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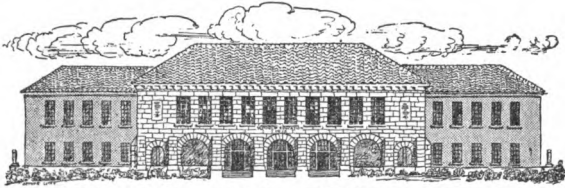
# PRIMARY LANGUAGE LESSONS

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EMMA SERL

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# PRIMARY LANGUAGE LESSONS

BY

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KANSAS CITY, MO.



DEPARTMENT OF  
EDUCATION  
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**EMMA SERL**

**W. P. 3**

Acknowledgment is hereby made to Messrs. Charles Scribner's Sons for permission to use poems from R. L. Stevenson's "A Child's Garden of Verse," Eugene Field's "Poems," and H. C. Bunner's "Poems." The selections by Alice Cary, Sarah Orne Jewett, Lucy Larcom, and Josephine Preston Peabody are used by permission of, and by special arrangement with, Messrs. Houghton Mifflin Company, authorized publishers of their works. Acknowledgment is also due to the *Youth's Companion* for the right to reproduce "The Sandman," by Margaret Vandegrift.

## PREFACE

THE object of this little volume is to lead children of the second and third grades into the habit of speaking and writing the English language correctly. To accomplish this, the author has prepared a drill book which emphasizes the reproduction of many of the short stories current in our literature, and also introduces practice exercises to familiarize the pupils with correct forms. Beginning with simple, graduated exercises, they are continued till a general principle is inductively reached.

It is assumed that the child will learn to speak and write naturally and correctly, if he has the proper forms presented to him so that he may imitate them. Thus attention, through practice, is given to troublesome verb-forms. Many of the lessons are designed to awaken and sustain the child's interest in natural objects, and to put him in sympathetic relations with living things. Throughout the entire book, the learner imbibes many beautiful sentiments.

The author has written from the standpoint of the child, and in language that the child can readily comprehend. The book, too, is so unconventional that the Suggestions to Teachers, which follow, are all that is necessary to guide the novice in the successful use of it.

J. M. GREENWOOD.

KANSAS CITY, MO.

## SUGGESTIONS TO TEACHERS

*Assignment of lessons.* — It is not expected that each lesson shall represent one day's work. The intelligent teacher, knowing the capabilities of her pupils, can best assign the amount of work that should be done. Some of the lessons will doubtless require part of the recitation period of many days.

*Dictation exercises.* — In giving a dictation exercise, the teacher should read each sentence once. The sentences in the exercises have been made short so that they can be retained easily in the pupil's memory. The results of the pupil's work should be carefully noted by the teacher, and attention called to mistakes in spelling, capitalization, and punctuation, or to failure to reproduce the *exact words dictated*.

Careful work in these dictated exercises and frequent drills on the lists containing "troublesome words" are *sure* to produce good results in written composition.

*Selections to be memorized.* — These selections should first be read to the pupils and discussed with them before any memorizing is done. The "November" poem, "The Brown Thrush," and "The Bluebird" should be taught at appropriate seasons of the year.

The teacher should use her own judgment as to the amount of memorizing to be done. When a poem is long, part of it may be omitted.



*Drawing.* — Several exercises are given in drawing. The object is not to obtain a finely finished picture, but to secure the representation of an idea. Let the pupils select the central theme of the picture, and then decide on a fitting background and surroundings.

*Pictures.* — The pictures used in this book are copies from the works of great artists, and have been chosen especially with the idea of appealing to child life. A few suggestive questions are given with each picture, but the teacher should supplement these with many others. Let the children find the central idea of each picture: What does the artist want us to see first? Would any other surroundings have done as well? Where else might he have placed the principal part? etc.

*Nature and observation lessons.* — These lessons should be introduced by an oral discussion covering the points indicated by the questions or directions. After the discussion, a pupil reads the question silently, giving the answer aloud in a complete sentence. Different pupils may answer different questions, or one pupil may give answers to all. As the class advances, these answers may be written, but they should be preceded by the oral discussion.

Such exercises are not given with the intention of furnishing a course in nature study, but with the idea of securing expression from the pupils.

*Lessons on troublesome forms.* — These lessons should be repeated many times, not in a single lesson or at suc-

ceeding ones, necessarily, but at different times during the year. At the close of a recitation, a little quick work on preceding lessons fixes these important forms as no single treatment can possibly do.

Lesson 86 should be repeated many times until the expressions, "It is I" and "It is he," no longer seem strange. This exercise may be read by two pupils, and after a few repetitions the answers may be given from memory.

Variety may be given to this line of work by having pupils occupy different positions about the room, the teacher asking questions that will require the use of these forms in the answer; as, "Who is at the blackboard?" "It is I," "It is she," or "It is he."

This book in the hands of the pupils gives a chance for much review work that cannot be given when each lesson must be written on the board by the teacher.

The teacher should keep a record of the most common errors committed by the pupils, and should give frequent drills on sentences containing the correct forms.

The best results in the use of good English come from *continued practice on correct forms* rather than from the learning of many rules.

Every lesson should be a language lesson. No mistake in grammar, pronunciation, or in the use of a word should pass uncorrected.

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*From a painting by Landseer.*

**PIPER AND NUTCRACKERS**



## LESSON 1

## A PICTURE LESSON

What do you see in the picture?

Where are the squirrels?

What are they doing?

What time of year is it?

What is the bird doing?

What is the name of the picture?

What is the name of the artist who painted the picture from which this was copied?

## LESSON 2

## FOR COPYING AND DICTATION

*Two squirrels lived in a hollow tree. They had a pleasant home. The leaves shaded them. Sometimes the birds sang to them.*

*In the fall Jack Frost*

came. Then the squirrels gathered nuts and put them away for winter.

With what kind of letter does each of these sentences begin?

### LESSON 3

#### *IS — ARE*

Copy these sentences, filling the blanks with *is* or *are* :

1. Two squirrels — in the tree.
2. A little bird — singing to them.
3. There — green leaves around them.
4. The blue sky — above them.
5. Nuts — ripe and the squirrels —  
happy.

Copy two sentences from your reader that contain the word *is*.

Copy two sentences that contain the word *are*.

## LESSON 4

Copy and memorize :

*For tender grass so fresh, so  
sweet,  
For song of bird and hum  
of bee,  
For all things that we hear  
or see,  
Father in Heaven, we thank  
Thee.*

—RALPH WALDO EMERSON.

## LESSON 5

## OBSERVATION LESSON

## FROST

When does the frost come?

What does the frost do to plants?

What plants are killed first by the frost?

Which plants last the longest in the fall?

What plants and trees cannot grow where you live, on account of the frost?

What does the frost do to nut burs?

What effect has it upon the air?

## LESSON 6

### FOR DICTATION

*The moon is round and bright.*

*It shines at night.*

*The sun gives light to the moon.*

*The moon gives light to us.*

## LESSON 7

### SELECTION TO BE MEMORIZED

#### A SECRET

We have a secret, just we three,  
The robin and I and the sweet cherry tree;

The bird told the tree, and the tree told me,  
And nobody knows it but just us three.

But of course the robin knows it best,  
Because she built the — I shan't tell the rest,  
And laid the four little — somethings in it —  
I'm afraid I shall tell it every minute.

With what kind of letter is the word *I* always  
written ?

### LESSON 8

Copy these sentences and fill the blanks by  
referring to Lesson 7 :

*The robin and I and —  
— — have a secret.*

*The bird told — —.  
— — told me.*

*Nobody knows it but — —  
— —  
— — knows the secret best.*

## LESSON 9

## FOR DICTATION

## THE CLOUDS

Clouds float in the sky.

They bring the rain and the snow.

Sometimes they hide the sun.

Sometimes they hide the moon and the stars.

The wind blows the clouds.

With what kind of letter does the first word in every sentence begin?

## LESSON 10

## REPRODUCTION—ORAL

## THE DOG IN THE MANGER

A dog lay in a manger in which was placed hay for the oxen.

At noon the oxen came to get their dinner.

The dog growled and snapped at them and would not let them have even a mouthful.

“You selfish fellow,” said an ox, “you cannot eat the hay. Why won’t you let us have it?”



*from a painting by Adam.*

WIDE AWAKE

## LESSON 11

### A PICTURE LESSON

What do you see in the picture?

Where are the kittens?

If you had three kittens like these, what would you name them?

What is the name of this picture?

What is the artist's name?

Tell a story about the kittens.

## LESSON 12

## OBSERVATION LESSON

Read each question silently, and give the answer in a complete statement.

With what is a cat covered?

Of what use is this fur?

When is the fur thickest?

When does a cat shed its fur?

What does a cat eat?

Of what use is a cat about a house or barn?

Of what use are the soft cushions or pads on the bottom of a cat's feet?

Of what use are the claws?

How many claws has a cat on each front foot?

How many on each back foot? Why does a cat need more claws on her front feet than on her back ones? Where are the claws when not in use? How does Puss keep them sharp?

What is the shape of the center of a cat's eye when she has been in the dark? How does it look when she has been in a strong light?

What kind of teeth has a cat?



Tell something about a cat's tongue.

Of what use are a cat's whiskers?

How does a cat carry her little ones? How does she keep them clean?

Is it easy to teach a cat tricks?

### LESSON 13

#### COMPOSITION

Write answers to the first six questions about the cat in Lesson 12.

### LESSON 14

#### CONVERSATION LESSON

##### THE CARE OF PETS

If you had a pony, how would you take care of him?

What would you give him to eat?

What else does a pony need besides food?

Tell some things that should *not* be done to a pony.

What could the pony do for you?

How would you take care of a canary bird?  
 What could a canary bird do in return for  
 your care?

What care does a dog require?  
 What could a dog do for you?  
 Do you know any story about a dog's help-  
 ing some one?  
 What tricks can you teach a dog?

What other animals make good pets?  
 Tell how to take care of them.

How many questions are there in this lesson?  
 What mark of punctuation is placed after each  
 question?

## LESSON 15 .

### FOR COPYING AND DICTATION

#### *TO — TOO — TWO*

1. Two pints make one quart.
2. This work is not too hard for me.
3. Mother sent me to the store.

4. She told me to get some meat and some eggs, too.
5. Two boys went to the river.

## LESSON 16

Copy these sentences and fill the blanks with *to*, *too*, or *two*.

1. — boys were flying a kite.
2. It is not — cold — play in the yard.
3. — squirrels live in the old oak tree.
4. The children like — watch them.
5. Do not go — close — the edge of the pond.
6. Mary went — church, and her sister went, —.
7. The doll cost — dollars. I think it cost — much.
8. It takes — to make a quarrel.
9. Do not sing — loud.
10. — and — are four.
11. The sun gives light — the moon.
12. I saw — bright stars in the sky.

## LESSON 17

## REPRODUCTION — ORAL

## THE LION AND THE FOX

A lion who was old and weak could not go out to hunt for food. He went into his den and made believe that he was very sick.



Many animals went into the den to look at him. When they came near, he caught them and ate them.

When a great many had been caught in this way, a fox came along. He sat down outside the den and asked the lion how he was.

The lion said that he was very sick and begged the fox to come in and see him.

“So I would,” said the fox, “but I notice that all the footprints point into your den, and that none point out.”

## LESSON 18

## SELECTION TO BE MEMORIZED

## LADY MOON

“Lady Moon, Lady Moon, where are you roving?”

“Over the sea.”

“Lady Moon, Lady Moon, whom are you loving?”

“All that love me.”

“Are you not tired with rolling, and never  
Resting to sleep?

Why look so pale and so sad, as forever  
Wishing to weep?”

“Ask me not this, little child, if you love me;  
You are too bold.

I must obey the dear Father above me,  
And do as I’m told.”

“Lady Moon, Lady Moon, where are you roving?”  
“Over the sea.”

“Lady Moon, Lady Moon, whom are you loving?”  
“All that love me.”

— LORD HOUGHTON.

## LESSON 19

*WAS — WERE*

1. Tom was throwing snowballs.
2. Tom and Frank were throwing snowballs.
3. You were not playing.
4. The children were happy.

How many boys are spoken of in the first sentence?

Is *was* or *were* used in that sentence?

How many boys are spoken of in the second sentence?

Is *was* or *were* used in that sentence?

In which sentence is *you* used?

Is *was* or *were* used with *you*?

In which sentence are a number of children spoken of?

Is *was* or *were* used in that sentence?

Copy these sentences and fill the blanks with *was* or *were* :

1. The day — very warm.
2. The boys — swimming in the pond.
3. — they having a good time?

4. You — not at school yesterday.
5. — you sick?
6. Two dogs — playing in the road.
7. One dog — run over by a wagon.
8. Its foot — hurt.
9. The children — sorry for the poor dog.

## LESSON 20

Copy the sentences in Lesson 3, filling the blanks with *was* or *were*.

Fill these blanks with *was* or *were*:

Use — in speaking of one.

Use — in speaking of more than one.

Use — with the word *you*.

Fill the above blanks with *is* or *are*.

## LESSON 21

## FOR DICTATION AND ORAL REPRODUCTION

## WHEAT

A farmer planted some wheat.

The sun and rain made the wheat grow.

When the wheat was ripe, the farmer took it to the mill.

The miller ground the wheat and made it into flour.

A grocer bought sacks of flour from the miller.

Mother bought flour from the grocer and made bread and cake for us to eat.

## LESSON 22

### OBSERVATION LESSON

#### TREES

Name three shade trees.

Name eight fruit trees.

Name five nut trees.

Name five trees whose wood is used for lumber.

Name some trees that grow only in warm countries.

Name some trees that remain green all winter.

Draw a picture containing three trees.





*From a painting by Landseer.*

SAVED

## LESSON 23

### A PICTURE LESSON

Tell what you can see in the picture.

How do you think the boy happened to fall into the water?

Where was the dog?

What did he do?

What is the name of this picture?

What is the name of the artist?

Write a story about this picture.

## LESSON 24

A — AN

Copy :

1. Lucy found an egg in a nest in the barn.
2. An eagle builds its nest in the mountains.
3. Hiawatha was an Indian boy.
4. Frank paid two cents for an apple.
5. Have you seen the nest of an oriole?
6. I saw an ugly dog yesterday.

Before what words in these sentences is *an* used? With what letters do these words begin?

## LESSON 25

Copy these sentences and fill the blanks with *a* or *an* :

1. — owl sat on — branch of — tree.
2. Tom bought — orange and — banana.
3. — army of men marched up the hill.
4. — old man was playing on — harp.
5. — ape is something like — monkey.
6. The girl wanted — ice cream soda.
7. Henry saw — elephant and — tiger.

## LESSON 26

## DAYS OF THE WEEK

Sunday	Thursday
Monday	Friday
Tuesday	Saturday
Wednesday	

With what kind of letter does the name of each day begin?

Copy these sentences and fill the blanks:

1. There are — days in the week.
2. The first day of the week is —.
3. We go to school on —, —, —, —, and —.
4. We play on —.
5. We go to church on —.

## LESSON 27

## COMPOSITION — ORAL OR WRITTEN

When is your next vacation?

What do you expect to do then?

## LESSON 28

## SELECTION TO BE MEMORIZED

## THE SWING

How do you like to go up in a swing,  
Up in the air so blue?  
Oh, I do think it the pleasantest thing  
Ever a child can do!

Up in the air and over the wall,  
Till I can see so wide,  
Rivers and trees and cattle and all  
Over the countryside —

Till I look down on the garden green,  
Down on the roof so brown —  
Up in the air I go flying again,  
Up in the air and down!

— ROBERT LOUIS STEVENSON.

How many pictures can you find in this poem?

Draw one of them.

With what kind of letter does the first word of each line of poetry begin?

## LESSON 29

## WHEN ?

Copy these sentences and fill the blanks with words that answer the question *When?*

1. The violets bloom \_\_\_\_\_.
2. \_\_\_\_\_ I eat breakfast.
3. We have dinner \_\_\_\_\_.
4. \_\_\_\_\_ we go to church.
5. I like to go to the woods \_\_\_\_\_.
6. The farmer plants corn \_\_\_\_\_.
7. The stars shine \_\_\_\_\_.
8. \_\_\_\_\_ the sun is in the west.
9. The owl sleeps \_\_\_\_\_.

## LESSON 30

## COMPOSITION

What did you do last Saturday morning?  
 What did you do in the afternoon?

Write your answers in this form:

Last Saturday morning I \_\_\_\_\_.

In the afternoon I \_\_\_\_\_.



*From a painting by Carter.* AN INTERESTING FAMILY

## LESSON 31

## ORAL AND WRITTEN

## THE RABBIT

With what is a rabbit covered?

Describe a rabbit's ears.

What kind of teeth has a rabbit?

Name two other animals that have teeth like a rabbit's.

How does a rabbit sometimes injure trees?

What does a rabbit eat?

Where does a rabbit make its home?

What color are the rabbits that live in the fields?

What color are most of the pet rabbits?

Copy these sentences and fill the blanks:

1. A rabbit has — fur.
2. It has — ears and — eyes.
3. It eats —, —, and —.
4. Its teeth are very —.
5. — and — have teeth like the rabbit's.
6. Some rabbits are white and some are —.

## LESSON 32

## FOR DICTATION

*THERE — THEIR*

There are some boys playing ball.

Now their ball is lost.

Their dog found it for them.

Don't you want to go over there to play?

Look there! George has fallen down.

The boys are helping their playmate get up.

## LESSON 33

Copy the following sentences and fill the blanks with *there* or *their* :

1. The birds are singing up — in the tree.
2. — music is sweet.
3. — nest is under the eaves.
4. Frank climbed up — to see it.
5. — were four little birds in the nest.
6. The old birds take good care of — little ones.
7. — goes the mother bird with a worm in her bill.



Copy from your reader two sentences that contain the word *there*. Copy two that contain the word *their*.

## LESSON 34

## FOR DICTATION

## THE CAT AND THE MICE

Some mice lived in a barn.

A cat lived in the barn, too. She chased the mice. She caught many of them.

One day the mice had a meeting. They talked about the cat. They wished to get rid of her.

## LESSON 35

## FOR DICTATION

THE CAT AND THE MICE (*Continued*)

One mouse had a plan. It was to tie a bell on the cat's neck. Then the mice could hear the bell and run away.

The mice thought it was a fine plan. They ran to get a bell.

But no mouse wanted to tie the bell on Puss.

## LESSON 36

## WHERE ?

Copy these sentences and fill the blanks with words that answer the question *Where?*

1. \_\_\_\_\_ stood a large pine tree.
2. \_\_\_\_\_ were some little boys playing marbles.
3. \_\_\_\_\_ was a little bird's nest.
4. \_\_\_\_\_ grew blue violets and yellow buttercups.
5. \_\_\_\_\_ was a big red automobile that had broken down.
6. \_\_\_\_\_ was a bush covered with beautiful red roses.
7. \_\_\_\_\_ were two frisky squirrels.
8. \_\_\_\_\_ came the fire engine.
9. \_\_\_\_\_ stood the wigwam of Nokomis.
10. \_\_\_\_\_ were the busy bees.
11. \_\_\_\_\_ lived a mother rabbit and her little ones.
12. \_\_\_\_\_ were three little kittens.

## LESSON 37

## ORAL AND WRITTEN

*HAS — HAVE*

Copy these sentences :

1. I have a new book.
2. We have new books.
3. Tom has a little sister.
4. You have the wrong answer.
5. They have their fishing rods.
6. The rabbit has long ears.

Fill these blanks with *has* or *have* :

1. — you seen the river?
2. Nellie — a canary bird.
3. Harry and Nellie — roller skates.
4. They — ice skates, too.
5. The oriole — a nest in that tree.
6. I — a drawing pencil.
7. Rover — a new collar.
8. — you seen it?
9. It — his name on it.
10. The clouds — gone.



THE ESCAPED COW

From a painting by Dupré.

## LESSON 38

## A PICTURE LESSON

Tell what you can see in the picture.

What time of day do you think it is?

What makes you think so?

What is the boy doing?

What kind of shoes has he?

In what country do they wear such shoes?

What is the woman doing?

What is the name of the picture?

What is the artist's name?

## LESSON 39

## OBSERVATION LESSON

## THE COW

What animal gives us milk?

What forms on top of the milk after it stands awhile?

Name some things that are made from milk.

Tell how butter is made.

What is the flesh of the cow called?

What use is made of the cow's hide?

What things are made from her horns?

What is made from her hoofs?

What use is made of the hair of the cow?

## LESSON 40

### COMPOSITION — DESCRIPTION

Read the following questions and directions silently; give the answers in complete sentences.

On what street or road is the school that you attend?

What direction does the building face?

Tell something about the yard. Are there trees in it?

How many rooms are there in the building? Tell something about your room.

How many windows has it? How many pupils can it seat?

Has your room any pictures? Which one do you like best?

Are there any flowers in your schoolroom?

LESSON 41

COMPOSITION

Write sentences telling something about each of the following:

dog	rabbit	bluejay
horse	squirrel	oriole
owl	robin	eagle

LESSON 42

THE SEASONS AND MONTHS OF THE YEAR

The seasons are spring, summer, autumn, and winter.

The months are:

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

With what kind of letter does the name of each month begin?

## FOR DICTATION

The spring months are March, April, and May.

The summer months are June, July, and August.

The autumn months are September, October, and November.

The winter months are December, January, and February.

## LESSON 43

## WHAT MONTH?

Copy these sentences and fill the blanks with words that answer the question, *What month?*

1. Christmas comes in —.
2. Washington's birthday is in —.
3. School begins in —.
4. Thanksgiving is in —.
5. New Year's is the first day of —.
6. — is called the "month of roses."
7. Easter usually comes in —.
8. Decoration Day is in —.
9. — is the shortest month.
10. My birthday is in —.



## LESSON 44

## WHAT SEASON?

Copy these sentences and fill the blanks with words that answer the question, *What season?*

1. In — the days are short and the nights are long.

2. In — the days are long and the nights are short.

3. The farmer sows his corn in the —.

4. In the — the squirrels gather nuts.

5. We skate and make snowballs in —.

6. The birds go South in the —; in the — they come back to us.

## LESSON 45

*SEE — SAW — SEEN*

1. From my window I can see the river.

2. I saw a boat on the river yesterday.

3. I have seen larger boats on the lake.

4. My brother has seen the ocean.

5. I thought that you had seen the ocean.

What word is used before *seen* in the third sentence on page 33?

What word is used before *seen* in the fourth sentence?

What word is used before *seen* in the fifth sentence?

Copy these sentences and fill the blanks with *see*, *saw*, or *seen* :

1. I can — the blue sky and the fleecy white clouds.

2. I — a rainbow last summer.

3. I have — heavy black clouds in the west.

4. Last fall we — red and yellow leaves on the maple trees.

5. In the spring we will — wild flowers in the woods.

6. Have you — apple trees in blossom?

7. I — a little brook in the woods.

8. I have — the bees gathering honey.

9. Last summer we — a robin's nest in the elm tree.

10. Did you — - the humming bird among the lilies?

## LESSON 46

## SELECTION TO BE MEMORIZED

## THE BROWN THRUSH

“There’s a merry  
brown thrush  
sitting up in  
the tree;



“He’s singing to me! he’s singing to me!”  
And what does he say, little girl, little boy?

“Oh, the world’s running over with joy!

Don’t you hear? Don’t you see?

Hush! Look! In my tree,

I’m as happy as happy can be.”

And the brown thrush keeps singing, “A nest  
do you see,

And five eggs hid by me in the juniper tree?

Don’t meddle! Don’t touch! little girl, little  
boy,

Or the world will lose some of its joy!

Now I’m glad! Now I’m free!

And I always shall be,

If you never bring sorrow to me.”

So the merry brown thrush sings away in the  
tree,

To you and to me, to you and to me;

And he sings all the day, little girl, little  
boy,

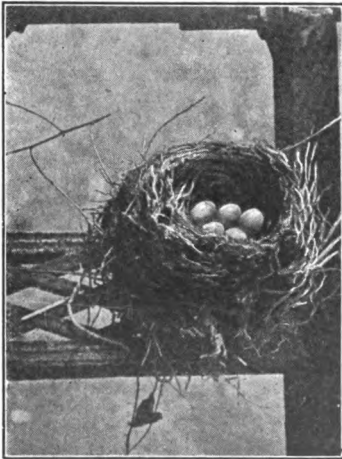
“Oh, the world’s running over with joy!

But long it won’t be,

Don’t you know? Don’t you see?

Unless we are as good as can be.”

—LUCY LARCOM.



Where is the brown  
thrush?

What is he doing?

Why is he so happy?

Where is his nest?

How many eggs are in  
the nest?

Copy what the thrush says  
in the last stanza.

## LESSON 47

## COMPOSITION

Reread the story, "The Dog in the Manger," on page 6; then close your book and write it from memory.

## LESSON 48

## COMPOSITION

Copy these sentences and fill the blanks with words that answer the question, *How?*

1. The children did their work ———.
2. The dog barked ———.
3. Nellie sews ———.
4. The wind blew ———.
5. The fire horses ran ———.
6. Trees grow ———.
7. The cat purrs ———.
8. The lion roared ———.
9. The bird sings ———.
10. The engineer blew the whistle ———.
11. The man spoke ——— to the child.
12. The mother cat carried her kittens ———  
to another home.

## LESSON 49

## LETTER WRITING

Atlanta, Ga., '  
Jan. 25, 1910.

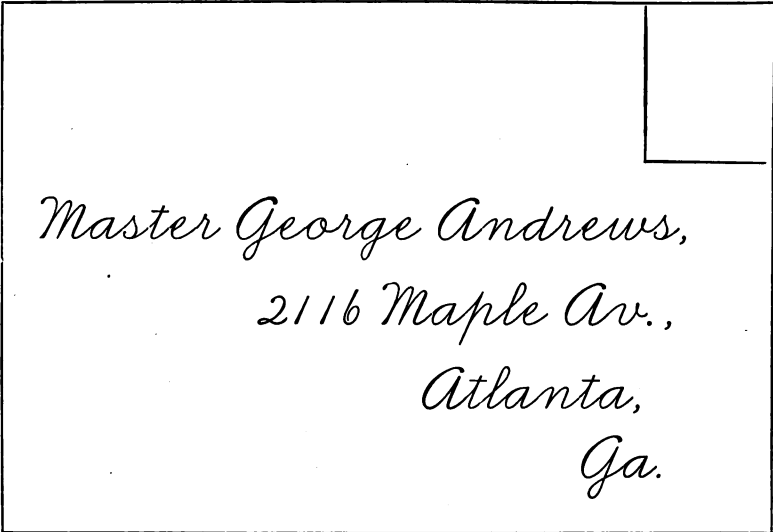
Dear George:

I hear that you have some rabbits to sell. I want to buy two, if they do not cost too much.

Have you any white ones? How much are they? When may I come to see them?

Let me hear from you soon.

Your friend,  
Frank Martin.



*Master George Andrews,  
2116 Maple Av.,  
Atlanta,  
Ga.*

Copy the letter from Frank to George.

Draw the envelope and copy the address upon it.

What mark of punctuation is placed after the first line?

What mark of punctuation is placed after the second line? The third?

What mark of punctuation is placed after *Av.*? After *Ga.*?

Where should the stamp on an envelope be placed?

## LESSON 50

## LETTER WRITING

Write George's answer to Frank.

Draw the envelope and direct it to—

Master Frank Martin,  
1518 South Tenth St.,  
Atlanta,  
Ga.

## LESSON 51

## DIRECTING ENVELOPES

Draw five envelopes and direct them as follows:

1. To Mr. Ralph Barton, 1407 Grand Av., Portland, Oregon.
2. To Mrs. S. W. Gray, 320 Main St., Dallas, Texas.
3. To your teacher.
4. To yourself.
5. To a friend who lives in a city in some other state.





## LESSON 52

### CONVERSATION LESSON

#### PREPARATION FOR WINTER

How do the plants and trees get ready for winter?

What preparation does the squirrel make?

Name another animal that stores away food.

Where do toads and frogs spend the winter?

What becomes of snakes?

What birds go South?

What change is there in the covering of those that remain?

How do bears spend the winter?

What insects prepare food for winter?

What becomes of the other insects?

What does the caterpillar do?

What difference is there in the coats of horses, dogs, and other animals?



*From a painting by Landseer.*

### SHOEING THE HORSE

## LESSON 53

## A PICTURE LESSON

What is a man called who shoes horses?

What other work does he do?

What tools does he use?

Tell what you can see in the picture.

Write a story about the picture, telling about the horse's master, where the shoe was lost, why the donkey is in the shop, what the dog's name is, and why he came with the horse. Tell other things that the picture suggests.

Tell the name of another picture which this artist painted.

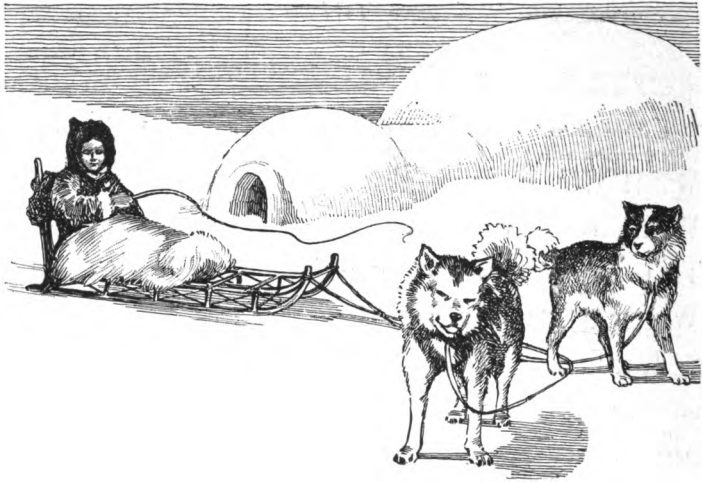
## LESSON 54

## FOR DICTATION

Erito is a little Eskimo boy. His home is in Greenland. It is very cold there.

He lives in a queer house. His father made it of blocks of ice.

Erito's clothes are made of skins of animals. He looks like a funny little bear.



## LESSON 55

### FOR DICTATION (*Continued*)

There are no horses where Erito lives. His father owns many dogs. These dogs are taught to pull heavy loads.

Erito has two big dogs. He hitches these to his sled, and they draw him over the ice and snow.

Many animals live near his home. There are big white bears and seals. There are reindeer, too. Erito hopes to be a hunter some day.

## LESSON 56

## WHY?

Copy these sentences and fill the blanks with words which answer the question, *Why?*

1. James was late at school because \_\_\_\_\_.
2. Nellie did not know her lesson because \_\_\_\_\_.
3. The squirrels had nuts to eat all winter because \_\_\_\_\_.
4. Tom's garden did not grow because \_\_\_\_\_.
5. The sun did not shine because \_\_\_\_\_.
6. I like to go to the woods in summer because \_\_\_\_\_.
7. Minnie did not go to the picnic because \_\_\_\_\_.
8. The boys like to play with Frank because \_\_\_\_\_.
9. They do not like to play with Arthur because \_\_\_\_\_.
10. The boy was drowned because \_\_\_\_\_.

## LESSON 57

## SELECTION TO BE MEMORIZED

## DUTCH LULLABY

Wynken, Blynken, and Nod one night

Sailed off in a wooden shoe—

Sailed on a river of crystal light

Into a sea of dew.

“Where are you going, and what do you wish?”

The old moon asked the three.

‘We have come to fish for the herring fish

That live in this beautiful sea;

Nets of silver and gold have we,”

Said Wynken,

Blynken,

And Nod.

The old moon laughed and sang a song,

As they rocked in the wooden shoe;

And the wind that sped them all night long

Ruffled the waves of dew;

The little stars were the herring fish

That lived in that beautiful sea.

“Now cast your nets wherever you wish,

But never afeard are we!"

So cried the stars to the fishermen three:

Wynken,  
Blynken,  
And Nod.

All night long their nets they threw

To the stars in the twinkling foam;

Then down from the sky came the wooden shoe,

Bringing the fishermen home;

'Twas all so pretty a sail, it seemed

As if it could not be;

And some folks thought 'twas a dream they'd  
dreamed

Of sailing that beautiful sea;

But I shall name you the fishermen three:

Wynken,  
Blynken,  
And Nod.

Wynken and Blynken are two little eyes,

And Nod is a little head,

And the wooden shoe that sailed the skies

Is a wee one's trundle-bed;

So shut your eyes while mother sings  
 Of wonderful sights that be,  
 And you shall see the beautiful things  
 As you rock in the misty sea,  
 Where the old shoe rocked the fishermen  
 three :

Wynken,  
 Blynken,  
 And Nod.

— EUGENE FIELD.

## LESSON 58

### COMMAS

A horse can run and trot and gallop and walk.

A horse can run, trot, gallop, and walk.

How many times is *and* used in the first sentence?

How many times is *and* used in the second sentence?

Where are commas used in the second sentence?



Do not use *and* more than once in any one sentence of the following:

1. Write a sentence telling three things that a bird can do.
2. Write a sentence telling four things that a cat can do.
3. Write a sentence telling three things that a baby can do.
4. Write a sentence telling three things that a carpenter can do.

## LESSON 59

### OBSERVATION LESSON

#### SEEDS

What seeds are scattered by the wind?

What seeds are scattered by clinging to the fur of animals and to the clothing of people?

What seeds are carried by birds?

What seeds have shells?

What seeds grow in pods?

What seeds have husks around them?

What seeds have pulp around them?

## LESSON 60

## REPRODUCTION—ORAL AND WRITTEN

## THE DOG AND HIS SHADOW

A dog was once carrying home a fine piece of meat. On his way he had to cross a bridge over a little river. He looked down and saw his shadow there.



He thought it was another dog with a larger piece of meat. He dropped his piece and jumped into the water to get the other piece of meat.

But there was no dog there. His meat fell to the bottom where he could not get it, and he had to go without his dinner.

This is a good story for greedy people.

Rewrite this story in your own words.

## LESSON 61

## CAPITALS

Copy :

Chicago	Texas	Abraham Lincoln
New York	Kansas	George Washington

With what kind of letter does the name of a person or place begin?

1. Write your father's name.
2. Write the name of your teacher.
3. Write the names of three girls.
4. Write the names of three boys.
5. Write the name of the state in which you live.
6. Write the name of the governor of your state.
7. Write the name of the capital of your state.
8. Write the name of the largest city in your state.
9. Write the name of the President of the United States.
10. Write the name of the capital of the United States.
11. Write the name of the largest city in the United States.

## LESSON 62

## OBSERVATION LESSON—MATERIALS

Chairs and tables are made of \_\_\_\_.

Railroad tracks are made of \_\_\_\_.

Shoes are made of \_\_\_\_.

Calico is made of \_\_\_\_.

Linen is made of \_\_\_\_.

Some buildings are made of \_\_\_\_, and some are made of \_\_\_\_.

Bricks are made of \_\_\_\_.

Some money is made of \_\_\_\_, and some is made of \_\_\_\_.

Needles are made of \_\_\_\_.

Paper is made of \_\_\_\_.

Warm clothes are made of \_\_\_\_.

Glass is made of \_\_\_\_.

Some candles are made of \_\_\_\_, and some are made of \_\_\_\_.

Horseshoes are made of \_\_\_\_.

Nails are made of \_\_\_\_

Copy eight of the above sentences and fill the blanks.

## LESSON 63

## INITIALS

Henry Wadsworth Longfellow

Henry W. Longfellow

H. W. Longfellow

H. W. L.

**The first letter of a word is its *initial* letter.**

What is the initial letter of Henry?

What is the initial letter of Wadsworth?

What is the initial letter of Longfellow?

Initial letters of a name are called *initials*.

What mark of punctuation follows an initial?

With what kind of letter is an initial written?

Copy these names, using the initial instead of the middle name:

Ralph Waldo Emerson

John Greenleaf Whittier

Edwin Henry Landseer

William Makepeace Thackeray

Copy these names, using the initial instead of the first name :

Theodore Roosevelt

Walter Scott

Charles Dickens

Daniel Webster

Copy these names, using the initials instead of the first and middle names :

Edgar Allan Poe

Henry Ward Beecher

Julia Ward Howe

Ulysses Simpson Grant

## LESSON 64

### SELECTION TO BE READ AND STUDIED

#### THE JOURNEY

I never saw the hills so far  
And blue, the way the pictures are ;

And flowers, flowers growing thick,  
And not a one for me to pick !

The land was running from the train  
All blurry from the windowpane ;

And then it all looked flat and still,  
When up there jumped a little hill !

I saw the windows and the spires,  
And sparrows sitting on the wires;

And fences running up and down;  
And then we cut straight through a town.

I saw a valley, like a cup;  
And ponds that twinkled and dried up.

I counted meadows that were burnt;  
And there were trees, and then there weren't!

We crossed the bridges with a roar,  
Then hummed the way we went before.

And tunnels made it dark and light  
Like openwork of day or night;

Until I saw the chimneys rise,  
And lights and lights and lights, like eyes.

And when they took me through the door,  
I heard it all begin to roar—

I thought, as far as I could see,  
That everybody wanted me!

—JOSEPHINE PRESTON PEABODY.

Did you ever take a journey on a train?

Where did you go?

What things did you see from the window?

Did you see anything spoken of in this poem?

How many pictures can you find in this poem?

Draw two of them.

## LESSON 65

### OBSERVATION LESSON

#### WHAT COLOR?

Copy these sentences and fill the blanks with words that answer the question, *What color?*

1. Grass is —.
2. Gold is —.
3. Salt is —.
4. The sky is —.
5. Coal is —.
6. Bananas are —.
7. Wild roses are —.
8. Cherries are —.
9. In autumn the maple leaves are — and —.
10. A watermelon is — on the outside and — on the inside.
11. A woodpecker has a — head.



12. Daisies are — and —.

13. Some grapes are —, and some are —.

## LESSON 66

## LETTER WRITING

Copy this letter:

*Detroit, Mich.,  
May 10, 1911*

*Dear Bessie:*

*I found out that to-morrow is your birthday, and I am sending you a box of letter paper for a present.*

*I hope you will have many happy birthdays.*

*Your friend,*

*Lillian Edwards.*

## LESSON 67

## LETTER WRITING

Write Bessie's answer to Lillian's letter, thanking her for the present and telling what other presents she received.

Draw the envelope and direct it. Lillian lives at 2632 Walnut St., Detroit, Mich.

## LESSON 68

## SELECTION TO BE MEMORIZED

## MY SHADOW

I have a little shadow that goes in and out  
with me,

And what can be the use of him is more than  
I can see.

He is very, very like me from the heels up to  
the head;

And I see him jump before me, when I jump  
into bed.

The funniest thing about him is the way he  
likes to grow —

Not at all like proper children, which is always  
 very slow;  
 For he sometimes shoots up taller, like an  
 India-rubber ball,  
 And he sometimes gets so little that there's  
 none of him at all.

He hasn't got a notion of how children ought  
 to play,  
 And can only make a fool of me in every sort  
 of way.  
 He stays so close beside me, he's a coward you  
 can see;  
 I'd think shame to stick to nursie as that  
 shadow sticks to me!

One morning, very early, before the sun was up,  
 I rose and found the shining dew on every  
 buttercup;  
 But my lazy little shadow, like an arrant  
 sleepyhead,  
 Had stayed at home behind me and was fast  
 asleep in bed.

—ROBERT LOUIS STEVENSON.

## LESSON 69

## REPRODUCTION — ORAL

## THE WIND AND THE SUN

One day the wind and the sun had a quarrel. Each thought he was stronger than the other. While they were talking, a man came in sight. They agreed that the one who could make the man take off his coat would be the stronger.

The wind tried first. He blew and blew, but the man only held his coat closer about him. The wind tried again, but it was of no use. The wind had to give up.

Then the sun came out from behind a cloud. He sent some of his warmest rays down on the man's head. The man became very warm. He unbuttoned his coat. He became still warmer, and at last he took his coat off and carried it on his arm.

The wind agreed that the sun was the stronger.

Write the first paragraph from dictation.

## LESSON 70

## ABBREVIATIONS

Jan. — January	Sun. — Sunday
Feb. — February	Mon. — Monday
Mar. — March	Tues. — Tuesday
Apr. — April	Wed. — Wednesday
Aug. — August	Thur. — Thursday
Sept. — September	Fri. — Friday
Oct. — October	Sat. — Saturday
Nov. — November	Mr. — Mister
Dec. — December	Prof. — Professor
St. — Street	Dr. — Doctor
Av. — Avenue	Capt. — Captain

In writing, words are sometimes shortened or abbreviated.

What mark of punctuation follows each abbreviation?

What is the abbreviation of the state in which you live?

Name another state. What is its abbreviation?

Copy the above list.

Write the list from dictation.



LIONS AT HOME

*From a painting by Rosa Bonheur.*

## LESSON 71

## A PICTURE STORY

How many lions can you see in the picture?

Which is the father lion?

Which is the mother lion?

What do the little ones make you think of?

What is the artist's name?

## LESSON 72

## FOR DICTATION

I am a lion. I live far away in Africa. In many ways I am like a cat. I have sharp teeth and sharp claws. I have cushions on my feet so that I can walk softly. I can see as well at night as in the daytime.

I hunt for my prey and spring upon it.

I am called the "King of Beasts."

## LESSON 73

## COMPOSITION

Write a story which a horse might tell about himself if he could talk.

## LESSON 74

## COMPOSITION

Write a story in which you use these words:

Bessie Thomas	woods	bluebird
violets	lunch	Saturday
basket	squirrel	afternoon

Write a story in which you use these words:

Frank Wilson	owner	five dollars
pocketbook	reward	found

## LESSON 75

## DATES

January 16, 1840.	September 19, 1900.
December 25, 1775.	February 14, 1910.
August 6, 1909.	October 31, 1900.
November 30, 1899.	April 22, 1770.
March 13, 1776.	December 1, 1645.

What mark of punctuation is placed between the day of the month and the year?

Write these dates from dictation, using the abbreviation for the name of the month.



## LESSON 76

## OBSERVATION LESSON

Name four parts of a chair.

Name five parts of a watch.

Name as many parts as you can of a street car.

Name several parts of a wagon.

Name five parts of a clock.

Name four or more parts of a sewing machine.

Name four parts of a harness.

Name as many parts as you can of an automobile.

Name six parts of a house.

## LESSON 77

*EAT — ATE — EATEN*

1. When did you eat your breakfast?
2. I ate it this morning.
3. I have eaten my lunch and must go to school.
4. Tom has eaten his lunch, too.
5. Nellie had eaten an apple before I came home.

What word is used before *eaten* in the third sentence on page 65?

What word is used before *eaten* in the fourth sentence?

What word is used before *eaten* in the fifth sentence?

Copy these sentences and fill the blanks with *eat*, *ate*, or *eaten* :

1. Why don't you — more?
2. I — a lunch before dinner, and I am not hungry.
3. I have — a peach and a banana.
4. What did the boy — that made him sick?
5. He — some green apples.
6. Have you — your lunch?
7. I — it an hour ago.
8. Did you — it at school?
9. I — it in the yard under the trees.
10. I have — it there every day this fall.
11. In winter the squirrels — the nuts that they had gathered in summer.
12. After they had — their dinner, they slept.

## LESSON 78

## SELECTION TO BE MEMORIZED

## "ONE, TWO, THREE"

It was an old, old, old, old lady,  
And a boy that was half-past three;  
And the way that they played together  
Was beautiful to see.

She couldn't go romping and jumping,  
And the boy, no more could he;  
For he was a thin little fellow,  
With a thin little twisted knee.

They sat in the yellow sunlight  
Out under the maple tree;  
And the game they played I'll tell you  
Just as it was told to me.

It was Hide-and-Go-Seek they were playing,  
Though you'd never have known it to be—  
With an old, old, old, old lady,  
And a boy with a twisted knee.

The boy would bend his face down  
 On his one little sound right knee,  
 And he'd guess where she was hiding,  
 In guesses One, Two, Three.

“You are in the china closet!”  
 He would cry, and laugh with glee—  
 It wasn't the china closet,  
 But he still had Two and Three.

“You are up in papa's big bedroom,  
 In the chest with the queer old key!”  
 And she said, “You are warm and warmer;  
 But you are not quite right,” said she.

“It can't be the little cupboard  
 Where mamma's things used to be—  
 So it must be the clothespress, Gran'ma!”  
 And he found her with his Three.

Then she covered her face with her fingers  
 That were wrinkled and white and wee,  
 And she guessed where the boy was hiding,  
 With a One and a Two and a Three.

And they never had stirred from their places,  
 Right under the maple tree —  
 This old, old, old, old lady,  
 And the boy with the lame little knee —  
 This dear, dear, dear old lady,  
 And the boy who was half-past three.

— HENRY CUYLER BUNNER.



## LESSON 79

### FOR DICTATION

#### THE WIND

The wind blows the clouds.  
 It sails the ships upon the seas.  
 It dries the clothes on the line.  
 It makes the windmills pump water.  
 It scatters seeds.  
 It blows away dust and bad air.

## LESSON 80

## ONE AND MORE THAN ONE

Write these words so that they will mean more than one:

apple	lion	boy	doll
girl	clock	rabbit	hat
squirrel	car	book	basket
chair	pencil	cow	bird
flower	tree	sister	brother

What letter did you add to each of these words to make it mean more than one?

## LESSON 81

## REPRODUCTION — ORAL AND WRITTEN

## THE FOX AND THE CROW

A crow stole a piece of cheese and flew with it to a tree. A hungry fox came by. He saw the cheese and wanted it. He wondered how he could get it. He began to talk to the crow.

“What a beautiful bird you are!” he said.  
 “What glossy feathers you have!”

The crow liked to hear this, so she sat still and listened.

“I know,” continued the fox, “that you must have a sweet voice. How I wish I could hear you sing!”

The crow was so pleased that she opened her mouth to sing. The cheese fell to the ground. The fox quickly picked it up and ran off with it.

Draw a picture suggested by this story.

## LESSON 82

### ONE AND MORE THAN ONE

glass	glasses
box	boxes

Sometimes we add *es* to a word to make it mean more than one.

Copy these words, writing them so that they will mean more than one :

fox	church	match	peach	dish
dress	brush	bench	bush	watch

## LESSON 83

## REPRODUCTION—ORAL AND WRITTEN

## SILK

A pretty white moth laid some eggs on the leaves of a mulberry tree.

Little worms came from the eggs.

They were hungry, and they ate the green leaves.

After a while they grew sleepy.

They spun soft, silken covers around themselves and went to sleep.

While they were sleeping, some men came and carried them away.

The soft threads of silk were carefully unrolled.

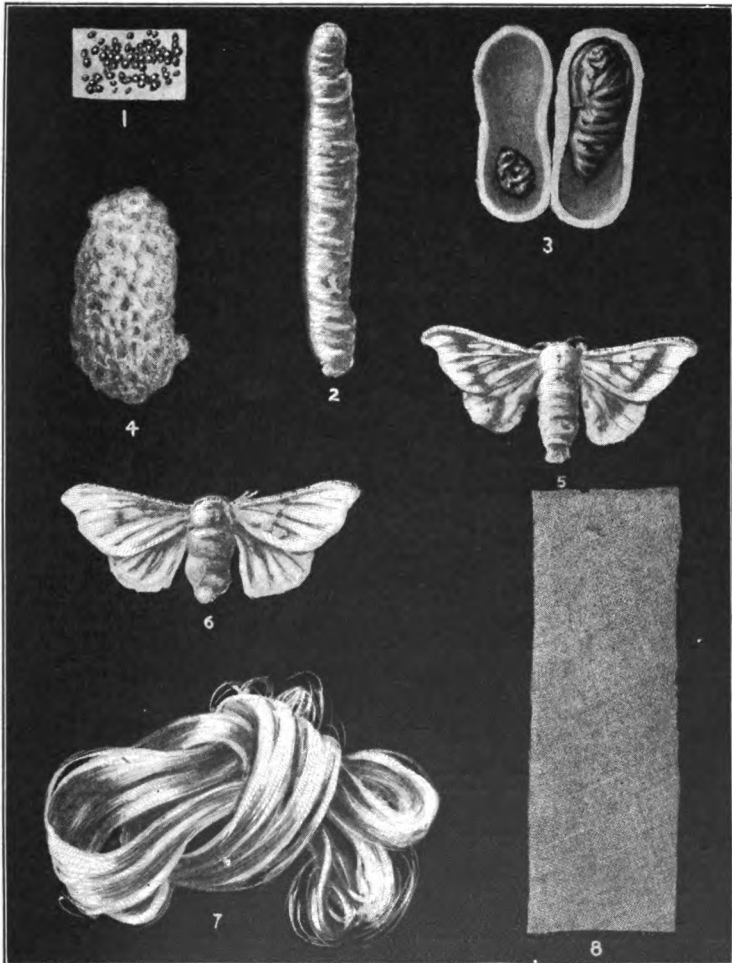
Machines made the thread into beautiful silk cloth.

A big ship carried this cloth far across the sea.

A rich merchant bought the goods and placed it in his store.

One day a lady saw it there. "What a beautiful piece of silk!" she said. "I will buy it and make a dress for my little girl."





### THE SILKWORM

- |                       |                    |                 |                 |
|-----------------------|--------------------|-----------------|-----------------|
| 1. Silkworm Eggs.     | 3. Pupa in Cocoon. | 5. Male Moth.   | 7. Unspun Silk. |
| 2. Fourth Stage Worm. | 4. Cocoon.         | 6. Female Moth. | 8. Woven Silk.  |

## LESSON 84

## LETTER WRITING

Portland, Ore.,  
April 22, 1910.

Dear Henry :

Did you lose a knife at the picnic Saturday? I found one which Carl Turner thought was like the one you received for Christmas last year. Did your knife have two blades?

Your friend,

Albert Burton.

Write Henry's answer to Albert's letter, describing the knife and stating where he thought he lost it.

## LESSON 85

## ONE AND MORE THAN ONE

Copy these words, writing in one column the words that mean *one*, and in another column the words that mean *more than one*:

ladies	mice	foot	donkey
pony	berries	feet	mouse

lady	knives	fly	cherry
men	goose	teeth	turkeys
piano	oxen	women	child
knife	lilies	geese	ox
ponies	children	man	woman

From your reader copy ten words that mean *one*, and ten that mean *more than one*.

## LESSON 86

### READING LESSON — DIALOGUE FOR TWO PUPILS

1. Who is it? It is I.
2. Did you knock at the door? No, it was not I; it was he.
3. Is that your brother? Yes, it is he.
4. Who called? It was I.
5. Who threw the snowballs? It was they.
6. Did Mary speak? I think it was she.
7. Who fell down? It was not I.
8. Who laughed? It was we.
9. Who was standing at the window? It was she.

10. Did Helen break her doll? No, it was I who broke it.

11. Is your cousin here? Yes, that is he.

NOTE TO THE TEACHER. — This lesson should be repeated in many different recitations, until the forms no longer seem strange or unusual.

## LESSON 87

### CHOICE OF WORDS

Choose words from the list below to fill the blanks in the following sentences:

1. The book is — the table.
2. The pencil is on the floor — the table.
3. Nellie lives — the street.
4. Is your mother — home?
5. I think she has gone — the concert.
6. We threw sticks — the water, and Rover went after them.
7. Is Frank — the house?
8. The blue sky is — us.
9. The air is — us.

on	to	by	above	around	into
at	in	for	under	across	after

## LESSON 88

## WHOSE?

1. The desk belonging to the teacher is at the front of the room.

2. The teacher's desk is at the front of the room.

3. The nest of the little bird is at the top of the tree.

4. The little bird's nest is at the top of the tree.

Is there any difference in meaning between the first and second sentences?

What does 's added to the word *teacher* show?

Is there any difference in meaning between the third and fourth sentences?

What does 's added to the word *bird* show?

Write these sentences from dictation:

1. Nellie's new dress was torn.
2. The dog's master went away on the train.
3. Tom's book has beautiful pictures in it.
4. Mr. White's horse ran away.
5. Did you see Frank's little pony?

## LESSON 89

Copy these sentences and fill the blanks with words that answer the question, *Whose?*

1. The — playthings were on the floor.
2. The poor — coat was ragged.
3. Uncle — farm is near the city.
4. A — bite is poisonous.
5. — skates were bright and new.
6. The — light is very bright.
7. The lazy — work was not finished.
8. — father is sick.
9. The — song is sweet.
10. The fox stole the — cheese.
11. The — little ones are called kids.
12. The — little ones are called kittens.
13. The — little ones are called puppies.

## LESSON 90

Use these words in sentences :

Harry's

dog's

father's

Edith's

horse's

children's

Mr. Smith's

rabbit's

squirrel's

## LESSON 91

## SELECTION TO BE MEMORIZED

## THE WONDERFUL WORLD

Great, wide, wonderful, beautiful World,  
With the beautiful water above you curled,  
And the wonderful grass upon your breast—  
World, you are beautifully dressed!

The wonderful air is over me,  
And the wonderful wind is shaking the tree;  
It walks on the water and whirls the mills,  
And talks to itself on the tops of the hills.

You friendly Earth, how far do you go,  
With wheat fields that nod, and rivers that flow,  
With cities and gardens, and oceans and isles,  
And people upon you for thousands of miles?

Ah, you are so great and I am so small,  
I hardly can think of you, World, at all;  
And yet, when I said my prayers to-day,  
My mother kissed me, and said, quite gay:

“If the wonderful World is great to you,  
 And great to father and mother, too,  
 You are more than the Earth, though you are  
       such a dot,  
 You can love and think, and the Earth cannot!”

— WILLIAM BRIGHTY RANDS.

## LESSON 92

### *GO — WENT — GONE*

1. I go to school every day.
2. I went to the country last summer.
3. I have gone to school two years.
4. My sister has gone to school five years.
5. I called for you this morning, but you  
 had gone.
6. I think all the children have gone.

What word is used before *gone* in the third sentence?

What word is used before *gone* in the fourth sentence?

What word is used before *gone* in the fifth sentence? In the sixth sentence?



Copy these sentences and fill the blanks with *go*, *went*, or *gone* :

1. We — to school five days in the week.
2. Fred — to the country last summer.
3. The birds have — to the warm South land.
4. When spring comes, the snow will — away.
5. Nellie's big brother has — away to school.
6. The children — to the park last summer.
7. The boys have — across the street to play ball.
8. The girls took their dolls and — down by the river.
9. Rover has — with Frank after the cows.
10. The birds will return when the snow has — away.
11. Wynken, Blynken, and Nod — off in a wooden shoe.
12. They had not — far when they saw the moon.

## LESSON 93

## REPRODUCTION — ORAL

## THE LION AND THE MOUSE

A lion was sleeping in his den when a little mouse ran across his face and woke him up. He put out his paw and caught the mouse. He was about to kill the little creature, but the mouse begged so hard for her life that the lion let her go.

Some time after, the lion was caught in a net that some hunters had set. He roared and struggled, but the net was too strong for him to break. The mouse heard him roaring and ran to help him. She nibbled through the cords that held him, and the lion was again free. He was glad he had saved the life of the little mouse.

## LESSON 94

Copy what the lion says and supply what the mouse says:

*Lion.* Something woke me up. I wonder

what it was. Here is something under my paw. Why, it is a mouse! Why did you wake me up?

*Mouse.* — — —.

*Lion.* I am going to eat you.

*Mouse.* — — —.

*Lion.* Why should I let you go?

*Mouse.* — — —.

*Lion.* I will let you go this time, but don't wake me again.

## LESSON 95

### CONVERSATION LESSON

For breakfast a boy had oatmeal with cream and sugar, a piece of beefsteak, which was seasoned with pepper and salt, some buttered toast, and a cup of cocoa.

Tell something about each article of food, where it was obtained, and who had to work before it was ready to be eaten.

## LESSON 96

## CONTRACTIONS

doesn't	they'll
I'm	haven't
aren't	can't
isn't	o'clock
weren't	didn't
couldn't	shouldn't
wouldn't	don't
we'll	they're
hasn't	it's

Of what two words is each of the above words composed? What mark shows that a letter or letters have been omitted?

Copy the list, writing after each word its equivalent.

## LESSON 97

In column 2 on the next page, find a word opposite in meaning to each word in column 1. Copy the words in pairs; thus, *hot* — *cold*.

**1**  
black  
hot  
slow  
hard  
sour  
narrow  
short  
dark  
late  
straight  
wet  
beautiful  
high  
good  
smooth  
well  
little  
new  
rich  
easy  
quiet  
thick  
short

**2**  
difficult  
bad  
low  
ugly  
dry  
soft  
cold  
fast  
white  
poor  
noisy  
big  
rough  
wide  
sweet  
old  
long  
tall  
crooked  
light  
sick  
early  
thin

## LESSON 98

Use in sentences the first ten words in column 1 of the previous lesson.

## LESSON 99

## COMPOSITION

What is your name?

How old are you?

Where do you live?

Have you brothers and sisters? If so, tell their names.

Where do you go to school?

How long have you gone to school?

What grade are you in?

How many pupils are in your grade?

What subject in school do you like best?

What do you play after school and on Saturdays?

What games do you like best?

What work can you do?

Write answers to the above questions.

## LESSON 100

## REPRODUCTION

## THE HUMMING BIRD AND THE BUTTERFLY

*Humming Bird.* What a beautiful creature you are! What splendid wings you have! Do come with me and be my friend.

*Butterfly.* No, thank you, Mrs. Humming Bird, I cannot be your friend.

*Humming Bird.* Why not?

*Butterfly.* You once made fun of me and said that I was ugly and stupid.

*Humming Bird.* That is impossible. I am sure I never called you stupid or ugly.

*Butterfly.* You may not call me that now, but when you made fun of me I was a caterpillar. You did not know I would some day be a butterfly. You see it is best to be kind to everybody, for ugly creatures sometimes become beautiful. So good-by, I prefer to find other friends.

Tell what you know of the change of a caterpillar to a butterfly.

## LESSON 101

Write an account of a conversation between a rabbit and a squirrel. Use the same form as in Lesson 100.

## LESSON 102

## A PICTURE LESSON

What do you see in the picture?

How does a mother show that she loves her baby?

Does a cow love her calf? How does she show it?

How does a cat show her love for her kittens?

What will a mother dog do if her puppies are hurt?

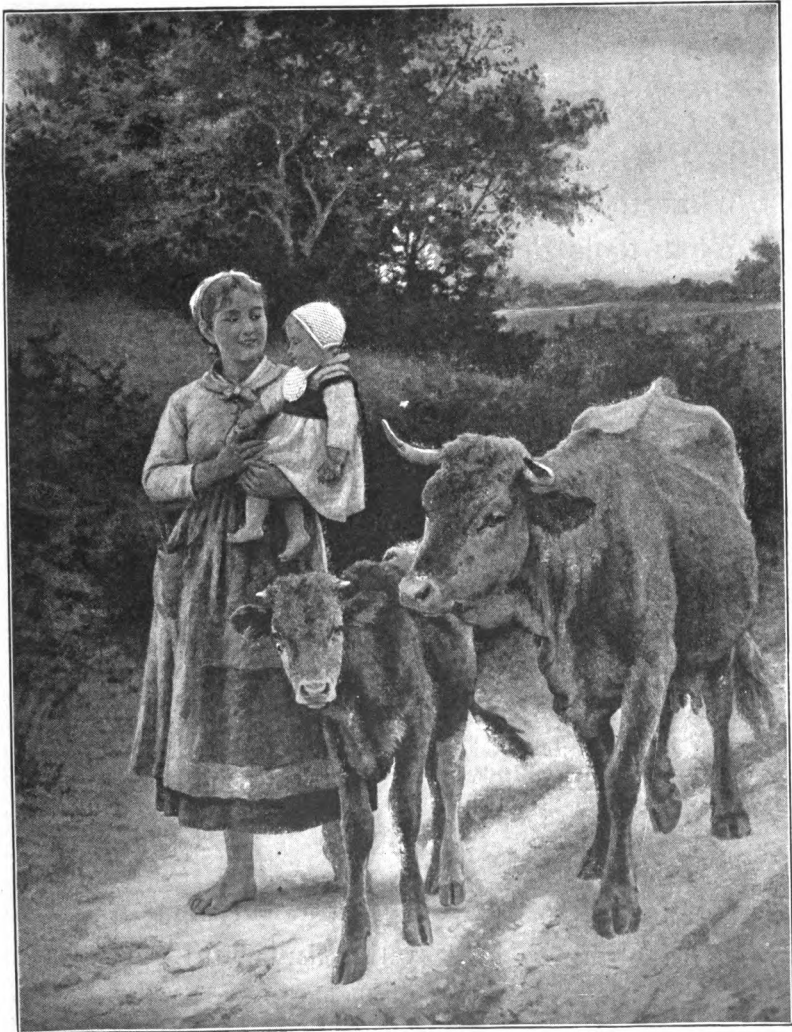
What other animals have you seen that showed a love for their young ones?

How does a mother bird care for her little ones?

What is the name of the picture?

Write a story about the picture.





*From a painting by Debat-Ponsan.*

**TWO MOTHERS**

## LESSON 103

**OBSERVATION LESSON****TOOLS**

What tools does a carpenter use?

What tools does a blacksmith use?

What tools does a shoemaker use?

What tools does a stone mason use?

What tools and machinery does a farmer use?

What tools does a dentist use?

What tools does a woman use in cooking?

What tools do you use in your work at school?

## LESSON 104

**SELECTION TO BE MEMORIZED****NOVEMBER**

The leaves are fading and falling,  
The winds are rough and wild,  
The birds have ceased their calling,  
But let me tell you, my child,

Though day by day, as it closes,  
Doth darker and colder grow,  
The roots of the bright red roses  
Will keep alive in the snow.

And when the winter is over,  
The boughs will get new leaves,  
The quail will come back to the clover,  
And the swallow back to the eaves;

The robin will wear on his bosom  
A vest that is bright and new,  
And the loveliest wayside blossoms  
Will shine with the sun and dew.

The leaves to-day are whirling,  
The brooks are all dry and dumb;  
But let me tell you, my darling,  
The spring will be sure to come.

There must be rough, cold weather,  
And winds and rains so wild;  
Not all good things together  
Come to us here, my child.

So, when some dear joy loses  
 Its beauteous summer glow,  
 Think how the roots of the roses  
 Are kept alive in the snow.

— ALICE CARY.

The parts into which a poem is divided are called *stanzas*.

How many stanzas are there in this poem?

With what kind of letter does each line begin?

Copy the first stanza.

Copy two words that describe roses.

Copy two words that describe blossoms.

Copy one word that describes leaves.

Copy two words that describe the wind.

Copy two words that describe weather.

Who wrote this poem?

### LESSON 105

Fill these blanks with words from the list at the end of the lesson.

1. An owl cannot——.
2. We——in school yesterday.

3. The teacher — the bell at nine o'clock.
4. The goldenrod — in the woods last fall.
5. We have — that song many times.
6. Did you hear me — the bell?
7. I have — it many times.
8. How tall that tree has —!
9. I — you would come.
10. Do you — your lesson?
11. I have — you a long time.

sing	ring	know	grow
sang	rang	knew	grew
sung	rung	known	grown

## LESSON 106

### REPRODUCTION — ORAL AND WRITTEN

#### AN ACORN

Many years ago an acorn fell by the side of a little river.

It grew and grew until it was larger than any tree around it.

One day men came with their axes and cut it down.

It floated down the river with other logs.

After it had gone many miles, men caught it with hooks and drew it into a big sawmill.

Large saws cut it into lumber.

A train carried the lumber far away to a city.

Here it was taken from the train, put into wagons, and carried to a vacant lot.

Carpenters then cut the lumber into lengths for the floor of a fine house.

Read this story, close your books, and write it from memory.

Draw a picture suggested by this lesson.

## LESSON 107

### *MOST—ALMOST*

1. It is almost five o'clock.
2. Which boy has the most money?
3. I think Frank has the most.
4. My work is almost done.

In which of the above sentences can *nearly* be used instead of the underlined word?

Copy these sentences and fill the blanks with *almost* or *most*:

1. Harry is —— as tall as Charles.
2. —— of the birds go south in winter.
3. The lion —— caught the deer.
4. Nellie is —— nine years old.
5. —— children like to play.
6. The man —— missed the train.
7. —— trees shed their leaves in the fall.

Copy from your readers two sentences that contain the word *almost*. Copy two sentences that contain the word *most*.

## LESSON 108

### OBSERVATION LESSON

What direction is opposite south?

What direction is opposite west?

What direction is opposite north?

What direction is opposite east?

What direction is between north and east?

What direction is between north and west?

What direction is between south and east?

What direction is between south and west?

Where does the sun rise?

Where does the sun set?

What direction is your home from the schoolhouse?

Tell something that is north of the schoolhouse.

Tell something that is west of your home.

## LESSON 109

### FOR DICTATION

#### INSECTS

An insect has six legs. The body of an insect is divided into three parts. On its head are two long feelers, called antennæ. An insect usually has two or four wings.

Some insects live in the air, some make their homes in the earth, and some live in the water.

Name six insects.

Write sentences, telling something about each of them.



## LESSON 110

## REPRODUCTION — ORAL

## THE FOX AND THE GRAPES

One day a fox saw some grapes at the top of a high grapevine. He was thirsty, and he thought how good the juicy grapes would taste.

He jumped and tried to reach them, but he could not. He tried again and again, but in vain.

At last he said: "I don't care; I don't want them. I know they are sour grapes."

Into how many *parts* is this story divided?

What does the first part tell about?

What does the second part tell about?

What does the third part tell about?

Each of these parts is a *paragraph*.

How many paragraphs are there in the story?

What shows the beginning of a paragraph?

Write the first two paragraphs of this story from dictation.

Draw a picture suggested by this story.



*From a painting by Paton.*

**“YOU'RE NO CHICKEN”**

## LESSON 111

### A PICTURE LESSON

What can you see in the picture?

Tell what you know about frogs.

Write a conversation between the chickens and the frog, using the following form:

*Chicken.* \_\_\_\_\_.

*Frog.* \_\_\_\_\_.

*Chicken.* \_\_\_\_\_.

*Frog.* \_\_\_\_\_.

Let the chickens ask the questions and the frog reply, telling things about himself.

## LESSON 112

### OBSERVATION LESSON — ORAL

#### SPIDERS

How many legs has the spider?

How many legs has the fly? The ant? The bee?

Into how many parts is the body of the spider divided?

Into how many parts are the bodies of other insects divided?

What does the spider spin?

What is the object of spinning this web?

When a fly or other insect is caught in this web, what does the spider do?

Where does the spider place its eggs?

Read the questions silently; answer in complete statements.

Draw a spider's web, showing the spider in the center of it.

## LESSON 113

### CONVERSATION AND REPRODUCTION

#### THE OSTRICH

The ostrich is the largest of all birds.

It lives in the hot, sandy deserts of Africa.

Ostriches sometimes live in herds with zebras and giraffes.

The nest of the ostrich is made in the sand. About thirty eggs are laid in the nest, and a number are laid outside. Those outside are broken to feed the young ones that are hatched in the nest. One of the parent birds sits on the nest at night, and the sun keeps the eggs warm in the daytime.

Write a short composition, telling all you can about ostriches.

## LESSON 114

## SELECTION TO BE MEMORIZED

He prayeth best who loveth best  
All things both great and small;  
For the dear God who loveth us,  
He made and loveth all.

—SAMUEL TAYLOR COLERIDGE.

Write the above quotation from memory.

## LESSON 115

## REPRODUCTION — ORAL AND WRITTEN

## THE DIFFERENCE BETWEEN A MOTH AND A BUTTERFLY

The antennæ of a butterfly have little knobs or balls on the ends of them. The antennæ of a moth are sometimes like little feathers; they never have knobs on them.

When resting, a butterfly holds its wings erect. A moth, when resting, spreads its wings flat over its back.

A butterfly flies in the daytime. A moth usually flies at night.

The body of a moth is heavier than that of a butterfly.

Into how many paragraphs is this selection divided?

What does each paragraph tell about?

Write this selection from memory, using the same number of paragraphs.

## LESSON 116

### LETTER WRITING

Detroit, Mich.,  
May 23, 1911.

Dear Helen :

I am sick to-day and cannot go to the library. Won't you please get a book for me? I am anxious to read "Black Beauty." If you cannot get that, send me some other book about animals.

Your friend,

Ethel Davis.

Copy the above letter.

Write the letter from dictation.

## LESSON 117

## LETTER WRITING

Write Helen's answer to Ethel's letter, stating that she could not get "Black Beauty," but is sending her another book. Tell the name of the book and something about it. Helen hopes that Ethel will soon be well.

## LESSON 118

## EXCLAMATION POINT

Read the first stanza of "The Swing" in Lesson 28. The mark after the fourth line is an *exclamation point*.

How many other exclamation points can you find in the poem?

Read the poem, "The Brown Thrush," Lesson 46. Copy the parts that are followed by exclamation points.

Find ten exclamation points in your reader. Copy the words or sentences that are followed by these points.

## LESSON 119

## SELECTION TO BE MEMORIZED

## THE BLUEBIRD

I know the song that the bluebird is singing  
Out in the apple tree where he is swinging.  
Brave little fellow! the skies may be dreary,—  
Nothing cares he while his heart is so cheery.

Hark! how the music leaps out from his throat!  
Hark! was there ever so merry a note?  
Listen awhile, and you'll hear what he's saying  
Up in the apple tree, swinging and swaying.

“Dear little blossoms down under the snow,  
You must be weary of winter, I know;  
Hark while I sing you a message of cheer;  
Summer is coming and springtime is here.

“Little white snowdrop! I pray you arise;  
Bright yellow crocus, come, open your eyes.  
Sweet little violets, hid from the cold,  
Put on your mantles of purple and gold.  
Daffodils! daffodils! say, do you hear?  
Summer is coming and springtime is here.”

—EMILY HUNTINGTON MILLER.



## LESSON 120

## COMPOSITION

A robin has been down South all winter; he has just returned to some place near your home. He and his mate are looking for a place to build a nest.

Write a story which the robin might tell if he could talk. Begin your story in this way:

## A ROBIN'S STORY

I have just returned from the South. I am a little tired from flying so far, but I am glad to be back again.

## LESSON 121

## QUOTATIONS AND QUOTATION MARKS

"I wish we could have some fun this afternoon," said Harry.

"Let us go to the pond and fish," said Will.

"We must ask mother if we may," said Harry.

Mother said, "Yes, you may go, and here is something nice for your lunch."

What are the exact words that Will said?

Repeat the exact words of the mother.

When the *exact words of another* are repeated, these words are called a *direct quotation*.

The marks ( " " ) which inclose a direct quotation are called *quotation marks*.

What other mark of punctuation is placed after the direct quotation in the first sentence? In the second sentence? In the third sentence?

Where are commas used in the fourth sentence?

Write the above conversation from dictation.

## LESSON 122

### FOR DICTATION

#### THE HARE AND THE TORTOISE

"What a slow fellow you are!" said a hare to a tortoise. "I feel sorry for any one who has to creep along as you do."

“Slow as I am, I can beat you,” replied the tortoise.

“You think you can beat me, do you?” said the hare. “Let us race to that big tree.”

### LESSON 123

#### FOR DICTATION

#### THE HARE AND THE TORTOISE (*Continued*)

The tortoise started at once and kept straight on. The hare went a little way, and then lay down and took a nap. By and by he awoke and ran as fast as he could.

But when he reached the big tree, the tortoise was there waiting for him.

“Slow and steady wins the race,” said the tortoise.

### LESSON 124

#### REPRODUCTION — ORAL AND WRITTEN

#### AN INDIAN STORY — THE ORIGIN OF THE BIRDS

The Indians tell many strange and beautiful stories about the birds. They say that many

years ago, before there were any birds, God touched the earth wherever He wished a tree to appear, and trees immediately sprang up.

When the first summer passed and autumn came, the leaves turned beautiful colors just as they do now.

The wind blew and they fluttered through the air and fell to the ground.

God loved them so much that He did not wish them to die, but to live and be beautiful always. So He changed each bright leaf into a bird and gave it wings and strength with which to fly.

From the red-brown oak, the robin came. The red maple leaves turned to cardinal birds, the yellow willow leaves were changed to yellow birds, and the brown leaves on other trees became sparrows and larks.

The Indians say that this is why the birds love the trees and live among them, and find food and shelter in their branches and leaves.

—Adapted from "THE PLAN BOOK," by permission of the Publishers, A. FLANAGAN COMPANY.

## LESSON 125

## SELECTION FOR STUDY

## WHO MADE THE STARS?

“Mother, who made the stars which light  
 The beautiful blue sky?  
 Who made the moon, so clear and bright,  
 That rises up so high?”

“’Twas God, my child, the Glorious One.  
 He formed them by His power;  
 He made alike the brilliant sun,  
 And every leaf and flower.

“In all the changing scenes of time,  
 On Him our hopes depend;  
 In every age, in every clime,  
 Our Father and our Friend.”

—SELECTED.

How many words in this poem refer to God?  
 With what kind of letter does each of these  
 words begin?

How many stanzas are there in this poem?  
 Which lines in each stanza are indented?



*From a painting by Elisabeth Gardner.*

### SOAP BUBBLES

## LESSON 126

## A PICTURE LESSON

What do you see in the picture?

What are the children doing?

Tell how to make soap bubbles.

Write a story about the picture, telling the names of the children, who the older girl is, how old the younger ones are, and what grade they are in at school. Tell what time of year it is. Add other items to your story.

## LESSON 127

## WOOL

One warm day in April, Farmer Bailey went out to look at his sheep. They were in the big field under the old elm trees.

“Yes,” said he, “their wool must be cut. The warm days are coming, and the sheep will suffer if the wool is not cut off.”

The next morning Mr. Bailey and his men came again to the field. They drove the sheep

down to a little river. The men caught the sheep as they were thrown into the water, and washed the wool with their hands.

When the wool was clean and dry, the men cut it off with large shears. Soon many baskets were filled with fine white wool. It was then made into large bundles, and Mr. Bailey sold it to a woolen mill.

When it reached the mill, it was carded, spun, and woven into cloth.

Write a short composition, telling what you know about wool.

## LESSON 128

### AN ANSWER TO A NOTE OF INVITATION

Gladys Taylor has invited Edith Morton to her birthday party next Saturday afternoon. Edith expects to go to the country that day to visit her cousin, and so cannot accept the invitation.

Write Edith's answer to Gladys.



## LESSON 129

## OBSERVATION LESSON

Tell —

Five uses of wood.	Three uses of glass.
Three uses of leather.	Five uses of fire.
Five uses of iron.	Three uses of rubber.
Three uses of silver.	Five uses of electricity.
Three uses of gold.	Some uses of water.

## LESSON 130

## REPRODUCTION—ORAL AND WRITTEN

## THE FOX AND THE STORK

Once a fox and a stork were good friends. The fox invited the stork to dinner. All they had to eat was soup. It was in flat dishes. The stork could put only the tip of his bill into the dish. The fox lapped his soup up quickly.

The next day the stork invited the fox to dinner. They had soup again. This time it was in a bottle. The stork could put his bill in and drink it, but the fox could only lick the outside of the bottle.

## LESSON 131

## SELECTION TO BE MEMORIZED

## DISCONTENT

Down in a field, one day in June,  
The flowers all bloomed together  
Save one, who tried to hide herself,  
And drooped that pleasant weather.

A robin, who had flown too high,  
And felt a little lazy,  
Was resting near this buttercup  
Who wished she were a daisy.

For daisies grow so trig and tall!  
She always had a passion  
For wearing frills around her neck.  
In just the daisies' fashion.

And buttercups must always be  
The same old tiresome color,  
While daisies dress in gold and white,  
Although their gold is duller.

“Dear robin,” said this sad young flower,  
“Perhaps you’d not mind trying  
To find a nice white frill for me  
Some day, when you are flying?”

“You silly thing!” the robin said,  
“I think you must be crazy.  
I’d rather be my honest self  
Than any made-up daisy.

“You’re nicer in your own bright gown;  
The little children love you;  
Be the best buttercup you can,  
And think no flower above you.

“Though swallows leave me out of sight,  
We’d better keep our places.  
Perhaps the world would all go wrong  
Were there too many daisies.

“Look bravely up into the sky,  
And be content with knowing  
That God wished for a buttercup  
Just here where you are growing.”

—SARAH ORNE JEWETT.

## LESSON 132

## SENTENCE—STATEMENT—QUESTION

1. Where did the buttercup grow?
2. It grew in a field.
3. A robin was resting there.
4. What did the buttercup wish?
5. The buttercup wished to be a daisy.

A group of words which expresses a thought is a *sentence*.

With what kind of letter does each sentence begin?

How many of the above sentences *tell* something?

A sentence which tells something is a *statement*.

What mark of punctuation is placed after each statement?

How many of the above sentences ask something?

A sentence which asks something is a *question*.

What mark of punctuation is placed after a question?

Copy five statements from your reader.

Copy five questions from your reader.

Write five statements about the picture on page 110.

Write five questions about the picture on page 98.

## LESSON 133

### COMPOSITION

#### HOW ARTHUR HELPED

Arthur Dale was the only child of a poor widow. His mother had to work very hard to earn a living for herself and her little boy.

Arthur was ten years old. He wished very much to help his mother.

Copy these two paragraphs and finish the story, telling what Arthur did to earn some money, how much he earned, when he worked, and how the money was spent.

## LESSON 134

## REPRODUCTION—ORAL AND WRITTEN

## SAINT VALENTINE

A long time ago there lived a good old man named Valentine. He took care of people when they were sick, and helped them when they were sad or in trouble. He loved the children, and they loved him.

When he could not go to see the sick people or the children, he wrote loving letters to them.

Because he was so good and kind, every one called him Saint Valentine.

On Saint Valentine's birthday we send kind messages to our friends. We call these messages, valentines.

## LESSON 135

## OBSERVATION LESSON—ORAL AND WRITTEN

You have watched buildings while they were being constructed; fill the following blanks, telling what these different workmen do; arrange

the sentences in the order in which the work is done.

- The painters ——
- The excavators ——
- The plumbers ——
- The decorators ——
- The stone masons ——
- The lathers ——
- The bricklayers ——
- The plasterers ——
- The carpenters ——

### LESSON 136

#### *THIS — THAT — THESE — THOSE*

Copy these sentences and fill the blanks with *this, that, these, or those*:

1. —— tree is an elm and —— one is a maple.
2. —— books are mine and —— are yours.
3. —— flower in my hand is blue.
4. I think —— birds have a nest in the tree.

5. — apple you gave me is sour.  
 6. Did you buy many apples like — one?  
 7. The children like to read in — new books.  
 8. — book I am reading is interesting.  
 9. — horses are running away.  
 10. — knife is dull. May I borrow — one?

Use **this** or **that** in speaking of — thing.

Use **these** or **those** in speaking of — — — thing.

Use — or — in speaking of what is near.

Use — or — in speaking of what is farther away.

### LESSON 137

Use these words in sentences:

- |         |          |          |
|---------|----------|----------|
| 1. see  | 5. by    | 9. new   |
| 2. sea  | 6. buy   | 10. knew |
| 3. here | 7. right | 11. fir  |
| 4. hear | 8. write | 12. fur  |



LESSON 138

LETTER WRITING

Denver, Col.,  
Sept. 19, 1911.

Dear Grace:

Our class is going to visit the children's ward at the hospital Saturday afternoon, and we want you to go with us. We are going to take flowers, fruit, and books to the children. Let us know if we may expect you and what you will bring.

Your loving friend,

Florence Bailey.

Write the answer to Florence's letter.

LESSON 139

SELECTION FOR MEMORIZING

THE VIOLET

Dear little Violet,  
Don't be afraid!  
Lift your blue eyes  
From the rock's mossy shade!

All the birds call for you  
 Out of the sky.  
 May is here waiting,  
 And here, too, am I.

Why do you shiver so,  
 Violet sweet?  
 Sott is the meadow-grass  
 Under my feet.  
 Wrapped in your hood of green,  
 Violet, why  
 Peep from your earth door  
 So silent and shy?

Trickle the little brooks  
 Close to your bed;  
 Softest of fleecy clouds  
 Float overhead.  
 "Ready and waiting!"  
 The slender reeds sigh.  
 "Ready and waiting!"  
 We sing — May and I.

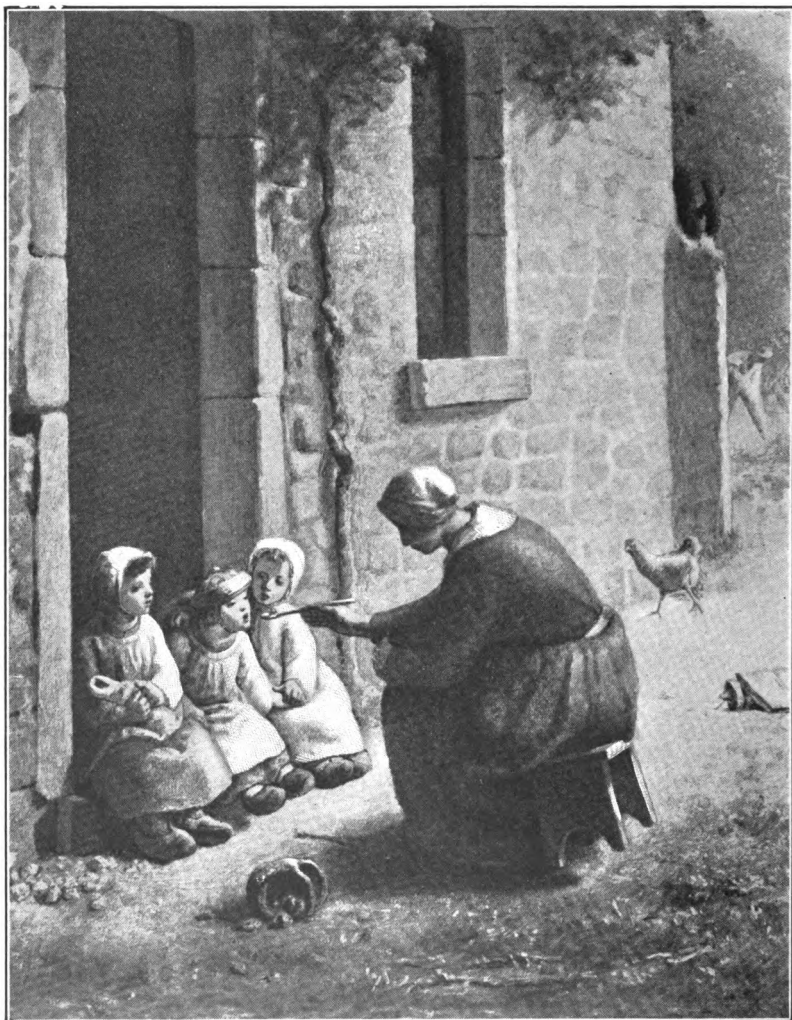
Come, pretty Violet,  
 Winter's away;

Come, for without you  
 May isn't May.  
 Down through the sunshine  
 Wings flutter and fly:  
 Quick, little Violet,  
 Open your eye!

Hear the rain whisper,  
 "Dear Violet, come!"  
 How can you stay.  
 In your underground home?  
 Up in the pine boughs  
 For you the winds sigh,  
 Homesick to see you  
 Are we, May and I.

Ha! though you care not  
 For call or for shout,  
 Yon troop of sunbeams  
 Are winning you out.  
 Now all is beautiful  
 Under the sky,  
 May's here — and violets!  
 Winter, good-by!

— LUCY LARCOM.



*From a painting by Millet.*

**FEEDING HER BIRDS**

## LESSON 140

## A PICTURE LESSON

What is the name of this picture?

Why did the artist give it this name?

How many little girls do you see?

Which one do you think has just been fed?

Whose turn will it be next?

Write a story about the picture.

## LESSON 141

## REPRODUCTION — NARCISSUS

Narcissus had a twin sister whom he dearly loved. This sister died when she was young. Narcissus was so lonesome that he wished he, too, might die.

One day he stood by the side of a spring, thinking of his sister. As he looked down into the water, he saw a face like hers looking up at him.

Of course the face he saw was really the reflection of his own, but he did not know that.

He thought his sister must have been changed to a water fairy and was there looking at him.

He came to the spring day after day, until at last the gods felt sorry for him and changed him to a flower.

This flower was the beautiful narcissus. When these flowers grow by the side of a pond or a stream, they bend their pretty heads and look at the reflection of their faces in the water.

Read this story several times; close your book and write it.

#### LESSON 142

Fill these blanks with words from the list at the end of the lesson:

1. One who writes books is an \_\_\_\_\_.
2. One who paints pictures is an \_\_\_\_\_.
3. One who draws plans for buildings is an \_\_\_\_\_.
4. A man who fights in the army is a \_\_\_\_\_.
5. A \_\_\_\_\_ is one who makes music.
6. A \_\_\_\_\_ takes care of sheep.
7. A \_\_\_\_\_ writes poetry.

8. Men who sail ships are ---.
9. One who studies is a ---.
10. A --- builds houses.
11. A --- makes men's clothes.
12. A --- makes ladies' clothes.
13. A --- makes ladies' hats.
14. A man who runs an engine is an ---.

architect	artist	student
milliner	dressmaker	poet
author	soldier	shepherd
tailor	carpenter	musician
sailor	engineer	

### LESSON 143

#### OBSERVATION LESSON—ORAL

##### Foods

1. Name plants whose roots are used for food.
2. Name plants whose stalks are used for food.
3. Name plants whose leaves are used for food.

4. Name plants whose flowers are used for food.
5. Name plants whose seeds are used for food.
6. What foods grow on trees?
7. What foods grow in large fields?
8. What foods grow on vines?
9. What foods grow in gardens?
10. What foods are eaten raw?
11. What foods require cooking?
12. From what animals do we get mutton?
13. From what animals do we get beef?  
Veal? Pork?
14. From what animals do we get venison?
15. What other animals furnish us with food?

## LESSON 144

### LETTER WRITING

#### RALPH TO HAROLD

Ralph is going away for the summer and wants to know if Harold will take care of his pony, Rex, for him while he is gone. He will



bring Rex over Saturday, if Harold's mother is willing.

Write the letter for Ralph.

### LESSON 145

#### LETTER WRITING

#### HAROLD TO RALPH

Harold will be delighted to care for Rex. His mother says for Ralph to come and spend the day Saturday. Ralph can bring Rex and show Harold how a pony should be taken care of.

Write the letter for Harold.

### LESSON 146

#### CONVERSATION LESSON

If you had a piece of land on which you could plant anything you wished, —

What kind of shade trees would you plant?  
Where would you put them?

What kind of shrubs would you select?

What kind of fruit trees?

Would you want any berry bushes? What kind?

Where would you place a grape arbor?

Would you want any nut trees? What kind?

What kind of flowers and vines would you have?

What vegetables would you have in the garden?

How would you prepare the ground for a garden?

Draw a diagram, showing the best place for a house, and marking places for the trees, shrubs, bushes, and garden.

Where might a hedge be placed?

## LESSON 147

### SELECTION FOR MEMORIZING

#### A BOY'S SONG

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

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

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

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

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

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

— JAMES HOGG.

## LESSON 148

## OBSERVATION LESSON

## BEES

What is the home of the bees called?

How many kinds of bees are there? (Workers, drones, and queens.)

How many queens can live in each hive?

What does the queen do?

What happens if the queen bee dies?

What do the workers do?

How many sides has each cell?

Name two uses for these cells.

How does a bee carry pollen?

What use is made of the pollen?

In what way do the bees help the flowers?

How do the bees defend themselves?

What enemies have the bees?

## LESSON 149

Write sentences containing these words:

- |        |         |           |         |
|--------|---------|-----------|---------|
| 1. sun | 3. fore | 5. flour  | 7. hare |
| 2. son | 4. four | 6. flower | 8. hair |

## LESSON 150

## REPRODUCTION — ORAL AND WRITTEN

## THE GOLDEN TOUCH

There was once a king named Midas. This king had a little daughter whose name was Marygold.

Now Midas loved gold more than anything else. One day a fairy gave him the golden touch. Then everything that he touched turned to gold.

At first the king was very happy. Roses and lilies became gold when he touched them.

As he was walking in the garden, his little girl came running to meet him. He stooped to kiss her and immediately she became a golden statue.

Then the king begged the fairy to take away the golden touch and give him his Marygold again. The fairy was sorry for him. She told him to bathe in the river and sprinkle some of the water on his little girl.

He hurried to do as the fairy had said, and soon he held his little daughter again in his arms.

## LESSON 151

## LETTER WRITING

Write a note from Nellie Martin to Cora Arnold, asking her to go for an automobile ride next Saturday afternoon with Nellie and Nellie's Uncle Ben. Tell her that they will take their lunch with them and will not return until late.

## LESSON 152

Write sentences containing the following words :

- |                |                |                  |
|----------------|----------------|------------------|
| 1. see         | 7. go          | 13. sing         |
| 2. saw         | 8. went        | 14. sang         |
| 3. have seen   | 9. have gone   | 15. have sung    |
| or             | or             | or               |
| has seen       | has gone       | has sung         |
| 4. break       | 10. draw       | 16. write        |
| 5. broke       | 11. drew       | 17. wrote        |
| 6. have broken | 12. have drawn | 18. have written |
| or             | or             | or               |
| has broken     | has drawn      | has written      |

## LESSON 153

## CONVERSATION LESSON

## ANIMALS

1. What animal is called the "king of beasts"?
2. Name three useful animals. Name three harmful animals.
3. Name an animal that supplies us with warm clothing.
4. Name three animals that are called "beasts of burden."
5. Name some animals that are valuable for their fur.
6. How does a dog defend itself?
7. How does a deer defend itself?
8. How does a snake defend itself?
9. What is the largest animal you have seen?
10. What animals store away food for winter?
11. What animal has a very long neck?
12. Name an animal from which ivory is obtained.

13. What animal cuts down trees by gnawing them with its sharp front teeth?

14. Name four kinds of fish.

15. Name a fish that has no scales.

## LESSON 154

### LETTER WRITING

Springfield, Ill.,  
March, 30, 1909.

Dear Cousin Ben:

When I visited you in the country last summer, you promised me some plants and shrubs for my flower beds this spring. Please send them by express and I will pay the charges here.

Can't you come to see us some time soon?

Your loving cousin,

Henry Thayer.

Write the letter which Cousin Ben sends with the package, telling the names of the plants and giving instructions about caring for them. Tell when Ben is coming to the city.



## LESSON 155

## CONVERSATION LESSON

How are our homes lighted?

How were they lighted many years ago?

How were candles made?

Describe a coal oil lamp. How many parts has it? Of what use is the chimney?

Where does gas come from? How is it carried to a house?

How is a gas light put out? What happens if it is blown out?

How is electricity brought into homes? How are electric lights lighted? How are they put out?

## LESSON 156

## REPRODUCTION—ORAL AND WRITTEN

## THE STORY OF CLYTIE

Once there was a little girl named Clytie. She had long golden hair and she always wore a green dress.

Her home was not on land. It was in the sea. She had a pretty carriage drawn by four goldfishes.

One day she drove them to the top of the water. She got out of her carriage and sat down on a stone near the shore. She looked up at the sky and saw the great sun. Clytie had never seen him before, and she watched him all day until he went down in the west.

Early the next morning she came again to see him. She thought he was so beautiful and so wonderful that she wished to be like him.

Every day she came to watch him, and every evening she felt sad when he disappeared.

But one night, when she started to go home, she could not move her feet. They had turned to roots. Her green dress was a stalk, her arms were leaves, and her beautiful yellow hair had turned to petals.

Next morning, when the sun arose, he saw a tall and stately flower standing by the seaside. It watched him all day, turning its head as he went from east to west.

“It is my flower,” said the sun. “Because it loves me so, it shall have my name and shall be called the ‘sunflower.’”

## LESSON 157

## SELECTION TO BE MEMORIZED

## THE SANDMAN

The rosy clouds float overhead,  
The sun is going down ;  
And now the sandman's gentle tread  
Comes stealing through the town.  
"White sand, white sand," he softly cries,  
And as he shakes his hand,  
Straightway there lies on babies' eyes  
His gift of shining sand.  
Blue eyes, gray eyes, black eyes, and brown,  
As shuts the rose, they softly close, when he  
goes through the town.

From sunny beaches far away —  
Yes, in another land —  
He gathers up at break of day  
His store of shining sand.  
No tempests beat that shore remote,  
No ships may sail that way ;  
His little boat alone may float  
Within that lovely bay.

Blue eyes, gray eyes, black eyes, and brown,  
As shuts the rose, they softly close, when he  
goes through the town.

He smiles to see the eyelids close  
Above the happy eyes;  
And every child right well he knows, —  
Oh, he is very wise!

But if, as he goes through the land,  
A naughty baby cries,  
His other hand takes dull gray sand  
To close the wakeful eyes.

Blue eyes, gray eyes, black eyes, and brown,  
As shuts the rose, they softly close, when he  
goes through the town.

So, when you hear the sandman's song  
Sound through the twilight sweet,  
Be sure you do not keep him long  
A-waiting on the street.  
Lie softly down, dear little head,  
Rest quiet, busy hands,  
Till on your bed, his good night said,  
He strews the shining sands.

Blue eyes, gray eyes, black eyes, and brown,  
As shuts the rose, they softly close, when he  
goes through the town.

—MARGARET VANDEGRIFT.

Write the first stanza of this poem from memory.

### LESSON 158

Copy these sentences and fill the blanks with *hasn't* or *haven't*:

1. Bessie — any new dress.
2. Tom and Frank — any ball.
3. The poor boy — any overcoat.
4. We — seen the new pictures.
5. Will's dog — any collar.
6. The wind — blown to-day.
7. They — asked us to go.
8. I — finished my lesson.
9. My brother — a pencil.
10. I — any pencil, either.
11. — you a pen?
12. Jack will have to go without his lunch  
for he — any money.

## LESSON 159

## BIRDS



What bird is called the  
"King of Birds"?

What bird weaves its  
nest and hangs it in a tree?

What bird pecks a hole  
in a tree for its nest?

Name three birds that  
are sweet singers.

Name three birds that  
cannot sing.

What big bird can run  
as fast as a horse?

What bird makes a  
humming noise when it  
flies?

Name three birds that  
can swim in water.

What bird builds its  
nest in a chimney?

What bird lays its eggs  
in other birds' nests?

Name three birds that have hooked bills.

Name three birds with webbed feet.

What bird sleeps in the daytime?

Name three birds smaller than the robin.

## LESSON 160

### LETTER WRITING

St. Paul, Minn.

April 24, 1910.

Dear Cousin Edith:

Your letter was received a few days ago, and we are glad to know that you are well again.

Can't you make us a visit this spring? It is nearly a year since you were here, and we all want to see you. I am sure a change would do you good. School will be out soon, and then we can ride old Don and have many good times together.

Write to me soon and tell me that you will come.

Your loving cousin,

Ethel Edwards.



*From a painting by Olive.*

**ANXIETY**



Write Edith's reply to the letter, saying that she cannot visit her cousin this spring, and telling the reason why. She thanks Ethel for the kind invitation, and hopes to be able to come sometime in the fall. Tell about the close of school and Edith's plans for the summer.

### LESSON 161

#### A PICTURE LESSON

What has the little girl in her hand?  
 Do you think she is afraid of the dog?  
 What would the dog say if he could talk?  
 Write a story about the picture.

### LESSON 162

#### FOR COPYING AND DISCUSSION

#### MAXIMS AND PROVERBS

1. We can do more good by being good than any other way.
2. To be good is the mother of to do good.
3. The secret of being lovely is being unselfish.

4. Write it on your heart that every day is the best day of the year.
5. Early to bed, early to rise,  
    Makes a man healthy, wealthy, and wise.
6. A good beginning makes a good ending.
7. Do to others as you would that others should do to you.
8. Whatever is worth doing at all is worth doing well.
9. Where there is a will there is a way.
10. A stitch in time saves nine.
11. A good name is rather to be chosen than great riches.
12. Think before you speak.
13. A soft answer turneth away wrath.
14. Honesty is the best policy.
15. A penny saved is a penny earned.
16. Many hands make light work.

## LESSON 163

### COMPOSITION

Write a story proving one of these maxims or proverbs.

## LESSON 164

## SELECTION TO BE MEMORIZED

## COLUMBIA, THE GEM OF THE OCEAN

O Columbia! the gem of the ocean,  
The home of the brave and the free,  
The shrine of each patriot's devotion,  
A world offers homage to thee.  
Thy mandates make heroes assemble,  
When Liberty's form stands in view;  
Thy banners make tyranny tremble,  
When borne by the red, white, and blue.

When war winged its wide desolation,  
And threatened the land to deform,  
The ark, then, of freedom's foundation,  
Columbia rode safe through the storm,  
With her garlands of vict'ry around her,  
When so proudly she bore her brave crew,  
With her flag proudly floating before her,  
The boast of the red, white, and blue.

The star-spangled banner bring hither,  
O'er Columbia's true sons let it wave;

May the wreaths they have won never wither,  
Nor its stars cease to shine on the brave.  
May the service united ne'er sever,  
But hold to their colors so true!  
The Army and Navy forever,  
Three cheers for the red, white, and blue!

—DAVID T. SHAW.



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