise. The angry god ordered a woman to be fashioned who should work the ruin of men. The other gods added gifts that should make her more pleasing but also more dangerous. One gave her beauty and a charming voice; another gave her cunning; another, boldness; another, the art of winning love. Thus was created the first and loveliest woman on the earth; and she was called Pandora.

Entrancing in her beauty, Pandora came down from the sky bearing a golden box, which contained all the blessings that men most desire. For a time she brought delight, and the world was happy. But one fatal day she was overcome by curiosity to know what the precious box contained. She hesitated, but at length she thought, "I will only lift the lid a little and peep in." Slowly, very slowly, she raised the lid, but instantly all the blessings that the gods had placed in the box flew away, except one, and in their stead came evils that were the harder to bear because of the former blessings. But Hope still remained in the treasure-box and gave men courage to bear up amid all their difficulties.

This is a Greek myth which will give you a few hints of what the people living in Greece many hundred years ago thought about the beginning of things. In-

stead of believing that there was but one God, they believed there were many. One of these they called Zeus, who was the king of all the gods. Perhaps you will some day read other Greek myths as told by the poet Homer in the *Iliad* or in the *Odyssey*. You will find many of them charmingly told in Hawthorne's *Wonder-Book* and in his *Tanglewood Tales*.

After talking this myth over with your teacher make use of the following outline in reproduction :—

1. The first woman—what Prometheus did—why Zeus ordered this woman to be fashioned—what the other gods added.
2. What Pandora brought in the golden box—what she did one day—and what followed.

NOTE.—Give thorough drill to form the correct habit in the use of the verbs "lie" and "lay." Both oral and written work are necessary.

LESSON LXIX

FOR DICTATION

COMMA WITH SERIES OF WORDS

1. It was a sultry, dreamy afternoon.
2. The endless droning of small, buzzing insects filled the air.
3. A low, gray cottage lifted its roof above a confused tangle of climbing roses, honeysuckle, and clematis.
4. In front of the cottage were two boys, a small girl, and a spaniel frolicking about.

5. Suddenly a sharp, clear bugle-note was heard.

6. The children looked and saw a horseman hurrying along the hot, dusty street.

7. They stopped their play, ran to the street, and looked after the horseman until they could see in the distance nothing but a cloud of dust.

If we write simply "a beautiful day" we need no comma. But if we write "a breezy, beautiful day" we must insert a comma between *breezy* and *beautiful*; and if we add still another word and say "a clear, breezy, beautiful day" we must insert another comma between *clear* and *breezy*.

In the same way we must use commas to separate words in such a series as in the following sentences:

Robins, sparrows, wrens, and crows belong to the bird family.

When the fire-alarm sounded, men, women, and children went hurrying through the streets.

"Robins, sparrows, wrens, and crows" form a series of words, and so do "men, women, and children."

What words are used in a series in the first sentence of this lesson? In the second? In the third? In the fourth? In the fifth? In the sixth?

Write a sentence in which you will use the words *apples*, *pears*, and *plums* in a series; another in which you will use the words *coffee*, *sugar*, and *nuts*; and still another in which you will use the words *pen*, *pencil*, and *paper*.

NOTE.—It will be necessary to dictate many additional sen-

tences before the pupils will clearly understand this use of the comma. Indeed, certainty in such use some pupils will not have for a long time. Especially will this prove true where phrases, or where, as in the seventh sentence in this lesson, entire clauses appear in a series. We may well remember that nothing but practice—and much of it too—will bring accuracy and facility.

LESSON LXX

A STORY BEGUN



The other day I saw two boys along the roadside picking dandelions. One wore a gray cap, an old blue coat, and ragged shoes tied with white strings. The other had a brown cap, and his elbows and his knees peeped through ragged clothing.

Soon the boys came to a gate through which they saw the dandelions thickly covering the grass inside. They went in, and for a while amused themselves by tumbling on the grass and throwing the knives with which at intervals they dug up the dandelions.

A great savage black dog—no noise—the sudden spring—the torn jacket—the escape.

Finish the story.

LESSON LXXI

FOR CONVERSATION AND REPRODUCTION

Rover and the Bags of Gold

Rover was a brown spaniel with long silken ears. He went everywhere with his master, and used to run on errands as cleverly as if he were a small boy.

One day Rover and his master set out on a journey through the woods. Across the saddle of the horse the master was riding lay two heavy bags of gold. For hours they went on, Rover darting constantly across the path and now and then chasing a squirrel up a tree. When the sun grew too hot for comfort, the master dismounted, tied his horse, and placed the bags of gold on the ground. "Rover," said his master, "I want to sleep a little while. Watch these bags." Rover

laid his nose on one of the bags, and with ears pricked up noted every sound. When he thought his master had slept long enough, he licked his face and awakened him.

The sun was nearly down, and there was need of haste. Without delay the man mounted his horse and rode swiftly away. But Rover acted strangely. He barked, snapped at the horse's heels, and at length tried to bite his master's shoe. Fearing that the dog had gone mad, the man drew his pistol and fired. The poor dog fell, but presently rose again, and though dripping with blood ran back up the road. After a time the man felt for his bags of gold. They were not there. In great alarm he galloped back, looking carefully at the road, until he came to the place where he had slept. And there he saw Rover, almost dead, with his nose resting on a bag of gold. The faithful dog had obeyed orders at the risk of his life. Rover was tenderly cared for and lived to a good old age.

Form a mental picture of Rover and his master at the beginning of their journey. Describe the picture. Tell what happened when the master stopped to rest. Have you a mental picture of the scene? How did Rover act when his master resumed the journey, and what was the sad result?

Can you picture to yourself what happened when the man found that he had left behind his bags of gold? Now tell, slowly and distinctly, the whole story. Avoid the use of unnecessary *ands*. After this oral reproduction write out the story in your best English.

LESSON LXXII

FOR REPRODUCTION

The Miser and His Gold

A miser had a bag of bright gold dollars which he kept hidden in an old chest, and would handle and count every day. One day he came and found nothing. At once he began to cry and lament his loss. But one of his neighbors brought him a bag of smooth flat pebbles and said: "Here, hide these. As long as you do not try to use them they will be worth as much to you as the gold."

Read the story silently, and then tell it in your own words.

LESSON LXXIII

FOR STUDY

THE EAGLE

He clasps the crag with hookèd hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain-walls,
And like a thunderbolt he falls.

ALFRED, LORD TENNYSON.



This little poem tells you how the eagle sits alone in the mountains and how he suddenly darts down from the crag. Try to see the eagle as described.

How does a crag differ from an ordinary rock? Could you use *cliff* or *stone* in its place? What sort of hands has the eagle? Would it be better to say *claws*? Would *holds* be as good as *clasps* here? Is the crag "close to the sun"? Does that tell us anything about the height? And does that hint that the "lonely lands" are really the tops of the mountains?

What is "the azure world,"—the sea or the sky?

Why is the sea called *wrinkled*? Does the wind wrinkle the surface? Would you call it *wrinkled* if you were close to it? Does the sea really crawl or only seem to crawl? Why should the eagle fall? Does he see something in the water that he wants? What?

LESSON LXXIV

FOR DICTATION

SIMPLE QUOTATIONS

"Uncle Henry, haven't you a story for us?" said Frank, one winter evening.

"About what?" said Uncle Henry, as he poked at the fire.

"Anything you like," was the eager reply.

"Would the Boston Tea-Party do?" Uncle Henry asked.

"Yes, yes," said Frank and his brother together.

Uncle Henry then told the boys all about the exciting times in Boston over the tea which England sent there in 1773.

At the end of the recital the boys said, "Thank you, Uncle."

Frank added, "I wish I could have been there to help throw the tea into the harbor."

"I wish so too," said Joe.

In the first sentence you will notice that Frank asked his Uncle Henry a question. What were the exact words Frank used? When the exact words used are reproduced they are said to be quoted, and the whole sentence is called a *Quotation*. You will notice the *Quotation Marks* (" ") used before and after the question.

What is the next quotation? What answer did the boys make to their uncle's question? What mark of punctuation is used after this answer?

What was Uncle Henry's next question? Copy it by itself. Now copy the entire sentence of which it forms a part, and punctuate carefully.

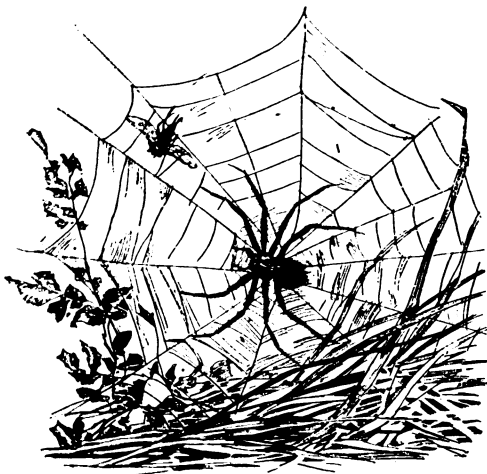
What are the other quotations used in this lesson?

What have you observed about the punctuation of quotations?

NOTE.—It would be a good plan to require one pupil to make a statement or ask a question, and then let the others quote it. Much oral work should be done in this way before many written sentences are attempted. But facility in the correct use of quotation marks will come only after long practice.

LESSON LXXV

FOR THE STUDY OF QUOTATIONS



THE SPIDER AND THE FLY

“Will you walk into my parlor?”

Said the spider to the fly;

“’Tis the prettiest little parlor

That ever you did spy.”

“Oh no, no,” said the little fly;

“To ask me is in vain,

For who goes up your winding stair

Can ne’er come down again.”

"I'm sure you must be weary, dear,
With soaring up so high;
Will you rest upon my little bed?"
Said the spider to the fly.

"Oh no, no," said the little fly,
"For I've often heard it said,
They never, never wake again
Who sleep upon your bed."

"I have a little looking-glass
Upon my parlor shelf;
If you'll step in one moment, dear,
You shall behold yourself."

"I thank you, gentle sir," she said,
"For what you've pleased to say,
And, bidding you good-morning now,
I'll call another day."

MARY HOWITT.

In the first and second stanzas, what did the spider say to the fly, and what answer did the fly return? How do you know? In what way do the quotation marks help you to understand the other stanzas? In every case explain the use of the quotation marks.

Copy neatly at least three stanzas of the poem. With what kind of letter does every line of poetry begin?

Write the first two stanzas from dictation.

LESSON LXXVI

FOR REPRODUCTION

The Blind Man and the Lame Man

Late one afternoon a blind man with a cane in his hand was slowly picking his way along a country road. Beside the road was a little lame man who had sat down to rest. When he saw the blind man he called out, "My friend, are you expecting to get to town to-day?" "Yes," answered the blind man, "if I can find someone to lead me." "Well, I should be glad to lead you but I am lame." "If you are going my way," said the other, "we can easily arrange the matter. I'll carry you on my back. I'll be feet for you, and you can be eyes for me." The lame man got astride the blind man's back, and the strange pair soon arrived at the town.

What did the lame man say to the blind man? How do you know he used these words? What was the blind man's answer? Explain the use of all the quotation marks used in the story.

LESSON LXXVII

A STORY FROM PICTURES

AN INDIAN ATTACK

Where are these men? Who are the men about the fire? What are they doing? What happens? What do the things lying on the ground in the second picture