



indicate? Which side do you think will win? Why? After thinking over what happened, tell the whole story from the beginning.

LESSON LXXVIII

CONTRACTIONS

Sometimes, especially in familiar language, we find two words written as one. For example, *haven't* may be written for *have not*, *isn't* for *is not*, *couldn't* for *could not*,¹ and so on. Wherever, in such cases, we write two words as one, we call the shortened form a contraction. The apostrophe (') is always used to indicate the omission of one or more letters. The following are some of the more common contractions:—

I'm	stands for	I am
he's	" "	he is
there's	" "	there is
we're	" "	we are
you're	" "	you are
they're	" "	they are
I'll	" "	I will
she's	" "	she is
it's	" "	it is
isn't	" "	is not
aren't	" "	are not
wasn't	" "	was not
weren't	" "	were not
doesn't	" "	does not
don't	" "	do not
didn't	" "	did not
can't	" "	cannot
mustn't	" "	must not

¹ We never write *n't* for *not* and let the shortened form stand by itself. But in speaking rapidly we very often shorten *not* to *n't*, and make it a part of the preceding word.

mightn't	stands	for	might not
couldn't	"	"	could not
wouldn't	"	"	would not
sha'n't	"	"	shall not
shouldn't	"	"	should not
hasn't	"	"	has not
haven't	"	"	have not
hadn't	"	"	had not

What do the following contractions stand for:—I'm, I'll, can't, she's, doesn't, don't, mustn't, and shouldn't? What letter or letters does the apostrophe take the place of in every case?

Copy the parallel columns in this lesson until you know them so thoroughly that you can write any of the contractions without hesitation.

LESSON LXXIX

FOR DICTATION

CONTRACTIONS

"Aunt Clara," said Rob one day as he ran into the house almost breathless, "what bird is that hammering away on the ash-tree?"

"That's a woodpecker," was the reply. "Haven't you ever seen one before?"

"No," answered Rob, "but I've been watching that one for some time."



"Wouldn't you like to have me tell you something about one?" queried his aunt.

"Yes, I would," said Rob.

"The bird I have in mind," Aunt Clara went on, "is a kind of woodpecker called the yellow-hammer. A friend of mine once thought he'd try an experiment by filling little holes in a tree with rum and water. Shortly afterward a yellow-hammer fluttered about and pecked at the holes till the mixture made him very foolish. Then he lay down in the hole of a limb and went to sleep. We may hope that he was satisfied to be tipsy but once."

Explain all the contractions in the sentences.

These contractions are not to be used in most of your writing; but they may be used now and then in letters and in dialogue.

LESSON LXXX

FOR CONVERSATION AND REPRODUCTION

The Promise of Regulus

In the time before Rome was the ruling city of the world the Romans waged long and bloody wars with Carthage, a great city on the northern coast of Africa. One of the most famous Roman leaders at that time was Regulus. He had won many battles and compelled Carthage to sue for peace. But his terms were so hard that the people of Carthage refused to submit and, with the help of hired Greek soldiers, fought another great battle in which they defeated the Romans and captured Regulus.

They threw him into prison and kept him in chains. But fortune soon turned, and forced Carthage once more to seek peace. To this end they sent Regulus to Rome that he might arrange a treaty and bring about an exchange of prisoners. He gave a solemn promise that if he did not succeed in his mission he would nevertheless return. But on his arrival at Rome he went boldly into the senate and said that from the day he had been taken prisoner he had ceased to be a Roman and was now only a captive. "Do not make peace," urged he, "for your enemies are without hope. It is not worth while for the sake of me and the few other Romans who have been captured to return so many thousands of prisoners." He knew that for these words he should lose his life, but he calmly returned to Carthage and was at once put to death with the most cruel tortures. But like brave men in all ages he believed that death was to be preferred to life with dishonor. Such men as he made ancient Rome great.

Find Rome on the map. Who was Regulus? After studying the first paragraph, explain why the people of Carthage were glad to capture him. What did they do with him? Why did they afterward send him to Rome? What did he say when he went into the Roman senate? Why were these words noble? What became of Regulus?

Now read the story once more, and tell it in your own words.

Copy the first paragraph. Can you write it from dictation?

LESSON LXXXI

FOR STUDY AND MEMORIZING



THE WIDOW BIRD

A widow bird sat mourning for her love
Upon a wintry bough;
The frozen wind crept on above,
The freezing stream below.

There was no leaf upon the forest bare,
No flower upon the ground,
And little motion in the air
Except the mill-wheel's sound.

PERCY BYSSHE SHELLEY.

We have here a winter picture of the simplest kind. You will note how the poet succeeds in making us feel the loneliness and the cold, though he uses less than fifty words.

What is a "widow bird"? How does a bird mourn? How many pictures can you find in this poem? What is the meaning of "wintry bough"; "The frozen wind crept on above"? What line in this poem do you like best?

LESSON LXXXII

FOR DESCRIPTION

A Book

The following is a list of some things that you will note when you look at your book. Probably you can add others:—

A cloth cover, leaves, paper, title, pictures, words, lines, numbers.

Now we will see what statements we can make about the book.

The book has a cloth cover.

It has paper leaves.

The first leaves are of clean white paper.

The first printed page is called the title-page.

The title-page gives the name of the book and the names of the writers.

The pages are numbered at the top.

The words are mostly printed in lines.

Rewrite this description of a book, adding in their proper places as many details as you can. But before doing so examine some particular book. Do not be satisfied with simply looking at it for a moment or two. Look at it until you see things that had escaped your notice before. One advantage of trying to describe an object is that we learn to observe more accurately. Some people lose much by failing to use their eyes.

NOTE.—*Do your pupils use the verb “set” where “sit” should be used? If so, the correct habit should be formed by persistent oral and written drill.*

LESSON LXXXIII

AN UNFINISHED STORY

THE BOYS' BAND

My father said last night at supper, “A drum and a boy are about all that one street can hold at a time.” What he meant was this: Yesterday morning a boy living near us received a drum as a present. He beat it a while by himself, and then after dinner went out and found four other boys with drums like his. Two boys with tin whistles joined them. Then another boy remembered that at his house was a brass horn, and soon he was making as much noise as anybody.

The band increased in size as it went down the street, and when it came back it numbered more than a dozen boys, making a most frightful din.

And what do you suppose they did next? Where did they go, and what happened?

LESSON LXXXIV

FOR DICTATION

SIMPLE QUOTATIONS

Mrs. Wilkins called, "Come here, boys."

The boys replied, "We'll be there in a minute, mother."

When they entered the door their mother said, "A telegram says your uncle has just arrived from South Africa."

"Do you really mean it, mother?" cried one of the boys.

"Yes, I'm glad to say it is true," said she, with a happy smile.

Then the boys asked, "On what train is he coming?"

You will notice (1) that the first word of these simple quotations begins with a capital; (2) that quotation marks are used before and after the quotation; and (3) that a comma is used to separate each quotation from the rest of the sentence, except when the quotation is a question.

LESSON LXXXV

A STORY FROM BRIEF HINTS

1. A traveller in Africa—a lion roaming across the desert—a deep chasm in the distance.

2. The man's danger—approach of the lion—the

traveller's device—his coat and hat raised on a stick above a heap of sand near the chasm—the lion's leap.

Tell the story.

LESSON LXXXVI

DIVIDED QUOTATIONS

If we write, Helen said, "The cherry-tree is in full bloom, mother," what do we represent Helen as saying? Explain why quotation marks are put before *The* and after *mother*. But if we write, "Mother," said Helen, "the cherry-tree is in full bloom," we divide the quotation into two parts.

You will notice that quotation marks are placed before and after each of the parts of the quotation. You will notice, also, that the two words, *said Helen*, which are inserted between the parts of the quotation, are separated from the rest of the sentence by commas.

"Soldiers," shouted our commander, "we must drive the enemy from yonder hill."

What are the parts of the last quotation? What are the words inserted between these parts? Explain the use of the quotation marks; of the commas.

LESSON LXXXVII

FOR DICTATION

LITTLE RED RIDING HOOD

Many years ago there lived in a distant land a little girl with bright golden hair and cheeks like red roses. When she was five years old her grandmother made



her a red hood, and from that time she was called Little Red Riding Hood.

One day her mother said to her, "Can you go alone to your grandmother's house and take her some cakes and butter?"

"Yes, mother," said Little Red Riding Hood, "I can easily find the way."

After putting the cakes and butter into a basket for her little daughter, the mother said, "Good-by, Little Red Riding Hood. Go as quickly as you can, and try to get back before night."

As the child went singing through the woods she

met a wolf. "Good-morning, little girl," said he, "where are you going?"

"I am taking some cakes and butter to grandmother," was Little Red Riding Hood's reply.

"Where does she live?" asked the wolf.

"In the white house just beyond the woods," answered she.

"We will both go to see your grandmother," said the wolf. "You go one way and I will go another."

What did Little Red Riding Hood's mother say to her one day? Explain the quotation marks. What is the first word of the quotation? With what kind of letter does it begin? Is the quotation here simple or divided? How do you know?

What was Little Red Riding Hood's answer to her mother's question? Give her exact words. As this answer is written here is it a simple or a divided quotation? What words are inserted between the parts of the quotation?

What did the wolf say when the child met him? How do you know? Explain all the other quotation marks used in the lesson.

LESSON LXXXVIII

A DESCRIPTION

BRICKMAKING

The making of bricks is much like making mud-pies and playing with mud-balls. The clay of which the

bricks are made is, of course, nothing but wet mud, rather tougher than the ordinary mud in the streets. It is made still tougher by being stirred and kneaded. Then it is squeezed into the shape of a brick. But instead of hands, which are useful in making mud-balls, there is a press, which can squeeze harder than a hundred or perhaps a thousand hands like yours.

After the bricks come out of the press they keep their shape very well, but they are not yet ready for use. They have to dry and harden for days in long covered racks. Then they are piled carefully together and baked by a slow fire. The broken and discolored bricks are sorted out, and the rest are then ready for the mason.

Read this description slowly and thoughtfully. Does it give you definite ideas about brickmaking? If so, describe the process as well as you can.

Perhaps you have seen a blacksmith shoeing a horse, a farmer ploughing a field or planting corn, or a carpenter putting up a fence. Can you tell so plainly how any of these things was done that you can make it clear to someone else?

Perhaps you prefer to describe something that you know more about. If so, do it.



LESSON LXXXIX

A STORY FROM PICTURES

Tell the story suggested by this series of pictures.
Think out what you wish to say before you begin to
say it.

LESSON XC

FOR DICTATION

HOLIDAYS AND DATES

1. Last New Year's Day we had a skating party in the park.
2. On February 12 we commemorate Lincoln's Birthday.
3. George Washington was born on February 22, 1732.
4. It is the custom to decorate the soldiers' graves on Memorial Day.
5. Labor Day is the first Monday in September.
6. Thanksgiving Day is observed throughout the United States on the last Thursday of November.

What holiday is named in the first sentence? In the second sentence? In the third? In the fourth? In the fifth? In the sixth? With what kind of letter do all these names of holidays begin?

Write the names of any other holidays you can recall.

The names of all holidays should begin with capital letters.

Note carefully the correct form of writing the dates.

Copy the following dates, observing all the marks of punctuation:—

March 4, 1901; Feb. 12, 1809; Feb. 22, 1902; July 4, 1776; Jan. 8, 1815; June 14, 1777; Dec. 25, 1776.

LESSON XCI

FOR READING AND CONVERSATION

TO THE FRINGED GENTIAN¹

Thou blossom bright with autumn dew,
And colored with the heaven's own blue,
That openest when the quiet light
Succeeds the keen and frosty night;

Thou comest not when violets lean
O'er wandering brooks and springs unseen,
Or columbines, in purple dressed,
Nod o'er the ground-bird's hidden nest.

Thou waitest late and com'st alone,
When woods are bare and birds are flown,
And frosts and shortening days portend
The aged year is near his end.

Then doth thy sweet and quiet eye
Look through its fringes to the sky,
Blue—blue—as if that sky let fall
A flower from its cerulean wall.

I would that thus, when I shall see
The hour of death draw near to me,
Hope, blossoming within my heart,
May look to heaven as I depart.

WILLIAM CULLEN BRYANT.

¹ See Lesson VI, On Reading Poetry.

The poet sees before him a blue gentian, and addresses it as though it could hear and understand him. His plain words mean about this: "Blue flower, that openest in the early morning, thou dost not come in the spring but just before winter. Thy blossom, sky-blue, seems to look to heaven like a blue eye. In my last hour, I too would look heavenward."

In what line do you find no picture? Just what is meant by "colored with the heaven's own blue"? At what time of day does "the quiet light succeed the keen and frosty night"? Would the fourth line of the poem be improved by writing, "Follows the sharp and chilly night"? In what season do "violets lean o'er wandering brooks"? What is meant by "the aged year"? How late in the year does the gentian come? How blue is this flower? What is *cerulean*?

The flower, with its blue eye, seems to look to heaven. What thought does this suggest to the poet's feeling? How much in the poem is mere description, and how much is something else?

LESSON XCII

A MODEL LETTER

Maple Grove, Vt.,
March 27, 1902.

My dear George,

You must try to come up here while we are making maple sugar. This is one of the best sugar seasons

we have had for years. The nights are clear and frosty, and the days are warm and bright.

Yesterday we bored more than a hundred trees, and drove in little spouts. From these you can see the sweetish sap drip, drip, drip into the wooden pails. You would hardly believe it could run so fast. Then we take the sap and boil it in big kettles. At first you would think it was only so much water. But it grows thicker and thicker till it becomes syrup. If you boil it long enough and then cool it on snow you get something like soft wax.

The men know just the right time to stop the boiling so as to make the sugar. They stir it and stir it till you would think their arms would ache (I know mine do now), and then they pour the thick liquid into moulds and tubs and pails.

We shall be out here in this camp for a week or two, and we can easily make room for you. If you come this week I think you may be sure of good weather.

Your sincere friend,

Frank Avery.

Copy this letter neatly. Then examine your work to see whether it is correct.

LESSON XCIII

LETTER FORMS

By looking closely at the letter in the preceding lesson we find that it is made up of several parts.

The writer, Frank Avery, who is at Maple Grove, Vt., wishes to tell something to his friend, George Brown, who lives at Albany, N. Y. Frank first lets George know where he is and when the letter is written. This he does in the *Heading*.

Frank next addresses his friend as "My dear George," and then tells about the good time he is having at the camp. This form of address at the beginning of a letter is called the *Salutation*.

After Frank has said all he wishes to say he adds to the main part, or *Body*, of his letter the words, "Your sincere friend," and then writes his own name, or *Signature*.

LESSON XCIV

THE HEADING OF A LETTER

1. Plymouth, Mass.,
May 15, 1902.
2. 126 Seneca Street,
Seattle, Wash.,
April 4, 1903.
3. 142 Summit Avenue,
St. Paul, Minn.,
Jan. 18, 1900.
4. Chapel Hill, N. C., June 4, 1902.

Unless your letter is brief, you should leave a margin of about two inches at the top. In case your letter

is short, it will look better if written so that the space above it shall be about as wide as that below. The heading should be placed near the right margin of the sheet, and may be written in one, two, or three lines, as the writer chooses. A period should always stand at the end of the heading.

Copy each of the four headings here given. Notice where the commas appear. Explain the use of all the periods. Be very careful, when copying the headings, to begin the lines in them just as they are arranged here.

Imagine yourself in the following places on the dates named, and write correct headings for letters :—

1. October 28, 1901; city of Cleveland; State of Ohio; you are with a friend at 86 Euclid Avenue.

2. You are living at 36 Charter Oak Place, in Hartford, Conn.; you are writing your letter on July 4, 1903.

3. You are at Pratt Institute, Brooklyn, N. Y.; your letter is written March 30, 1903.

4. You are with your parents at the Auditorium Hotel, Chicago, Ill.; your letter is written October 18, 1902.

5. Write a heading of three lines for each of the following groups of items: District of Columbia; 178 Massachusetts Avenue; city of Washington; month of March; the third day of the month; 1902. City of Plainfield; State of New Jersey; 94 W. 7th Street; the last day of May; 1903.

LESSON XCV

FOR STUDY AND MEMORIZING

SONG

The year's at the spring,
And the day's at the morn;
Morning's at seven;
The hill-side's dew-pearled:
The lark's on the wing;
The snail's on the thorn;
God's in his heaven—
All's right with the world!

From Pippa Passes—ROBERT BROWNING.

The poet wishes in these few lines to express the feeling that a bright spring morning stirs in his mind.

Do you notice how the poet mentions the most general facts first, but finally notes even the snail on the thorn? The brightness of the morning fills his heart, and he is sure that "God's in his heaven" and therefore that "All's right with the world."

What is the meaning of "year's at the spring"; "day's at the morn"; "Morning's at seven"; "hill-side's dew-pearled"? In *year's*, *day's*, *etc.*, what does 's stand for?

LESSON XCVI

THE SALUTATION OF A LETTER

By referring to Lesson XCII, you will notice that Frank's letter begins with the words, "My dear

George." Such words of address form what is called the *Salutation* of a letter. You will observe that this salutation stands on the line below the heading, that it begins not far from the left margin, and that it is followed by a comma.

Copy the following salutations: My dear Mother; Dear Friend; My dear Friend; My dear Uncle Robert; Dear Sir; My dear Sir; Dear Uncle John. In copying these have you put a comma after each? Have you put capitals where they are used in the book?

In writing business letters or letters to strangers we are much more formal than Frank was when he wrote to George, or than you or I would be in writing to a friend. For example, if you were going to send an order to the publishers of this book, you might place, immediately after the heading, the following address:—

Messrs. Charles Scribner's Sons,
153-157 Fifth Avenue,
New York City.

In this address notice (1) that the first word, "Messrs.," begins at the margin on the left; (2) that each line begins a little to the right of the line preceding; and (3) that a comma stands at the end of each line except the last.

The entire letter containing your book order would be written something like this:—

Dover, Del.,
May 22, 1903.

Messrs. Charles Scribner's Sons,
153-157 Fifth Avenue,
New York City.

Dear Sirs:—Please send me by express six sets of
Adams's History of the United States.

Yours very truly,
John E. Barrows.

What is the heading here? What does it show?
What is the address? What does it show? What is
the salutation? What the body of the letter?

NOTE.—*A comma and dash are sometimes used after the salutation, sometimes a colon, and sometimes a colon and dash.*

LESSON XCVII

THE COMPLIMENTARY ENDING AND THE WRITER'S SIGNATURE

Again referring to the letter which serves as our model in Lesson XCII, we find that after writing the body of the letter Frank closes with the words, "Your sincere friend," and then adds his signature. Such a phrase as, "Your sincere friend," is called the *Complimentary Ending*. It begins with a capital letter, and is followed by a comma.

The first word only in the complimentary ending begins with a capital letter.

Copy the following complimentary endings :—

Your affectionate sister; Your loving son; Your loving daughter; Sincerely yours; Cordially yours; Faithfully yours; Your sincere friend; Very truly yours; Respectfully yours.

After making your copy, examine your work. Are your capital letters in the right places? Have you put a comma after each complimentary ending?

In all your letter-writing make your spelling, your penmanship, and your punctuation as accurate as possible. You can never safely be slipshod in any of these matters. If you are writing a friendly letter, you ought not to compel your friend to waste time in trying to read poor writing. If you are writing a business letter, you cannot afford to be careless in what you say and in your manner of saying it.

LESSON XCVIII

THE ADDRESS OF A LETTER¹

Before posting your letter you must indicate on the envelope the name and place of residence of the person to whom the letter is to be sent. This is called the *Address*, and usually occupies three or four lines. It should be placed near the centre of the envelope, as indicated in the example. Examine the addresses

¹ If the teacher prefers the more formal term *Superscription* for the address written on the envelope, the substitution will be easy.

here given, and copy them upon paper about the size of an ordinary envelope. Notice that a comma is put after every line except the last, where a period is used.

Example 1.

<p>Mr. Henry M. Gross, Warehouse Point, Hartford Co., Conn.</p>	<p>Stamp</p>
---	--------------

The first line here, as you will observe, contains the name of the person for whom the letter is intended, the second the name of the place where he lives or is supposed to be, the third the name of the county, and the last the name of the State.

Example 2.

Mr. Allan E. Thorndyke,
27 Cedar Street,
Madison,
Ohio.

What does the first line of Example 2 contain? The second? The third? The fourth?

Example 3.

Miss Helen A. Street,
Nashville, Tenn.

Post Office Box 175.

Copy Example 3.

Write suitable addresses for the following letters :—

To Charles Scribner's Sons, doing business at 153-157 Fifth Avenue in New York City; to Dr. E. W. Church, living at 208 Euclid Avenue in Cleveland, Ohio; to Mr. Daniel H. Gilmore, Box 985, St. Paul, Minn.; to Mr. William T. Grant, Harvard University, Cambridge, Mass.

LESSON XCIX**FOR READING AND MEMORIZING**

There are notes of joy from the hang-bird and wren,
And the gossip of swallows through all the sky;
The ground-squirrel gayly chirps by his den,
And the wilding bee hums merrily by.

The clouds are at play in the azure space
And their shadows at play on the bright-green vale.
And here they stretch to the frolic chase,
And there they roll on the easy gale.

From The Gladness of Nature—WILLIAM OULLEN BRYANT.

Study the first stanza until you can write it from dictation.

LESSON C

A DICTATION REVIEW

"Pray, who are you, beautiful creature?" inquired Pandora.

"I am to be called Hope!" answered the sunshiny figure.

"Your wings are colored like the rainbow!" exclaimed Pandora. "How very beautiful!"

"Yes, they are like the rainbow," said Hope, "because, glad as my nature is, I am partly made of tears as well as of smiles."

"And will you stay with us," was the inquiry, "forever and ever?"

"As long as you need me," said Hope, with her pleasant smile. "Yes, my dear children, and I know something very good and beautiful that is to be given you hereafter!"

"Oh tell us," they exclaimed, "tell us what it is!"

"Do not ask me," replied Hope, putting her finger on her rosy mouth. "Trust in my promise, for it is true."

"We do trust you," cried Epimetheus and Pandora, both in one breath.

Adapted from NATHANIEL HAWTHORNE.

Study this lesson until you can write it correctly from dictation. Explain every use here of quotation marks. Why is a comma used before "beautiful creature" in the first sentence?

Notice the comma after "Yes." Does a comma usually follow

“Yes” when it does not stand at the end of a sentence? If you will observe closely in your reading, you will learn much about punctuation.

LESSON CI

A LETTER

Woodlake Camp, Maine,
August 10, 1901.

My dear George,

We have been here two weeks and hope to stay three weeks longer. I have never seen a place I liked so well. We have a log house with five rooms and a big veranda, and we can lie in our hammocks and see every evening a great hawk wheel round and round, swoop down to the lake, and come up with a flapping fish in his claws. Some of us are out fishing every day, and we can tell stories you would hardly believe of what we have caught.

I am scarcely old enough to have a gun, and I have to let the others do most of the hunting. But yesterday Long Jim—that’s the guide, you know—said I might go with the party if I would keep behind him all the time and not make any noise. We started very early in the morning, and were gone all day. The guide knew every little path through the woods, and went straight ahead, even where the trees were so thick that none of us could see the faintest trace of a road. We had to go very quietly so as not to frighten the deer, and we could not shoot any of the birds, though

they were very near us. After three hours' hard walking we saw a herd of six deer, and crept within a hundred yards of them. They were so pretty that it seemed a pity to hurt them. But four of our party fired and killed one outright, and badly wounded another. All the rest rushed away so fast that we could not get near to them again. We had a great feast of venison last night. It doesn't taste exactly like meat you get at home, and perhaps you would not relish it. But I do.

Let me know as soon as you can whether we may expect you here for the last week of the month. You must come if you can.

Always your friend,

Frank Hinton.

Take this letter as a reading-lesson, and read it slowly and distinctly. Is it natural? Do you like it? Does Frank write as if he had a clear outline before him to help him?

Who wrote this letter? Where? When? To whom? What is the heading of the letter? Where are commas used in the heading?

What is the address in the letter? The complimentary ending? Notice the punctuation used for each. You should thoroughly study the proper forms to be used in letter-writing, and commit them to memory.

In order to write a good letter you must be perfectly natural in everything you say. You may tell about what you have seen, what you have heard, what you

have done, what you think. You may have read an interesting book, and want to tell someone about it. You may wish to go somewhere, and you write to ask permission. You may want a situation where you can earn some money, and you write to explain what you can do. These are only a few of the many things you might put into your letters.

Write George's answer to the invitation, and let him tell how he has been spending his vacation. You may imagine that you are George, and write in the first person. First think what you wish to say, then write your brief hints, and lastly write your letter. By following these suggestions not only will you write a good, interesting letter, but you will in time write without much effort.

LESSON CII

A TOPICAL OUTLINE FOR A LETTER

AN EXCITING BASEBALL MATCH

1. The reputation of our village baseball nine—the challenge from a rival team—the acceptance.
2. We go to Crosby—the crowd—the umpire.
3. The game opens—its progress—our nine far ahead.
4. The last inning begins with an even score—other side makes two runs and has all bases filled—great excitement—a fine double-play.
5. How we won the game—thrilling incident of the final inning.
6. A noisy trip home after the game.

LESSON CIII

A LETTER TO YOUR FRIEND

You have told several stories from brief hints since you began to study this book. Now we are going to ask you to do the same thing, but to put your story into the form of a letter. You are probably beginning to find story-telling easy when you have the hints to guide your thoughts. You need just such an outline before you when you write a letter to a friend. For of course you would not write to him at all unless you had something to say.

If, then, you have something of interest that you wish to tell in a letter to your friend Jack who lives in a distant city, first think it all out clearly, and then write your outline. Suppose you wish to tell him about a money-making scheme that you and five of your play-mates contrived and carried out. You might have for your guidance the following topics:—

1. The plan of five friends and myself to make some money—our Indian encampment—the wigwams, bright-colored blankets.
 2. Our dress—robes—feathers.
 3. Bows and arrows—shooting at a mark.
 4. The attack—the warwhoop—lour applause from the audience.
 5. Success of the entertainment.
- Be sure that the form of your letter is correct.

LESSON CIV

FOR STUDY



THE WINDMILL

Behold! a giant am I
Aloft here in my tower,
With my granite jaws I devour
The maize, and the wheat, and the rye,
And grind them into flour.

I look down over the farms;
In the fields of grain I see
The harvest that is to be,
And I fling to the air my arms,
For I know it is all for me.

I hear the sound of flails
Far off, from the threshing-floors
In barns, with their open doors,
And the wind, the wind in my sails,
Louder and louder roars.

I stand here in my place,
With my foot on the rock below,
And whichever way it may blow
I meet it face to face,
As a brave man meets his foe.

And while we wrestle and strive
My master, the miller, stands
And feeds me with his hands;
For he knows who makes him thrive,
Who makes him lord of lands.

On Sundays I take my rest;
Church-going bells begin
Their low, melodious din;
I cross my arms on my breast,
And all is peace within.

HENRY WADSWORTH LONGFELLOW.

This is the first poem we have had in which the subject of the piece is presented as speaking. Here we have a windmill, perched high enough to look across the country, and reviewing, as though it could think and speak, the various things that make up its life.

What is a giant? Where have you seen one? What are the "giant jaws" of the mill? What is maize, and what is the more common name? What does the windmill mean by saying, "I fling to the air my arms"? Look at the picture. In what season is the harvest? What are the *sails*? See the picture. What does the giant mean by saying that all the harvest is for him? What is a flail? How is it used? Are flails very common now? Why not? What is a threshing-floor?

What does the giant mean by saying that his foot is on the rock? And how does he meet the wind "face to face"? What is a foe? Does a foe ever "wrestle and strive"? How does the miller feed the giant? Have you seen him do it? What word can you use for *thrive*? What is a "melodious din"? What is meant to be suggested by crossing the arms on the breast? Do folded arms mean that one is very busy?

LESSON CV

A STORY FROM PICTURES

THE APPLE THIEVES

Who are these boys? Where are they? What is the boy pointing at in the first picture? Which picture should come second? Why? What have the boys done? What happens next? Who is the man? In the picture that you think should come last, what are the boys doing? Tell the whole story. Among other



The Apple Thieves

things, tell what you think the boys said when they first saw the tree; what the man said to the boys; and what excuses they made.

LESSON CVI

A DICTATION REVIEW

1. Benjamin Franklin of Philadelphia was a noted American.

2. In June, 1752, he proved that lightning is the same as electricity.

3. For this important discovery he received the title of *Doctor* from some of the leading universities of Europe.

4. Dr. Franklin was also a great statesman. He was one of the men appointed to write the Declaration of Independence.

5. It was he who said during the discussion over signing that paper, "Yes, we must indeed all hang together, or assuredly we shall all hang separately."

Explain the use of every capital used in the foregoing sentences. Why are quotation marks used in the last sentence? Notice the punctuation of the date in the second sentence. What abbreviation do you find in this lesson? Write a list of eight abbreviations, placing opposite them the words for which they stand.

LESSON CVII

A STORY FOR PARAGRAPH DIVISION

The Boy at the Dyke

Most of Holland is lower than the level of the sea, and if it were not protected by great dykes or dams it would be many feet under water. The dykes are very carefully

watched so that there may be no leak. But one day, after a great storm, as a small boy was playing on one of the dykes, he saw a tiny stream of water making its way through the turf at the bottom of the dyke. So small was the stream that at first he hardly noticed it. But it grew larger and larger, though it was still very small. "If that goes on," said he to himself, "it will flood the whole country." He tried to plug the hole with stones and grass, but found that nothing would check the water except his finger. With true Dutch patience the brave boy thrust his finger into the leak, and during the long cold night kept back the flood. In the morning he was found, chilled and weary, but still at his post. And thus one small boy saved Holland.

How many sentences of this story are used to tell about the dykes of Holland? How many to tell about the leak discovered? How many to tell about the brave boy's all-night struggle?

Copy the story, but make it into three paragraphs to correspond with the following topics :—

1. The dykes of Holland.
2. The leak discovered.
3. The brave boy's all-night struggle.

NOTE.—If the pupil has not a clear idea of the form of a paragraph he may be required to copy a few short paragraphs from school-readers or other books. This lesson is intended to show what a paragraph is. The exact division of paragraphs may seem somewhat difficult, but we know from long experience that it is not beyond the capacity of most pupils of the higher intermediate and grammar grades in elementary schools.

LESSON CVIII

A STORY FOR PARAGRAPH DIVISION

Aladdin and the Wonderful Lamp

An old Arabian story tells of a poor boy named Aladdin who got possession of a magic lamp. When this lamp was rubbed, a slave appeared who provided anything that the owner demanded. Aladdin asked for rich food, splendid clothing, precious stones, and a great palace, and all came as he desired. By and by Aladdin married the daughter of the ruler of China, and thought his good fortune would never end. But he carelessly allowed the precious lamp to grow rusty, and finally lost it. His wealth dwindled away, his palace vanished into the air, and he became as poor as he had ever been. Sooner or later the careless man is likely to suffer.

Divide this story into two paragraphs, each having its own topic. What is the first topic? What the second? Now copy the story, making a paragraph for each topic.

Make a copy of all the words of three syllables in this story.

NOTE.—Of course the pupils will need much help in this lesson. Even practised writers would not exactly agree in their wording of the topics, nor is such agreement important. The question is, What is the central thought about which the first three sentences cluster, and what topic expresses this thought? In the same way, What is the leading thought of the remaining sentences, and what topic may be used for this thought?

LESSON CIX

FOR DICTATION AND MEMORIZING

PROVERBS

1. A good name is rather to be chosen than great riches.
2. It is better to take many injuries than to give one.
3. A thing well done is twice done.
4. Drive thy business or it will drive thee.
5. Judge yourself by the friends you form.
6. Words pay no debts.

Tell in your own language the meaning of each of these proverbs.

LESSON CX

A DICTATION REVIEW

1. Two boys were on their way to school.
2. "Fred," said one of them, "have you ever been in New York?"
3. "Yes, Allen," answered the other, "I went last April with Mr. Smith."
4. "Did he show you the Brooklyn Bridge, across the East River?"
5. "Yes, but I suppose you know, Allen, that the East River is not a river at all."
6. "Of course I do. It is only a strait connecting Long Island Sound with the Atlantic Ocean."
7. "I crossed the Hudson River when we went to Jersey City."

8. "You must have learned a good deal of geography on that trip."

9. "Yes, I did," said Fred, as both boys passed into the school-house.

Explain the use of all the capitals in these sentences. What were Fred's words as quoted in the third sentence? What mark of punctuation follows the word *yes* in the fifth sentence and in the ninth? Why are quotation marks used in the fourth, fifth, sixth, seventh, and eighth sentences?

LESSON CXI

FOR READING AND MEMORIZING



CALLING THE FLOWERS

Hark, how the black-bird whistles!

Hark, how the song-sparrow trills!

What are they calling with snow-flakes falling,

And April cold on the hills?

And what is the chick-a-dee saying?

And what do the blue-birds mean?



You'd think by their playing, they'd all come Maying,
When hardly a border is green.
Ho, ho! they're as wise as merry ;
They know what the sun is about,
And all without worry, they twitter and hurry,
Inviting the flowers to come out.

GEORGE S. BURLEIGH.

Make a copy of this poem. Be careful about your spelling, punctuation, and use of capitals. What contractions do you find in the poem ? Write the words these contractions stand for.

LESSON CXII

THE CARET AND THE HYPHEN

Sometimes when writing we accidentally omit a word. In such a case we should supply the word as

in the following sentence, and use a caret (^) to indicate where the word should be inserted:—

In the spring-time the birds begin to ^{sing} _^ early in the morning.

To separate the syllables of a word, especially in the dictionary, the hyphen (-) is sometimes used, as in *snow-storm*. But in ordinary writing we do not need it except in writing some compound words and in carrying over part of a word to another line. The hyphen at the end of the line indicates that the remainder of the word is carried over to the next line. But in this use of the hyphen we must never divide a syllable.

It is important, therefore, to give attention to the division of words into syllables, for unless you know what the syllables are you cannot use the hyphen correctly in separating them.

LESSON CXIII

A STORY FOR A TOPICAL OUTLINE

Midas

Midas was a rich king. But he wished to be still richer and asked the god Bacchus to grant that everything he touched might be turned to gold.

When his prayer was answered the king was filled with delight. He touched his robe, and it turned to glistening

gold. He touched the walls of his palace, and instantly saw them gleaming yellow in the sun. When he sat down to his feast, the table, his royal seat, and all the dishes became gold as soon as they were touched. He tried to drink from his golden goblet, but the rich wine turned to gold when it came to his lips. The splendid feast tempted him to eat, but no sooner did he touch a morsel of food than it became a solid lump of gold.

In his terror the king cried out to Bacchus for aid, and confessed that he now saw his folly. The god told him to bathe in the river that ran beside his palace, and he would become again as he had been. The king bathed as he was directed, and was freed from the golden curse, but all the sands of the river became shining sands of gold.

How many paragraphs do you find in this story? Suggest a topic for each. With the topical outline before you, tell the story in your own words.

NOTE.—*If the pupils are young they may find it somewhat difficult at first to suggest a topic for each paragraph. But they will make rapid progress in doing this, especially if they get considerable practice.*

LESSON CXIV

A STORY FOR THE SELECTION OF TOPICS

Icarus and Dædalus

Dædalus was a wonderful artist and builder. He had carved beautiful statues and invented useful tools. He had constructed in the island of Crete a strange building in which

men might wander for weeks and never find the way out. Such a workman was too valuable to lose, and he was kept a prisoner by the king of Crete.

Meanwhile Dædalus quietly fashioned a pair of wings for himself and for his son Icarus, and flew out across the sea. But the boy's wings were fastened on with wax, and when he flew too near the sun the wax melted, the wings dropped off, and Icarus fell into the sea. Dædalus could not rescue his son, but he himself flew to land, and thus saved his own life.

How many paragraphs are there in this story? How do you know? Copy each of them. Make such a topic for each as you would have made if you had written the story after hearing someone tell it.

LESSON CXV

TOPICAL OUTLINES

ANIMALS IN HOT OR COLD COUNTRIES

Can you answer some of the following questions about any animals living in a hot country? About any living in a cold country?

1. What is their appearance?
2. Where do they live?
3. What are some of their habits?
4. What do they eat?
5. Are they harmful or useful? If so, in what ways?

SOIL AND ITS USES

1. What makes rocks wear away?
2. How do brooks and streams distribute soil?

Have you watched the gutters in the street after showers? If so, what did you observe?

3. What is the difference between poor and fertile soils?

4. If soil feeds plants, and plants feed animals, and animals feed you, how are you dependent upon soil for food?

RAIN

1. Where does it come from?
2. Where does it go?
3. Of what use is it?

COAL

1. What is coal?
2. How is it mined?
3. What can be done with it?

NOTE.—We suggest these outlines merely as samples of the sort of written work that may be done with much profit in connection with the teaching of geography. Of course such work may be indefinitely extended and applied.

LESSON CXVI

A STORY SUGGESTED

1. The organ, the monkey, the strange dress of the organ-grinder.
2. The story he told me of his early life.

How many mental pictures can you see? Write as good a story as you can.

LESSON CXVII

FOR READING AND CONVERSATION

LULLABY

Sweet and low, sweet and low,
Wind of the western sea,
Low, low, breathe and blow,
Wind of the western sea!
Over the rolling waters go,
Come from the dying moon, and blow,
Blow him again to me;
While my little one, while my pretty one, sleeps.

Sleep and rest, sleep and rest,
Father will come to thee soon;
Rest, rest on mother's breast,
Father will come to thee soon;
Father will come to his babe in the nest,
Silver sails all out of the west
Under the silver moon:
Sleep, my little one, sleep, my pretty one, sleep.

ALFRED, LORD TENNYSON.

In this little poem we learn that the father of the sleeping child is out on the ocean. The mother first addresses the wind and then her little child.

How does the mother wish the wind to “breathe and blow”? Does the word *breathe* tell you anything about the wind? What is a “dying moon”? Why is the moon called the “silver moon”? Were the sails of silver, or did they only look like silver?

LESSON CXVIII

THE SUGGESTION OF TOPICS FOR PARAGRAPHS

*How the Bridge was Saved*

In the early spring of 1869 the snow lay deep in the woods about the head-waters of the Hudson. Then came a sudden thaw with heavy rains, and raised the river to a great height. Thousands of logs burst their moorings in the river, swept down the rapids, and plunged over a high, roaring fall.

Just below the fall was a long, covered wooden bridge, resting at the ends on stone abutments and supported in the centre by a wooden pier. When the great logs came shooting over the fall, they battered with fearful force against the abutments and the pier. Soon they crushed in the stone facing of the abutments, and then with a crash and a roar they broke away the wooden pier. The great bridge trembled, and everyone expected to see it swept away. But a large force of men hastened to the river-banks with huge ropes and tough young trees, twined the trees about the

strong timbers, and firmly secured the ropes high up the slopes. Below the bridge the swollen river raged and foamed, but the ropes held fast and tied the bridge to the banks.

How many paragraphs in this description? What topic would you suggest for each? Write the description from memory, using the same number of paragraphs as you find in the book.

Study the first paragraph until you can write it from dictation.

LESSON CXIX

A STORY BEGUN

A BREAK IN THE LEVEE

Along the lower Mississippi the land rises so little above the level of the river that it has to be protected by long lines of raised banks called levees.

1. The farm-house surrounded by trees—the family and the servants.

2. The heavy rains—the high water—the signs of a break in the levee.

3. Efforts to strengthen the bank—failure—escape in boats.

Do not try to tell this story until you have thought about it long enough to have definite ideas.



LESSON CXX

A STORY FROM A PICTURE

THE BOLD PUPPY AND THE GEES

Which of these pictures should come first? Why? Which picture should be second? What are the parts of the story that are not told by the pictures? What is the dog doing in the picture on the left? What is happening in the picture on the right? Why is he running away? Now tell the whole story.

LESSON CXXI

A STORY SUGGESTED

Two boys coming out of a gate at the end of a long pathway. At the other end of the pathway a large farm-house. Picture to yourself the barn and other out-houses near by. Also a grove of trees in front of the house. The boys carry fishing-rods. Who are these boys? Where are they going?

Make an outline of two or three topics, and tell about the fishing-trip. Be sure to write but one paragraph for each topic.

LESSON CXXII

STORIES FROM OUTLINES

A PICNIC PARTY

1. The island in the river—woods and rocks—summer-houses—swings.
2. The party—the boys—the girls—how dressed.
3. The row-boat.
4. The luncheon on the island.
5. The sudden storm—the danger—the rescue.

Make use of the foregoing outline, and write an account of a picnic party. Be careful about your paragraphing. You should have five paragraphs to correspond with the five groups of topics.

THE CAT AND THE CANARY

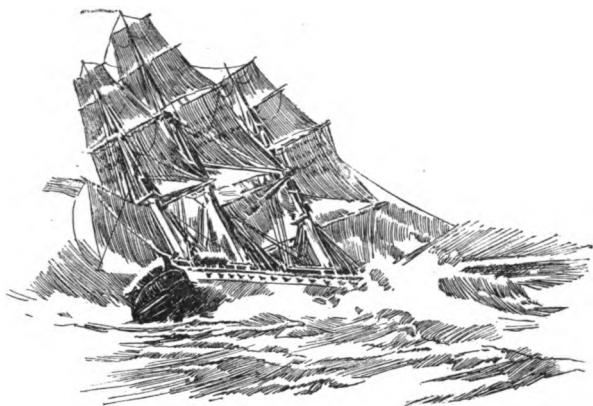
1. The gilded cage—the bright yellow canary—his morning song.

2. The open cage—the morning bath.
3. The black cat—his hiding-place—his watching—
what happened.

Write this story in three paragraphs suggested by the outline.

LESSON CXXIII

FOR STUDY



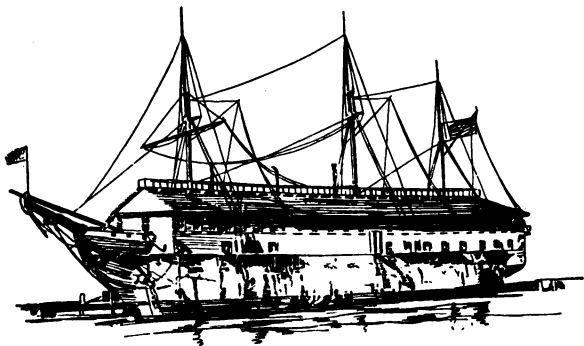
OLD IRONSIDES

Ay, tear her tattered ensign down!
Long has it waved on high,
And many an eye has danced to see
That banner in the sky;
Beneath it rung the battle shout,
And burst the cannon's roar;—
The meteor of the ocean air
Shall sweep the clouds no more!

Her deck, once red with heroes' blood,
Where knelt the vanquished foe,
When winds were hurrying o'er the flood,
And waves were white below,
No more shall feel the victor's tread,
Or know the conquered knee;—
The harpies of the shore shall pluck
The eagle of the sea!

O better that her shattered hulk
Should sink beneath the wave;
Her thunders shook the mighty deep,
And there should be her grave;
Nail to the mast her holy flag,
Set every threadbare sail,
And give her to the god of storms,
The lightning and the gale!

OLIVER WENDELL HOLMES.



The frigate *Constitution* was one of the most famous war-vessels of the early American navy. It had taken part in many naval battles, and had always come off victorious. But the day of the old wooden man-of-war was passing, and at last the proposal was made to break up *Old Ironsides*, as the *Constitution* was affectionately called. Oliver Wendell Holmes was then a young man, but he loved the old vessel and determined, if possible, to prevent her destruction. The result was this poem, which saved the gallant old ship from her threatened fate.

Does the poet mean what he says in the first line? If not, why does he say it? Is he trying to shame those who want to destroy the vessel? What is an ensign? Why should this one be tattered? How does the eye dance? Why should one's eye dance to see a banner? Was this banner really "in the sky"? What is a meteor? Is the meteor in this case a cannon-shot or shell? How could it "sweep the clouds"? What is a deck? What is a "vanquished foe"? What made the waves white? Was it the winds or something else? What shall no more feel "the victor's tread"? How could the deck "know the conquered knee"? What is a harpy? And who are meant here? Are they workmen from the shore? What is the hulk of a ship? If the ship is not to be preserved, how would the poet destroy her?

This poem is full of pictures. Is any line without one? Do you notice how you blur the pictures

by putting other words in place of those in the poem?
Try it.

Write the first stanza from dictation.

LESSON CXXIV

FOR A TOPICAL OUTLINE

Voice Training in Japan

The ways of the people of Japan are very unlike ours. Their houses are different, their dress is different, their food is different. Yet they are among the most interesting people in the world. Travellers are delighted with the pleasant, quiet manners of the men and women as they pass each other in the street, and the kindliness which they show in their home life. We might learn some things from them to our own advantage, just as they have learned much from us.

But we shall probably not care to copy the Japanese methods of training a public singer. A girl who wishes to go on the public stage must have a clear voice. And this is the way she trains it. In cold weather she puts on heavy clothing, and climbs up to a scaffold on the roof of her house. She has with her an instrument somewhat like a banjo or a guitar, which she plays by picking at the strings with an ivory pin. To this music she sings by the hour in the cold wind until she is so hoarse that she can hardly make a sound. But after she has repeated the process many times she minds an icy cold day no more than she would a day in June. Her voice has become clear, and she is now ready to delight a Japanese audience.

Name a suitable topic for each paragraph. After making the facts your own, reproduce them in two paragraphs as your topics suggest.

Make two columns, one containing words of two syllables and the other of three. Are you observing words so carefully in reading that you can spell most of them after you have studied a page of your geography, your arithmetic, or your reading lesson?

LESSON CXXV

A STORY FROM BRIEF HINTS

A FIRE IN THE WOODS

1. The dry summer-grass, brown and withered—leaves brown upon the trees—underbrush dry and dead.

2. The passing train—a flying spark—the beginning of the fire.

3. The high wind—the rapid spread of the flames—alarm given by farmer's boy—attempt to check the fire—the heavy rain.

Tell the story here suggested.

LESSON CXXVI

A STORY FOR A TOPICAL OUTLINE

Dick Whittington and His Cat

More than five hundred years ago there lived in England a poor boy who was all alone in the world. He had heard that in London one could find gold in the streets, and he naturally was anxious to go there.

Old London was very different from the great smoky city we know to-day. The streets were narrow and dark, and badly paved, if at all. The houses were high, and the upper stories overhung the lower until the pointed roofs on one side of the street almost touched those on the other side.

But it seemed a very grand place to Dick as he walked into the city, though he began to feel hungry and he found no gold. While he was eying the tempting food displayed in the shops, he said aloud to himself, "How I wish I had some!" Just at that moment a rich merchant who was passing overheard him and said, "Come with me, then, and you shall have all you can eat. But you must help the cook in the kitchen."

Dick reddened, but he was too hungry to make objections. Presently the merchant turned into a court-yard, unlocked the door of his house, and led the boy down a passage to the great kitchen, where the light of the blazing fire was reflected from bright copper pots and pans and huge platters of pewter leaning in racks against the wall. "Give this boy a good dinner, and then he will help you in the kitchen," said the merchant to the cook.

For a time Dick got on very well, but the cook was surly and used to beat the boy unmercifully. One day Dick determined to run away, and he had already gone some distance, when he heard, as he was sitting dreamily by the roadside, the bells of Bow Church. "Turn again, Dick Whittington, thrice Lord Mayor of London," they seemed to say. At this Dick's courage rose, and he returned to the kitchen.

Soon after, the merchant, who was sending a ship to Morocco, gave each servant the privilege of putting in a

venture. Dick had nothing but his favorite cat, which was a wonderful mouser, and this he put in as his venture.

At that time the ruler of Morocco was at his wits' end to know how to rid his palace of mice, and he eagerly asked the strangers if they could help him. "We have," said one, "an animal on our ship that in our language is called a cat. Perhaps it may serve you." The mouser was sent for, and soon cleared the palace of the mice. Overjoyed, the ruler gave a great price for the cat.

When the vessel returned it was found that Dick's share in the profits was larger than that of anyone else. With his new capital he began at once to engage in business for himself, and was so successful that he soon held a high place among the merchants of London. In due time he married the merchant's daughter, was knighted, and three times was elected Lord Mayor of London.

How many paragraphs in this story? Suggest a topic for each. Then, after studying the story further, tell it from your topical outline, and notice how much your topics help you.

LESSON CXXVII

A STORY TO BE FILLED OUT

THE COTTON FIELD

1. Frank—a boy from the North—his first visit to a Southern plantation.

2. The long, low, comfortable house.

3. The negroes—their quarters—their songs.

Frank went out at once to view the plantation. He



was attracted by a large field that looked in the distance like a great white fleece. Here and there he saw what appeared to be balls of black wool moving through the field. Presently one of the black balls came nearer, and he heard the question, "Has young Massa never seen a cotton-field before? "

Finish the story.

LESSON CXXVIII

A DICTATION REVIEW

1. It was the 10th of April before Grace and I planned our first walk into the woods.

2. We invited our friend, Miss Evans, to go with us to look for wild flowers, and she at once consented to join us.

3. "What do you suppose we shall find?" we asked Miss Evans.

4. "Bloodroot, adder's tongue, violets, and perhaps some other flowers," she replied.

5. We found all that we expected and even discovered some plants that we had never seen before.

In one column write the names of the months of the year; in another their abbreviations, if they have any. Do the same with the days of the week. Explain all the quotation marks in the lesson.

What is the difference between a simple and a divided quotation? Give an example of each.

LESSON CXXIX

FOR READING AND CONVERSATION

BREAK, BREAK, BREAK

Break, break, break,

On thy cold gray stones, O Sea!

And I would that my tongue could utter

The thoughts that arise in me.

O well for the fisherman's boy,

That he shouts with his sister at play!

O well for the sailor lad,

That he sings in his boat on the bay!

And the stately ships go on

To their haven under the hill;

But O for the touch of a vanished hand,

And the sound of a voice that is still!

Break, break, break,
At the foot of thy crags, O Sea!
But the tender grace of a day that is dead
Will never come back to me.

ALFRED, LORD TENNYSON.

The poet has lost a friend, and as he looks out over the sea, with its waves breaking ceaselessly against the shore, he feels the loneliness of the place. The poem merely hints at a sorrow too deep for words.

Do you note how everything goes on as if the poet were not there? The fisherman's boy shouts, the sailor lad sings, and the great ships go to their haven. Why is it well that the boys shout and sing? Is it because they will have their own troubles later? What keeps crowding into the poet's mind? What is meant by "a day that is dead"?

How many word-pictures can you find in the poem? What lines have none?

LESSON CXXX

FOR A TOPICAL OUTLINE

Boys' Sports in Japan

Children are much alike the world over; and Japanese children are more like American children than we sometimes think. Of course the heads of American boys are not shaved so as to have queer little tufts of black hair left here and there; and no American boys wear wooden shoes and flowing robes.



But Japanese boys are as fond of sports as boys are anywhere. They fly kites shaped like birds or men or horses; they pelt each other with snow-balls; they spin tops; they run on high stilts; they wrestle; they hide in corners, and call out softly to indicate where they are. These and many other games they play as eagerly as you do.

Some of their games are rather rough, but none is so full of danger as a sort of war game that they used to play. This injured so many of the players that it is now forbidden. All the boys of a school or a village would divide themselves into two parties, each boy having a red or white flag fastened to his back, and on his head a flat plate of earthenware, resting on a soft pad. Then the battle would begin. Each boy with his bamboo sword would try to smash the plates on the heads of the boys of the opposite side. As soon as the boy's plate was broken he had to go out of the fight, for his head was expected to be broken, too, as in fact it sometimes

was. The side that had the smaller number of broken plates won the battle.

Make a topical outline to help you in reproducing this account of "Boys' Sports in Japan." Your reproduction will be easier if you will jot down a word here and there to remind you of what you want to say under each topic.

LESSON CXXXI

FOR TOPIC WORK AND REPRODUCTION

How Robinson Crusoe Found His Man Friday

Robinson Crusoe had for many years lived alone on an ocean island where he had been wrecked. He had his goats and his parrot, but in all those years he had not spoken to a human being.

One day as he walked beside the sea he spied on the sand the print of a human foot. He was terribly frightened, for he feared that a savage had been there. From this time on he was very careful not to be seen as he went about. He usually carried with him one or two heavy guns and other weapons, and to make his house secure he had planted so many trees that it was entirely hidden from view.

But though he had not known it, the savages had long been in the habit of coming to the island to eat the prisoners they had taken in war. One day Robinson Crusoe discovered, not far away, on the other side of a creek, a party of them engaged in their horrid work. As he peered through the trees at them he suddenly saw one of the prisoners dash off toward the place where he was standing loaded down with his weapons. Three of the savages at once pursued, but the

escaped prisoner ran like a deer, swam across the stream, and drew near the spot where Crusoe was.

One of the savages could not swim, and turned back. But the other two advanced, looking fierce enough. Crusoe beckoned to the frightened runaway to come nearer and not to be afraid. Then, raising his gun, he shot one of the savages dead, and wounded the other. A moment later the escaped prisoner killed the wounded savage, and fell down in gratitude before his preserver.

Robinson Crusoe took the man to his home, fed him, and named him Friday, in memory of the day on which he was rescued. Friday learned rapidly, and was soon able to talk in broken English with his master. He knew many things about the country that his master did not know, and was as faithful a servant as any man ever had.

How many paragraphs are there in this story? Find a topic for each. With this outline before you, write the story in your own words. What pictures do you get from the story? Describe each of them.

Copy the fourth paragraph with such care that you will be able to write it from dictation without a mistake.

LESSON CXXXII

FOR TOPIC AND REPRODUCTION WORK

Wolfe's Capture of Quebec

One of the greatest events in the history of America is Wolfe's capture of Quebec in 1759. The town was very strongly situated on a rock rising three hundred feet above the St. Lawrence, and seemed safe against any possible attack.

For many weeks the English army under Wolfe lay outside the town, and vainly tried to find some way of capturing it. They had had many fights with the French defenders, and had fired hundreds of cannon-balls and shells into the town, but they seemed little nearer success than they had been for months.

Wolfe finally discovered a steep path leading up from the river to the heights behind the town. He ordered hundreds of boats to be got ready, and at two o'clock in the morning of a starlit night the long procession floated silently down the river with the tide.

At length the landing was made. The agile soldiers crept up the steep, slippery rocks, quickly overpowered the French guard stationed there, and shortly after sunrise made a general attack. Wolfe was in the thick of the fight, and was twice wounded, but he still led his men. At length a third bullet struck him, and he reeled and fell. He had received a mortal wound. All at once he heard shouts, "They run, they run." "Who runs?" asked the dying soldier. "The French," was the answer. "Then I die happy," said the gallant leader, and spoke no more.

With the fall of Quebec the power of the French was broken. From that day to this English-speaking men have been the rulers of America.

Can you imagine the long procession of boats floating down the river? Also the soldiers struggling up the steep rocky cliff?

Make an outline, and then tell the story orally before you write

Be careful about your paragraphing.



LESSON CXXXIII

FOR CONVERSATION AND REPRODUCTION

THE PIED PIPER OF HAMELIN

This is a famous German legend of long ago, which has been retold by the poet Robert Browning, and a part of which is presented here.

Hamelin Town's in Brunswick,
By famous Hanover city;
The river Weser, deep and wide,
Washes its wall on the southern side;
A pleasanter spot you never spied;
But, when begins my ditty,
Almost five hundred years ago,
To see the townsfolk suffer so
From vermin, was a pity.

Rats!
They fought the dogs and killed the cats,
And bit the babies in the cradles,
And ate the cheeses out of the vats,
And licked the soup from the cooks' own ladles,
Split open the kegs of salted sprats,
Made nests inside men's Sunday hats,
And even spoiled the women's chats
By drowning their speaking
With shrieking and squeaking
In fifty different sharps and flats.

At last the people flocked to the town hall, and told the Mayor and his council that if they could suggest no plan for destroying the rats they could not remain in office. While they were anxiously discussing the situation, there came a tap at the door.

“Come in!”—the Mayor cried, looking bigger:
And in did come the strangest figure!
His queer long coat from heel to head
Was half of yellow and half of red,
And he himself was tall and thin,
With sharp blue eyes, each like a pin,
And light loose hair, yet swarthy skin,
No tuft on cheek nor beard on chin,
But lips where smiles went out and in;
There was no guessing his kith and kin:
And nobody could enough admire
The tall man and his quaint attire.

He advanced to the council-table:
And, “Please your honours,” said he, “I’m able,
By means of a secret charm, to draw
All creatures living beneath the sun,
That creep or swim or fly or run,
After me so as you never saw!
And I chiefly use my charm
On creatures that do people harm,
The mole and toad and newt and viper;
And people call me the Pied Piper.”



(And here they noticed round his neck
A scarf of red and yellow stripe,
To match with his coat of the self-same cheque;
And at the scarf's end hung a pipe;
And his fingers, they noticed, were ever straying
As if impatient to be playing
Upon this pipe, as low it dangled
Over his vesture so old-fangled.)

“If I can rid your town of rats
Will you give me a thousand guilders?”
“One? fifty thousand!”—was the exclamation
Of the astonished Mayor and Corporation.

Into the street the Piper stept,
Smiling first a little smile,
As if he knew what magic slept
In his quiet pipe the while;
Then, like a musical adept,
To blow the pipe his lips he wrinkled,
And green and blue his sharp eyes twinkled,
Like a candle-flame where salt is sprinkled;
And ere three shrill notes the pipe uttered,
You heard as if an army muttered;
And the muttering grew to a grumbling;
And the grumbling grew to a mighty rumbling;
And out of the houses the rats came tumbling.
Great rats, small rats, lean rats, brawny rats,
Brown rats, black rats, grey rats, tawny rats,
Grave old plodders, gay young friskers,
Fathers, mothers, uncles, cousins,

Cocking tails and pricking whiskers,
Families by tens and dozens,
Brothers, sisters, husbands, wives—
Followed the Piper for their lives.
From street to street he piped advancing,
And step for step they followed dancing,
Until they came to the river Weser,
Wherein all plunged and perished!

One rat only escaped to tell the tale. The people of Hamelin were delighted, and rang the bells till the steeple rocked. But when the Piper asked for his thousand guilders the Mayor and his council looked blue and tried to beat him down to fifty. Then the Piper in anger again put his long pipe to his lips and blew soft sweet notes. Presently

All the little boys and girls,
With rosy cheeks and flaxen curls,
And sparkling eyes and teeth like pearls,
Tripping and skipping, ran merrily after
The wonderful music with shouting and laughter.

On they went after the Piper till they came to the mountain-side. Then a passage in the mountain opened like a gate. They went in and were seen no more.

What does "washes its wall" mean? Is *spied* the same as *saw*, *viewed*, *discovered*? What is a *ditty*? Would *story* mean the same?

What are vats? What *vats* are meant? Why does

the poet mention "Sunday hats"? How does *shrieking* differ from *squeaking*? What are "sharps and flats"?

Why did the Mayor look bigger? Did he wish to show off before a stranger? What does *figure* mean here? How many colors did it present? How does *swarthy* differ from *black, dark*? What is meant by *tuft*? How could "smiles go out and in"?

What is a charm? Why was the man called the Pied Piper? Look up the word *pied* in the dictionary. What is meant by "the self-same cheque"? What are guilders?

How can magic sleep in a pipe? Put some expression in place of "the while." Why should he wrinkle his lips to blow his pipe? What is meant by "came tumbling"? By "cocking tails and pricking whiskers"? By "followed for their lives"? Put other words in place of *plunged* and *perished*.

Describe the mental pictures that you get from the poem, and then tell the whole story in your own words. Describe the troubles caused by the rats; the offer of the Piper; and the result.

LESSON CXXXIV

TOPICS FOR PARAGRAPHS

Any of the following topics may be used in writing single paragraphs of at least one hundred words:—

What to Do at a Picnic.

How to Sell Tickets for a Ball-Game.

What Are Fences for?

My Experience in Making a Collection of Stamps.

How My Present School-Work Differs from What
I Had Three Years Ago.

How to Row a Boat.

How to Fly a Kite.

How I Stopped a Quarrel.

The Study I Like Most, and Why.

One of My Heroes and the Reasons Why I Admire
Him.

LESSON CXXXV

A STORY FROM BRIEF HINTS



THE BOY WITH RUBBER BOOTS

1. Fred's first pair of rubber boots—their size.
2. Waiting for wet weather.