

English *for* Foreigners

Book One

Sara R. O'Brien

Houghton Mifflin
Company

Boston

New York

Chicago






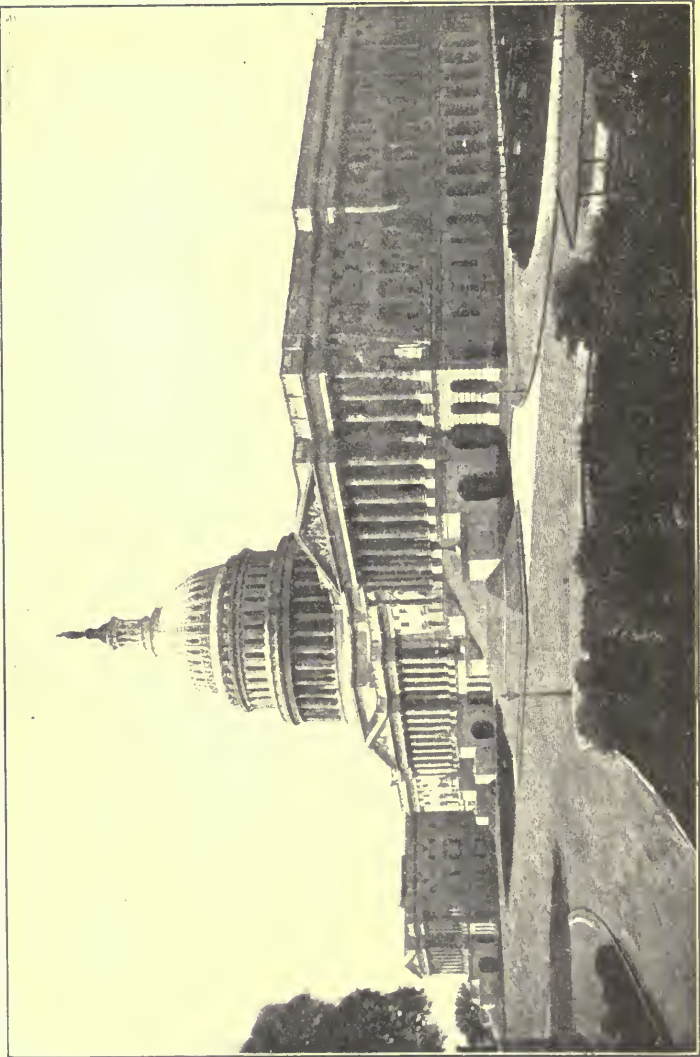
0

STATE NORMAL SCHOOL
LOS ANGELES, CALIFORNIA

393137
63397



Digitized by the Internet Archive
in 2007 with funding from
Microsoft Corporation



THE CAPITOL AT WASHINGTON

English for Foreigners

BY

SARA R. O'BRIEN

TEACHER IN THE DAY AND EVENING SCHOOLS
OF SPRINGFIELD, MASS.

BOOK ONE

Houghton Mifflin Company
Boston New York Chicago

PREFACE

THE author of this Reader has met with remarkable success in teaching foreigners in public evening schools to speak, read, and write English, and the book is the direct outgrowth of her teaching, and its contents have been practically tested in the schoolroom.

As such pupils are generally mature young men and women, the ordinary First Reader made for children is, both as to method and content, ill adapted to their needs. Their interests are those of adults, and the content of the lessons of a children's Reader does not appeal to them. In this little book the lessons treat of topics of intrinsic interest to mature minds, while the language is simple and easy, as it should be. Instead of reading about the "doll," the "top," the "cat," and like topics, and learning a child's vocabulary, pupils using this book will acquire useful knowledge, and with it a vocabulary which will enable them to speak, read, and write about it after the manner of adults. It seems to me that this beginner's book is very happily conceived, and unusually well adapted to meet a great need.

THOMAS M. BALLIET.

New York University, New York.

Copyright, 1909, by Sara R. O'Brien.

All rights reserved.

J

The Riverside Press
CAMBRIDGE, MASSACHUSETTS
U . S . A

INTRODUCTION ¹

THE purpose of this book is to give to foreigners in as short a time as possible a practical working knowledge of the English language, and, at the same time, to enable them to become better acquainted with their new environment. It is believed that the book will prove particularly serviceable because of its scope. The earlier lessons are especially adapted to beginners, while the later ones will meet the needs of those who have gained some proficiency in the language. Because the later sections deal with topics involving a more extensive vocabulary, it does not follow that they are too difficult for the average student. For instance, in the lessons on citizenship and American government, the task is merely one of learning longer words, the sentence construction and the intermediate steps in the working out of the theme being very simple. Moreover, these are subjects in which the average foreigner is intensely interested, and of which, very likely, he has already picked up a considerable vocabulary.

PURPOSE AND
SCOPE

At all stages of the work, the value of pictures in helping pupils to grasp ideas quickly cannot be overestimated. They have, therefore, been made an important part of this book. Most noteworthy are the reproductions of photographs of real scenes illustrating different phases of American life and industry. These give actual, not fanciful, views of the complex life with which the foreigner must

ILLUSTRATIONS

¹ The author is indebted to Dr. Edgar Dubs Shimer, District Superintendent in the public schools of New York City, for valuable suggestions in the preparation of the book, and for assistance in reading the proof.

deal, and will add largely to the interest and usefulness of the instruction.

The method employed is a simple and natural one, based on long experience in teaching. This experience has shown that 80% of the foreigners who begin the study of English need

OBJECTIVE WORK objective work at first; hence, throughout a considerable portion of the book the lessons have been planned expressly for oral and objective treatment. This form of presentation should be used by the teacher to secure the best results, especially with people who have no knowledge of English. As the lessons advance from simple and concrete to more abstract ideas, the need for objective work diminishes in proportion to the pupils' growing mastery of the language.

The primary object is, of course, to build up a vocabulary. The lessons begin with that which appeals most vitally to the pupil himself. The first lesson presents

PLAN AND METHOD the simple words "man" and "woman." The teacher indicates himself and members of the class, and the man and the woman in the picture, pronouncing distinctly, in each case, "man," "woman." The class repeat the words, first in concert and then individually, until they have mastered them. The articles can now be prefixed, the class

DEVELOPING THE VOCABULARY imitating the teacher in saying "a man," "a woman," and when the meaning of this is clear, the two ideas are connected in "a man and a woman." This drill is continued until the teacher perceives that the idea and the symbol are associated in the pupils' minds.

Then comes careful drill in associating the oral with the written or the printed words. The teacher writes the words in script on the blackboard, reads them, and the class repeat them.

Finally comes the reading from the book. Pupils who have made sufficient progress in writing may copy the words from good script originals on the board.

This broadly illustrates the objective method of presenting a lesson. The teacher will find further help in suggestions accompanying the different lessons.

From the very beginning, the making of sentences goes hand in hand with the process of gaining a vocabulary. Thus, in the second lesson we find, "This is a boy," "This is a girl." It will be seen that in succeeding lessons each new thought is presented in a sentence. The practice of presenting new thoughts in sentences should be followed in all supplementary work, and the pupil should be encouraged to repeat complete sentences; in this way, facility in sentence structure is early acquired. Throughout, thorough drill in phonetics, enunciation, and language work, including spelling and writing, has its place.

SENTENCE
BUILDING AND
LANGUAGE
WORK

Continuing the development of the lessons, the next natural step is the presentation of the idea of the individual through the pronoun forms, thus: "I am a woman," "He is a boy" (Lesson III). The relation between the verb and its object is gained in "I can see a man," "He can see this woman" (IV); while, at the same time, the simplest of the bodily functions, and one of the most common idioms, is expressed in "We can see" (IV).

Next are learned the names of the parts of the body and of such single acts as standing, sitting, walking, running, and of objects in the schoolroom, such as table, chair, book, etc. (VI-XV). At this stage, the more complex idea of continuous action is introduced (XIII). This exercise in describing a series of acts illustrates

SUBJECT-
MATTER

an important principle. It is a scientific method of building a vocabulary, on which many succeeding lessons are based. Completed action (XIX) and the future tense (XXII) follow in logical succession.

From now on, instruction not only in personal hygiene, such as the care of the teeth (XXIII), the hair (XXIV), the eyes (LXXVIII), correct standing and breathing (XXV), prevention of consumption (CXXXVIII), but also in other matters of vital concern to all pupils, is made the basis of numerous lessons.

Gradually, the exercises lead up to the common occupations (XXXII-XXXVIII), the home, its furnishings, and foods (XL-XLVIII), the family (LIV), clothing (LXXI), manufacturing, mining, etc. (LXXXII-LXXXIV), letter-writing (LXXXVII, CI), the newspaper (LXXXIX), business and business forms (C-CIV), etc. The essential facts and operations of arithmetic (LVI-LXV) are also given in order to complete the pupils' well-rounded preparation for every-day life. Patriotism and civic pride are inculcated, and the duties of citizenship and the rudiments of American government — municipal, state, and national — are explained in carefully chosen words; while the advantages of cleanliness, of industry, of thrift, of study, of education, the value of the public library, etc., are impressed upon the pupils as means of improvement and advancement. Thus, while he is acquiring our language, the foreigner is gaining the necessary acquaintance with our institutions and ideals that will tend to make him a happier individual and a better citizen.

DETAILS OF INSTRUCTION

It remains to emphasize certain details which it will be helpful for the instructor to keep in view throughout his teaching.

The Vocabulary at the end of the book is designed to show teachers at a glance the new words occurring in the reading-matter of each lesson — those which require special drill in the preparation for the reading of the lesson. The continued use of this Vocabulary in connection with the lessons will prove a great aid to thoroughness.

USE OF THE
VOCABULARY

The importance of suggestive action in teaching new words, more particularly the different verb-forms, should not be forgotten. As has been indicated, the teacher will first perform the action and the pupil be encouraged to imitate him. Every new sentence, after being developed in this way, should be written on the board. In fact, too much emphasis can hardly be placed on the continual need of representing ideas on the blackboard as a part of the regular and supplementary exercises. Colored crayon may be used effectively for this purpose, and if the instructor have the knack of quick free-hand sketching — even if it be crudely done — so much the better.

SUGGESTIVE
ACTION AND
BLACKBOARD
WORK

As means of illustration, objects and pictures of all kinds should be brought freely into service, and the pupils should be allowed to handle them. Such objects not only help to quicken the pupils' comprehension, but they also give to the lessons life and interest which would otherwise be lacking.

USE OF PIC-
TURES AND
OBJECTS

English pronunciation is exceedingly difficult for foreigners — hence, the work in phonetics and enunciation is of the utmost importance. Following the preliminary drill in consonants (I-III), the book offers systematic exercises in word-building with vowels and initial sounds (V-L). These exercises should form the basis of daily drills in

PHONETICS

enunciation preceding the reading lessons. When no exercises are offered in the book, drills already given may be reviewed. The English sounds that are most difficult for foreigners require special attention. Comprehensive lists of these, entitled "Enunciation Drill," will be found at intervals throughout the book. Success in the phonetic and pronunciation drills is largely obtained by requiring concert work from the class, followed by individual attempts to give the correct sound when sufficient confidence has been gained. To make the phonetic exercise more effective, it is well to complete it with a short reading lesson in which the sentences contain words formed from the sounds that have just been drilled upon.

Writing lessons should proceed with the oral and reading work from the first. Many teachers find it advisable to start
WRITING beginners with tracing from good copies. After a sufficient degree of ease in forming letters has been attained, the class should be required to copy words and sentences from the board and from the script copies given in the book. The dictation to the class of short sentences will follow the copying exercises, at the discretion of the teacher. Afterward the pupil should be required to memorize these and write them from memory.

The time to begin formal spelling must be left to the teacher's judgment. Lesson XLV seems to be a suitable point at which to
SPELLING begin the *oral* spelling. The writing of spelling, however, should be postponed until the pupils have had considerable experience in spelling orally. No words containing difficult sounds should at first be chosen. Ample material for spelling is provided in the various word lists throughout the book and in the Vocabulary.

English should always be the language of the class-room,

both on the part of the teacher and the pupils. From the beginning, the teacher should use the usual expressions of greeting and of courtesy, and little by little encourage pupils to acquire them. Aside from its language value, this training will prove very useful.

THE LANGUAGE
OF THE CLASS-
ROOM

It is hardly necessary to add that the teacher's work should in all cases be adapted to his particular class. Drills, reviews, and supplementary exercises, in number and kind, will of course be influenced by the intelligence and facility manifested by individual pupils. Members of the class will differ in capacity, and hence the teacher must adapt instruction to these individual needs. Moreover, it should always be borne in mind that a kindly, appreciative, and encouraging attitude toward his pupils will largely enhance the effectiveness of the teacher's work.

THE TEACHER'S
RELATION TO
PUPILS

In forming classes of foreigners to study English, it is advisable, if possible, to follow the general plan of grouping together those of like nationality for separate instruction. An excellent way to subdivide these groups may be found in the following classification which has been successfully used by the author:

GRADING OF
CLASSES

- A { 1. Pupils who cannot speak English, and cannot read and write their own language.
2. Pupils who can speak English and cannot read and write their own language.
- B { 3. Pupils who cannot speak English, but can read and write their own language.
4. Pupils who can speak English, and can read and write their own language.
5. Pupils who can speak English, and can read and write their own language, and English.

THE ALPHABET

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
	V	W	X	Y	Z	

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
	v	w	x	y	z	

1 2 3 4 5 6 7 8 9 0

a b c d e f g h i j k l m

n o p q r s t u v w x y z

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

1 2 3 4 5 6 7 8 9 0

LESSON 1

(See Introduction for directions for teaching these lessons.)



man

woman

a man

a woman

a man and a woman

a woman and a man

DRILL ON CONSONANTS

(Print the letter on the blackboard, give the correct sound, and have the class imitate in concert: then use it as the initial sound of a common word. Follow this method with many simple words in which a given consonant is the initial sound.)

b c(cat) d f g(get) h

LESSON II

(A pupil stands before the class. The teacher points to the pupil and states slowly, "This is a boy." The sentence is repeated by the class, and is then read from the blackboard. Each sentence in the lesson should be developed in this way.)

boy

the boy

This is the boy.



This is a boy.

This is a girl.

This is the boy.

This is the girl.

This is not the man.

This is a boy.

This is not the woman.

This is a girl.

This is not a man.

This is not a woman.

This is not a girl.

This is a boy.

girl

the girl

This is the girl.



This is not a boy.

This is a girl.

DRILL ON CONSONANTS

j k l m n p

LESSON III

(The teacher points to herself, and says, "*I am* a woman." Individual pupils do likewise. The teacher addresses individual pupils, saying, "*You are* a man," "*You are* a woman." She states of each in turn, "*He is* a man," "*She is* a woman." In all lessons, the oral presentation of sentences should be followed by reading from the blackboard. See Vocabulary, page 151.)

I am a woman.

I am not a girl.

I am a woman.

You are a man.

You are not a boy.

He is a boy.

He is a man.

She is a girl.

She is a woman.

This is a girl.

This is not a boy.

This is a man.

This is a woman.

This is a man, and this is a woman.

DRILL ON CONSONANTS

r s(so) t v w y

LESSON IV

(Each thought should be developed as in the preceding lessons. The teacher indicates with an appropriate gesture the entire class, in presenting "We can see." See Vocabulary, page 151.)



I can see.

I can see this woman.

You can see.

You can see this man.

He can see.

She can see.

We can see.

We can see this boy.

We can see this girl.

LESSON V

REVIEW

What are you ?

I am a man.

What are you ?

I am a woman.

What is he ?

He is a man.

What is she ?

She is a woman.

What can you see ?

I can see this man.

What can we see ?

We can see this woman.

SHORT VOWEL SOUNDS — *a*

(Print *an* on the blackboard and give its sound. The class repeat. Prefix to *an* the consonants already learned, leading the pupils to recognize and name the words thus made: *as, ban, can, fan*, etc. Treat in this way each of the other groups of sounds given,—*and, ang, ank*,—forming as many different words as possible. This method should be followed in similar word-building exercises given in subsequent lessons.)

ban hand hang bank

LESSON VI

(Designate the different parts of the body while making the following statements.)

I have a body. 6

You have a body.

He has a head.

She has a head.

I have two arms.

You have two hands.

He has two legs.

He has two feet.

She has two hands and two feet.

I have a face.

You have a face.

You have two eyes.

You have a mouth.

She has a face and two eyes.

He has two ears and a nose.

He has a mouth and a nose.

SHORT VOWEL SOUNDS — *a*

hat bag rap damp back

LESSON VII

(The teacher stands and makes the statements, "I stand," "I am standing," etc., using the different forms of the verb. Individual pupils repeat. All statements made and read by the class should describe the acts being performed.)

I stand.

I am standing.

I can stand.

You are standing.

You can stand.

You stand.

He is standing.

He can stand.

He stands.

She can stand.

She stands.

She is standing.

We stand.

We can stand.

We are standing.

SHORT VOWEL SOUNDS — *i*

in ring sink

LESSON VIII

(The teacher commands a pupil to stand and then to sit, showing the action herself.)

Stand!

Sit!

You are not standing.

You are sitting.

You sit.

She sits.

She is sitting.

He sits.

We sit.

We are sitting.

I sit here.

I am sitting here.

You sit there.

You are sitting there.

He sits here.

She sits there.

She is sitting there.

SHORT VOWEL SOUNDS — *i*

pick tip sit big

LESSON IX

(The indicated action should be performed as the statement is made and read.)

He walks.

He is walking.

He is walking to the door.

She walks.

She can walk.

She is walking.

She is walking to the door.

I walk.

I am walking.

I can walk.

I can walk to the door.

We walk.

We are walking.

We can walk.

They can walk.

They walk.

They are walking.

They are walking to the door.

We can see them walk.

We can see them walk to the door.

LESSON X

We run.

We are running.

We can run.

We can run fast.

We can run to the door.

We can run to the window.

We can run from the window.

They run.

They are running.

They are running fast.

They can run.

They can run to the window.

They can run from the window.

We can see them run.

We can see them run to the door.

We can see them run from the door.

INITIAL SOUNDS

(Prefix the two-letter initial sounds to familiar short vowel sounds, thus blending the sounds into words. The two or three-letter initial sounds should be spoken as single sounds.)

chin *clap* *crack*

LESSON XI

ENUNCIATION DRILL: FINAL SOUNDS

(Familiar sounds are here blended to form words, and final sounds are added. These words should be pronounced distinctly.)

hand	sink	dip
hands	sinks	dips
handing	sinking	dipping
hang	pick	hit
hangs	picks	hits
hanging	picking	hitting
cast	tick	fit
casts	ticks	fits
casting	ticking	fitting
pack	pin	sit
packs	pins	sits
packing	pinning	sitting
tack	chip	tip
tacks	chips	tips
tacking	chipping	tipping
bank	sing	dig
banks	sings	digs
banking	singing	digging

SHORT VOWEL SOUNDS — o

hod log not

LESSON XII

REVIEW

(The class should make complete sentences from the following verb forms.)

I am	I stand	I run
You are	You stand	I can run
He is	He stands	You run
She is	She stands	You can run
We are	We stand	He can run
They are	They stand	He runs
I see	I walk	She can run
You see	You walk	She runs
He sees	He walks	We run
She sees	She walks	We can run
We see	We walk	They run
They see	They walk	They can run
I have	I sit	Here is
You have	You sit	Here are
He has	He sits	There is
She has	She sits	There are
We have	We sit	This is
They have	They sit	What is

SHORT VOWEL SOUNDS — o

long cost lock

LESSON XIII

(This lesson may be regarded as a model for succeeding lessons in "Continuous Action." In each lesson, there is a definite end to be attained; and the purpose of the lesson is the *development of the language* necessary to describe the successive actions performed in attaining that end. For example, in this lesson, "to get a book" is the end to be attained, and each action made in getting the book is described, sentence by sentence. The teacher performs the action first and makes the descriptive oral statement. A pupil repeats both. After every sentence has been treated in this way, the whole exercise is repeated until the pupil is able to make the successive oral statements independently. As the final oral development of the lesson proceeds, the sentences should be written on the board, read by the pupils, and later read from the book.)

I am sitting.

I have no book.

I see a book on the table.

I want that book.

I stand.

I walk to the table.

I reach out my arm.

I take the book in my hand.

I walk away from the table.

I walk to my chair.

I sit down in my chair.

I have the book.

LESSON XIV

CONTINUOUS ACTION

(The teacher stands silent. A pupil is called upon to imitate the action and the teacher makes the statement, "You are standing." The class repeats the statement. In this way each sentence is acted out and described, and the whole lesson is then repeated until the oral development is clearly understood. The usual black-board work and reading from the book should follow.)

You are standing.

You are walking.

You are walking to the table.

You are taking an apple.

You have it in your hand.

You are walking to him.

You are reaching out your hand.

You are giving the apple to him.

He is taking the apple.

He is taking it.

He has the apple.

He has the apple in his hand.

INITIAL SOUNDS

drink fling frost quick

LESSON XV

REVIEW

(The action is to be performed as the sentence is read.)

He has a book in his hand.

He stands.

He walks to the table.

He puts the book on the table.

He walks away from the table.

He walks to his chair.

He goes to his chair.

He sits down.

She stands.

She walks to the table.

She goes to the table.

She takes an apple off the table.

She has the apple in her hand.

She gives it to a girl.

She goes to her chair.

She sits down.

SHORT VOWEL SOUNDS — *u*

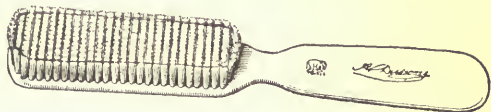
rub bug hunt lung

LESSON XVI

CONTINUOUS ACTION

(Teach the proper care of the hands and the nails.)

THE CARE OF THE HANDS



The woman washes her hands.
She washes them with warm water.
She takes the brush in her hand.
She washes her fingers.
She washes her finger-nails.
She wipes both hands dry.
She wipes them on a towel.
She cleans her finger-nails.
She cuts her finger-nails.
She files her finger-nails.
She pushes back the skin from the nails.
She has clean hands and nails.

SHORT VOWEL SOUNDS — *u*

cut must trunk

LESSON XVII

REVIEW OF VERBS

(Review the verbs given in the Vocabulary — see page 151 — for pages 3 to 17.)

sit	put	clean
sits	puts	cleans
sitting	putting	cleaning
stand	give	reach
stands	gives	reaches
standing	giving	reaching
walk	wipe	wash
walks	wipes	washes
walking	wiping	washing
run	cut	push
runs	cuts	pushes
running	cutting	pushing
take	see	go
takes	sees	goes
taking	seeing	going
want	file	have
wants	files	has
wanting	filing	having

(Review vowel sounds already studied. In all lessons where specific phonetic exercises are omitted, review drills should be given.)

LESSON XVIII

(Designate the part of the head referred to while making the descriptive statement. Have the class imitate.)



This is the head of a man.

This is the head of a woman.

You can see the face.

I have hair on my head.

You have two eyes.

You have a nose.

You have a mouth.

He has two ears.

She has a mouth.

She has teeth in her mouth.

She has a tongue in her mouth.

INITIAL SOUNDS

glad *grip*

LESSON XIX

COMPLETED ACTION

(To develop the thought of *completed action*, the action should be performed silently, and the statement follow.)

Look !

We can see you walk.

We can see you walk to the door.

We saw you walk to the door.

We saw you open the door.

We saw you go out of the room.

We saw you come into the room.

We saw you shut the door.

We saw you walk to your chair.

We saw you go to your chair.

We saw you sit down.

We saw you go out and come in.

I saw him go to the door.

I saw him open the door.

I saw him go out of the room.

I saw him come back into the room.

I saw him shut the door.

I saw him go to his chair and sit down.

LESSON XX

COMPLETED ACTION

Listen !

What did you hear ?

I heard the bell ring.

Listen again.

What did you hear ?

I heard the bell ring again.

I heard you open the door.

I heard you shut the door.

I heard you put a book on the table.

We heard you speak.

We heard you talk.

We heard you sing.

We heard her speak.

We heard him read.

We heard you speak to that man.

We heard you speak to him.

We heard the boy walk.

We heard him walk to the door.

We heard him run to his chair.

We heard you speak to us.

LESSON XXI

COMPLETED ACTION

(After this lesson has been taught, the pupils will readily form the regular past tense. When irregular verbs occur, the teacher should anticipate by giving the irregular form to be used before the tense is formed.)



What pretty flowers!

She wished to smell the flowers.

She walked to the table.

She stopped at the table.

She smelled the flowers.

She walked away from the table.

SHORT VOWEL SOUNDS — *e*

felt best went

LESSON XXII

FUTURE TIME

(The teacher states what she is *about to do*, and then performs the action.)

I shall eat.

I shall eat the apple.

I shall take the apple.

I have the apple.

I shall bite the apple.

I am eating.

I am eating the apple.

I was eating.

I was eating that apple.

I shall drink.

I shall drink some water.

I drank.

I drank some water.

I was drinking.

I was drinking water.

INITIAL SOUNDS

snap spill stop swell

LESSON XXIII

THE CARE OF THE HAIR



He is going to comb his hair.

He will comb his hair.

He takes the comb.

He has the comb in his hand.

He combs his hair.

He combed his hair.

He is going to brush his hair.

He will brush his hair.

He takes his brush.

He has the brush in his hand.

He brushes his hair.

He combs and brushes his hair every morning.

He keeps his hair neatly brushed.

He washes his hair often.

LESSON XXIV

(Emphasize the need of taking care of the teeth. Advise the pupils as to the advantages of consulting a dentist.)

THE CARE OF THE TEETH



This is a tooth-brush.

It is my tooth-brush.

I take it in my hand.

I dip it in warm water.

I shall brush my teeth.

I brush my teeth.

I brush my teeth with this tooth-brush.

I brush all of my teeth.

I brush them every day.

I take this thread.

I shall clean my teeth with it.

I clean between my teeth with it.

My teeth are clean and white.

I take care of my teeth.

I take good care of my teeth.

I keep them clean.
I wash them in the morning.
I wash them after eating.
I wash them in warm water.
I wash them with a tooth-brush.
I do not use cold water.
I do not use hot water.
I use warm water.
I never bite anything that is hard.
I never drink anything that is very hot.
I never drink anything that is very cold.
I never bite thread with my teeth.
I keep my teeth clean.
I keep them clean and white.
I keep my tooth-brush clean.
I wash it in water.
I go to the dentist.
I go to the dentist once a year.

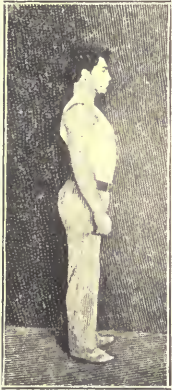
LONG VOWEL SOUNDS — *a*

(Note the value of the final *e* in changing the vowel sound.)

face made safe page take

LESSON XXV

(Pupils should be taught correct bodily carriage and correct breathing. The figure on the left illustrates correct standing position ; that on the right, correct breathing.)



CORRECT STANDING AND BREATHING



Stand.

Stand straight.

Stand as straight as you can.

Raise your head.

Raise your chest.

Now you are standing in the right way.

Stand in this way all the time.

Breathe.

Breathe in as much air as you can.

Now you are breathing in the right way.

Breathe in this way all the time.

LESSON XXVI

IRREGULAR VERBS

(Use in sentences each form of the verb, singular and plural.)

am	was being	was
have	was having	had
stand	was standing	stood
sit	was sitting	sat
run	was running	ran
take	was taking	took
give	was giving	gave
eat	was eating	ate
drink	was drinking	drank
hear	was hearing	heard
go	was going	went
come	was coming	came
read	was reading	read
speak	was speaking	spoke
see	was seeing	saw
keep	was keeping	kept
bite	was biting	bit
sing	was singing	sang
ring	was ringing	rang
shut	was shutting	shut
put	was putting	put
cut	was cutting	cut
hit	was hitting	hit

LESSON XXVII

REGULAR VERBS

(Review all other verbs given in the Vocabulary — see page 151 — for pages 19 to 27.)

walk	were walking	walked
reach	were reaching	reached
wash	were washing	washed
wipe	were wiping	wiped
clean	were cleaning	cleaned
file	were filing	filed
push	were pushing	pushed
talk	were talking	talked
wish	were wishing	wished
stop	were stopping	stopped
smell	were smelling	smelled
listen	were listening	listened
want	were wanting	wanted
open	were opening	opened
raise	were raising	raised
use	were using	used
comb	were combing	combed
brush	were brushing	brushed
dip	were dipping	dipped
breathe	were breathing	breathed
look	were looking	looked
lift	were lifting	lifted

LESSON XXVIII

REVIEW

(The pupil states what he is about to do, and the class states *to* him and *of* him what he is about to do, is doing, and has done.)

I will walk to the table.

You will walk to the table.

You are walking to the table.

You walked to the table.

I will give her this book.

He will give her that book.

He gave her that book.

We will go out of the room.

They will go out of the room.

They went out of the room.

I will speak to that woman.

She will speak to that woman.

She is speaking to that woman.

She spoke to that woman.

I will lift this chair.

She will lift that chair.

She is lifting that chair.

She lifted that chair.

LESSON XXIX

WORDS FOR ENUNCIATION

(The pupil should be led to distinguish between the breath sound of *th* — as in *thin*, and the voice sound of *th* — as in *this*.)

thin	with	this
think	bath	that
thank	beneath	than
thing	width	the
thick	length	thus
thief	both	them
third	breath	they
thimble	cloth	these
thumb	tooth	those
thunder	teeth	there
theatre	fourth	their
three	fifth	though
throat	sixth	then
thread	seventh	rather
throw	eighth	father
thrash	ninth	mother
through	tenth	brother
thought	eleventh	other
thirsty	twelfth	another
threw	twentieth	thou
thirty	fiftieth	thy
thrust	hundredth	thee

LESSON XXX

COMPARISON OF ADJECTIVES

(Compare the heights of various pupils, thus developing the comparison of the adjective *tall*.)



John is the first boy.

Max is the next boy.

Fritz is the last boy.

John is not so tall as Max.

Max is taller than John.

John is not so tall as Fritz

Fritz is taller than John.

Fritz is taller than Max.

Fritz is the tallest boy.

Fritz is the tallest of all.

LESSON XXXI

(Illustrate each degree of comparison of the adjective and use the forms in sentences.)

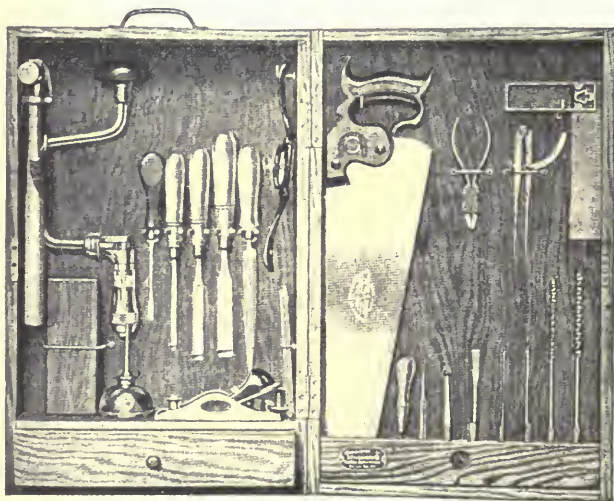
tall	taller	tallest
short	shorter	shortest
big	bigger	biggest
small	smaller	smallest
far	farther	farthest
dry	drier	driest
wet	wetter	wettest
soft	softer	softest
loud	louder	loudest
high	higher	highest
low	lower	lowest
warm	warmer	warmest
cold	colder	coldest
bad	worse	worst
good	better	best
well	better	best
little	less	least
many	more	most
much	more	most

LONG VOWEL SOUNDS — *a*

sale name fate chase

LESSON XXXII

(Collect tools or pictures for illustrating the oral work leading up to the following lessons on various occupations. Develop the successive steps in the lessons, so far as possible, by performing imitative actions, with implements collected.)



Carpenters work with these things : —

hammer	saw	oil-can	awl
nails	ratchet	pliers	dividers
screws	plane	square	chisel
screw-driver	rule	auger	gimlet

Painters work with these (see page 37) : —

paint-pail	brush	ladder
------------	-------	--------

LESSON XXXIII



See the men work !
They are working hard.
They work with shovels and pick-axes.
They dig into the ground.
They take up the dirt.
They take up the dirt with shovels.
They throw the dirt out.
They throw the stones out.
They are digging the cellar.
It is the cellar for a house.

LONG VOWEL SOUNDS — *a*

late share chain sail

LESSON XXXIV



I am the mason.

I am working with bricks and mortar.

I take the trowel in my hand.

I take some mortar from the tub.

I put some mortar on the bricks.

I lay the brick.

I am laying the walls of bricks.

I am laying the walls of the cellar.

LONG VOWEL SOUNDS — *e*

(Frequently insert review sounds in the lists of sounds being drilled upon ; as *seed, feed, need, same, fail, weed, etc.*)

speed seen wheel seem

LESSON XXXV



We are the carpenters.
We build houses with wood.
We are building this house.
We built the walls of wood.
We covered the roof.
We laid the floors.
We made all the rooms.
We made the doors, and the windows.

INITIAL SOUNDS

trap whip

LESSON XXXVI



“ When did you come to work ? ”

“ I came to work this morning. ”

“ Are you going to paint to-day ? ”

“ Yes, I shall paint this house. ”

“ What will you paint first ? ”

“ I shall paint the walls first. ”

“ Will you paint the doors, too ? ”

“ Yes, I shall paint the doors
and the wood-work. ”

LONG VOWEL SOUNDS — *e*

meet lean leap steam seat

LESSON XXXVII



This is the paper-hanger.
He puts on the wall-paper.
First, he takes the measure of the wall.
Then he cuts the paper.
He spreads the paste on the paper.
He hangs the paper in its place.
He brushes the paper on the wall.
He brushes it until it is smooth.

INITIAL SOUNDS

scream strip spring

LESSON XXXVIII



This is the plumber.

He will do the work in the cellar.

He will put all the pipes into the new house.

He will put in the water-pipes.

He will put in the gas-pipes.

He will mend the water-pipes.

He will mend a leak in the gas-pipe.

He will see that all the plumbing is in good order.

INITIAL SOUNDS

split thrash shrill

LESSON XXXIX

REVIEW

(Review all verbs and drill on the tense-forms as illustrated in this lesson.)

To-day I am here.

To-day you are here.

To-day he is here.

To-day we are here.

To-day they are here.

Yesterday I was here.

Yesterday you were here.

Yesterday she was here.

Yesterday we were here.

Yesterday they were here.

To-morrow I shall be here.

To-morrow you will be here.

To-morrow he will be here.

To-morrow we shall be here.

To-morrow they will be here.

Yesterday you were there.

To-day you are here.

To-morrow where will you be?

LESSON XL

(Collect many articles belonging to the home to use in the oral and written drill in the following lessons.)



THE KITCHEN

stove	frying-pan	towel-rack	pan
coal-hod	flat-iron	soap	egg-beater
shovel	sauce-pan	soap-dish	rolling-pin
lifter	broiler	table	tray
poker	sink	chairs	coffee-pot
kettle	faucet	pitcher	cup
tea-kettle	basin	bowl	shelf
tea-pot	towel	jar	clock

LESSON XLI

ARTICLES OF FOOD

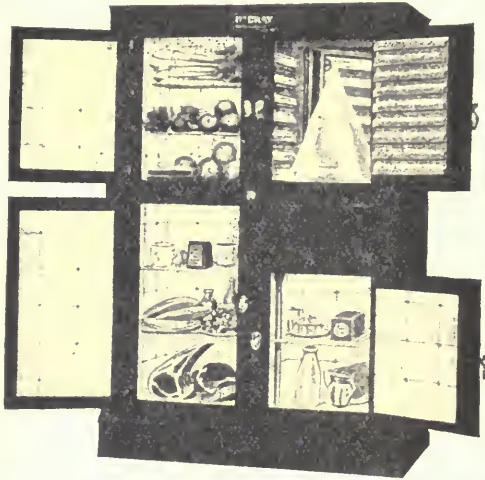
(The teacher should give instruction as to the muscle-making and fat-producing properties of various foods. The illustration of the ice-chest (page 43), of the grocery-store (page 67), and of the meat-market (page 68) show several articles of food.)

beef	celery	figs
lamb	corn	grapes
mutton	cucumbers	lemons
eggs	lettuce	oranges
fish	onions	pie
poultry	parsnips	pudding
soup	peas	cocoa
bread	potatoes	coffee
butter	rice	milk
cheese	spinach	tea
asparagus	squash	water
beans	turnips	mustard
beets	apples	pepper
cabbage	bananas	salt
carrots	dates	sugar

LONG VOWEL SOUNDS — *i*

slice wide knife

LESSON XLII



THE CARE OF FOOD

Do you eat good food ?

Do you eat clean food ?

Do you eat fresh meat ?

Do you eat good meat ?

Do you eat fresh fruit ?

Do you eat fresh vegetables ?

Keep the meat in the ice-chest.

Keep the doors of the ice-chest closed.

Keep all the food away from the dust and the flies.

LESSON XLIII

MILK

A little baby drinks milk.
An old person drinks milk.
A sick person drinks milk.
Pure milk is good to drink.
Pure milk is a good food.
The fresher the milk the purer it is.
The purer the milk the better it is.
Keep the milk in glass bottles.
Keep the glass bottles clean.
Wash them in hot water.
Do not keep the milk in tin cans.
Keep the milk away from the dust.
Keep the milk covered.
Keep the milk cool.
Keep the milk cool in the ice-chest.
Always buy pure milk.

LONG VOWEL SOUNDS — *i*

like while time shine

LESSON XLIV

(Contrast wholesome foods with unwholesome foods. In the women's classes, emphasize the necessity of thorough cooking.)

GOOD FOOD

Bread is a good food.

Fresh meat is a good food.

Fresh fish is a good food.

Fresh eggs are good food.

Eat fresh vegetables.

Eat fresh, ripe fruit.

Drink fresh, pure water.

Drink fresh, pure milk.

• Buy only good food.

• Cook all food well.

You must eat good food to keep well.

You must keep well to work well.

You must keep well to enjoy life.

(Pupils should now begin the copying of script. If prepared, they may copy the following several times. Pupils' handwriting should not be restricted in size to that of the script used in this book, which is determined by the space available.)

Enough is better than too much.

LESSON XLV

REVIEW OF SOUNDS

(Drill in these tenses should include their use in oral sentences. Beginning with this lesson, pupils should learn to spell all words containing no difficult sounds.)

bank	dip	rest	sail
banks	dips	rests	sails
banking	dipping	resting	sailing
banked	dipped	rested	sailed
hand	lock	bake	seem
hands	locks	bakes	seems
handing	locking	baking	seeming
handed	locked	baked	seemed
rap	rent	save	clean
raps	rents	saves	cleans
rapping	renting	saving	cleaning
rapped	rented	saved	cleaned
tack	melt	rain	like
tacks	melts	rains	likes
tacking	melting	raining	liking
tacked	melted	rained	liked
paint	pick	mend	lift
paints	picks	mends	lifts
painting	picking	mending	lifting
painted	picked	mended	lifted

LESSON XLVI



THE DINING-ROOM

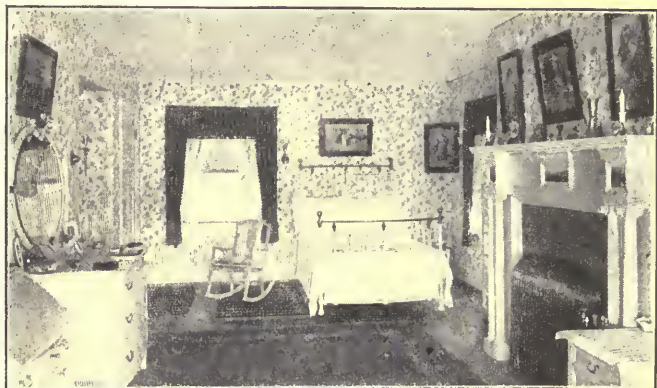
table	spoon	water-pitcher	platter
table-cloth	tumbler	sugar-bowl	meat-fork
vase	napkin	tea-pot	carving-knife
flowers	salt-cellar	butter-plate	pudding-dish
plate	pepper-shaker	butter-knife	sideboard
bread-plate	cup	soup-dish	chairs
knife	saucer	soup-ladle	mirror
fork	pitcher	soup-plates	fire-place

LONG VOWEL SOUNDS — *i*

wipe fire white fire

LESSON XLVII

(Show in the school-room the proper method of ventilation by windows, and the avoidance of drafts.)



AIRING A ROOM

She opens one window at the top.

She opens another window at the bottom.

The pure air and the sun-light come in.

She takes the pillows off the bed.

She puts the pillows in the sun.

She takes all the bed-clothes off the bed so as to let them air.

LONG VOWEL SOUNDS — o

home *choke* *whole*

LESSON XLVIII



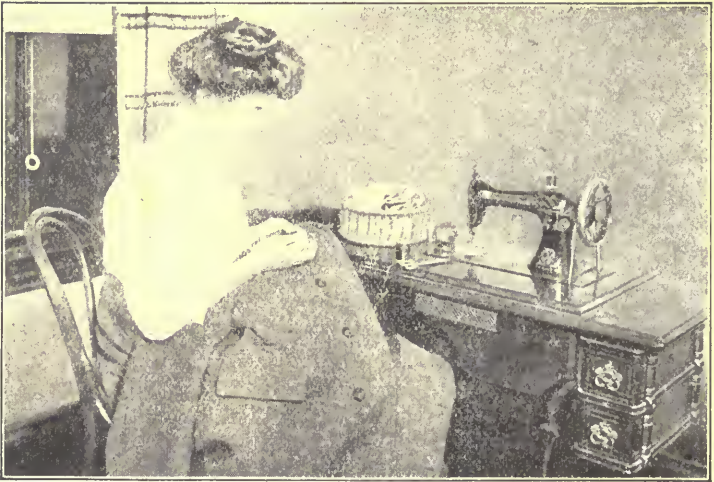
THE SITTING ROOM

carpet	sofa	magazines	chair
rugs	sofa-pillows	news-papers	foot-rest
wall-paper	table	desk	vase
gas-fixtute	table-cover	ink-stand	curtains
pictures	lamp	pen	window-shade
photographs	books	paper	plants

LONG VOWEL SOUNDS *o*

shone rope chose

LESSON XLIX



SEWING

I can sew.

I take the spool of thread.

I break off a piece of thread.

I never bite the thread.

The thread might break my teeth.

I thread the needle.

I make a knot in the thread.

I put my thimble on my finger.

I sew the button on the coat.

Copy: — *A stitch in time saves nine.*

LESSON L

(Emphasize the necessity of frequent bathing.)



TAKING A BATH

The warm water is in the bath-tub.

I shall get into the bath-tub.

I shall wash myself with warm water and soap.

I shall wash my hands with a brush.

I shall wash my body with a cloth.

I shall dry myself with towels.

χ I take a bath every day.

Bathing helps me to keep well.

LONG VOWEL SOUNDS — *u*

pure tube tune

LESSON LI

(Review the words given in the Vocabulary for pages 1 to 51.)

GOOD HEALTH

I feel very well.

I am trying to keep well.

I am trying to keep in good health.

I keep my body clean.

I breathe pure air all the time.

I breathe through the nose.

I stand with my chest raised.

I walk every day in the fresh air.

I eat good fresh food.

I drink pure water and pure milk.

I eat slowly and chew my food well.

I sleep eight hours at night.

I breathe pure air at night.

I do all this so as to have good health

Copy:— *Health is better than wealth.*

LONG VOWEL SOUNDS — u

brute rude rule

LESSON LII

COMPARISON OF ADVERBS

(Following the teacher's example, several pupils should walk at different rates of speed to illustrate the forms of comparison. Other adverbs should be compared by illustrating each degree.)

Fritz is the first boy.

Max is the second boy.

John is the last boy.

John is walking quickly.

John is not walking so quickly as Max.

Max is walking more quickly than John.

Fritz is walking very quickly.

He is walking the most quickly.

John is walking quickly, but Max is walking more quickly, and Fritz is walking the most quickly of all.

quickly

more quickly

most quickly

slowly

more slowly

most slowly

sweetly

more sweetly

most sweetly

softly

more softly

most softly

loudly

more loudly

most loudly

smoothly

more smoothly

most smoothly

warmly

more warmly

most warmly

LESSON LIII

ENUNCIATION DRILL

child	show	why	fold
children	shave	what	find
chin	shut	when	fix
chimney	shoot	who	found
chip	shot	whose	vase
chore	ship	where	vine
chew	we	which	van
choose	was	while	voice
chop	were	wheel	vote
church	went	whether	five
she	well	for	love
shall	warm	from	stove
shed	wear	fall	ever
shelf	weather	fill	every
should	want	fell	never

VERBS OF HOUSEHOLD WORK

wash	pin	clean	stew
boil	dampen	polish	toast
rub	fold	air	fry
starch	iron	shake	sew
rinse	sweep	cook	mend
wring	dust	bake	darn
hang	scrub	broil	make

LESSON LIV



This is the family, in the sitting-room.

The family is made up of the father, the mother,
and the children.

That is the father who is reading.

The father is the husband.

That is the mother who is sewing.

The mother is the wife.

The father and the mother are the parents.

The sister is playing the piano.

The brother is standing beside her.

The family makes the home.

Copy:— *There is no place like home.*

LESSON LV

(The practice of using expressions of greeting and courtesy in the schoolroom should be encouraged.)

CONVERSATION

“ Good-evening.”

“ Good-evening, sir.”

“ I am glad to see you.”

“ Thank you. How do you do ? ”

“ I am very well. How are you ? ”

“ I feel very well now, thank you.”

“ Are you working now ? ”

“ Yes, I am working every day.”

“ That is good. I have work, too.”

“ How are your family ? ”

“ They are very well, thank you.”

“ Will you come to see us soon ? ”

“ Yes, I shall be glad to visit you.”

“ Good-night.”

“ Good-by.”

Copy : — *Deep within my heart,
Softly this I heard;
“ Each heart holds the secret—
Kindness is the word.”*

LESSON LVI

NUMBERS

0 zero	16 sixteen	1st first
1 one	17 seventeen	2d second
2 two	18 eighteen	3d third
3 three	19 nineteen	4th fourth
4 four	20 twenty	5th fifth
5 five	25 twenty-five	6th sixth
6 six	30 thirty	7th seventh
7 seven	40 forty	8th eighth
8 eight	50 fifty	9th ninth
9 nine	60 sixty	10th tenth
10 ten	70 seventy	20th twentieth
11 eleven	80 eighty	21st twenty-first
12 twelve	90 ninety	22d twenty-second
13 thirteen	100 hundred	23d twenty-third
14 fourteen	1000 thousand	24th twenty-fourth
15 fifteen	1,000,000 million	100th hundredth

ROMAN NUMERALS

I	II	III	IV	V	VI	VII	VIII	IX	X	XI
i	2	3	4	5	6	7	8	9	10	11
		XX	XL	L	C	D	M			
		20	40	50	100	500	1000			

LESSON LVII

ARITHMETIC

Add:—

<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>4</u>	<u>4</u>	<u>4</u>
<u>3</u>	<u>8</u>	<u>5</u>	<u>3</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>4</u>	<u>6</u>	<u>7</u>

<u>4</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>
<u>5</u>	<u>5</u>	<u>7</u>	<u>9</u>	<u>8</u>	<u>6</u>	<u>6</u>	<u>8</u>	<u>9</u>	<u>7</u>

<u>7</u>	<u>7</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>9</u>	<u>9</u>	<u>10</u>	<u>20</u>	<u>30</u>
<u>7</u>	<u>8</u>	<u>8</u>	<u>9</u>	<u>4</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>20</u>	<u>40</u>

Subtract:—

<u>5</u>	<u>7</u>	<u>7</u>	<u>8</u>	<u>8</u>	<u>9</u>	<u>9</u>	<u>10</u>	<u>10</u>	<u>11</u>
<u>2</u>	<u>3</u>	<u>5</u>	<u>5</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>7</u>	<u>6</u>

<u>11</u>	<u>11</u>	<u>12</u>	<u>12</u>	<u>12</u>	<u>13</u>	<u>13</u>	<u>13</u>	<u>14</u>	<u>14</u>
<u>7</u>	<u>9</u>	<u>5</u>	<u>6</u>	<u>8</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>7</u>	<u>8</u>

Multiply:—

$5 \times 3 =$	$7 \times 7 =$	$25 \times 3 =$	$10 \times 10 =$
$7 \times 4 =$	$7 \times 8 =$	$9 \times 9 =$	$11 \times 10 =$
$12 \times 3 =$	$12 \times 5 =$	$12 \times 8 =$	$12 \times 12 =$

Divide:—

$25 \div 5 =$	$40 \div 8 =$	$63 \div 9 =$	$84 \div 12 =$
$30 \div 6 =$	$48 \div 6 =$	$64 \div 8 =$	$100 \div 25 =$
$35 \div 5 =$	$54 \div 9 =$	$72 \div 6 =$	$132 \div 11 =$

LESSON LVIII

ARITHMETIC

Add: —

21	52	28	95	731	927	716
34	30	46	27	249	265	938
22	33	39	63	375	348	247
41	24	27	28	638	295	654
<u>20</u>	<u>40</u>	<u>16</u>	<u>14</u>	<u>214</u>	<u>146</u>	<u>391</u>

Subtract: —

24	35	45	56	67	72	83
<u>15</u>	<u>29</u>	<u>37</u>	<u>26</u>	<u>48</u>	<u>39</u>	<u>57</u>
98	69	81	75	621	901	700
<u>25</u>	<u>24</u>	<u>49</u>	<u>29</u>	<u>295</u>	<u>284</u>	<u>365</u>

Multiply: —

21	23	29	637	475	839	846
<u>7</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>4</u>	<u>6</u>	<u>7</u>
975	843	965	603	907	900	
<u>28</u>	<u>37</u>	<u>38</u>	<u>37</u>	<u>26</u>	<u>75</u>	

Divide: —

4) <u>96</u>	3) <u>75</u>	6) <u>84</u>	5) <u>975</u>	7) <u>804</u>	8) <u>975</u>
--------------	--------------	--------------	---------------	---------------	---------------

$$9,416 \div 12 =$$

$$6,184 \div 15 =$$

$$29,317 \div 29 =$$

$$5,493 \div 14 =$$

$$8,046 \div 23 =$$

$$65,945 \div 38 =$$

LESSON LIX

DRILL IN NUMBERS

(Have each sentence read and the answer given, or the requirement met.)

Count from one to twenty.

Count by fives to fifty.

Write the number eight.

Write the number twenty-five.

Which is more, ten or fifteen?

Which is less, forty or sixty?

How many are seven and eight?

Seven and nine are how many?

Nine less five are what?

Eight from sixteen are what?

How many are five fives?

What are nine eights?

What are seven twelves?

How many nines are there in sixty-three?

How many tens are there in ninety?

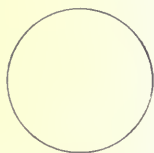
Add forty-five and thirty.

Divide seventy-two by twelve.

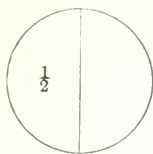
Divide thirty into sixes.

LESSON LX

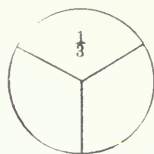
FRACTIONAL PARTS



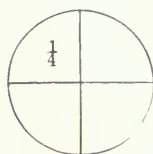
whole



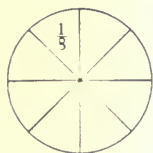
halves
one half



thirds
one third



fourths
one fourth



eighths
one eighth

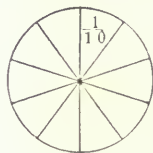
A whole is two halves.

A whole is three thirds.

Four fourths are a whole.

Two fourths are one half.

Two eighths are one fourth.



tenths
one tenth

There are four eighths in one half.

There are five tenths in one half.

Which is more, two halves or one whole?

Two halves and one whole are the same.

Which is more, three thirds or one whole?

Three thirds and one whole are equal.

How many fourths equal one half?

How many eighths equal three fourths?

How many tenths equal one half?

LESSON LXI

SUFFIXES

(Pronounce each word without and with the suffix. Afterward the words should be given for oral spelling.)

use	dirt	kind	bake
useful	dirty	kindly	baker
care	dust	late	teach
careful	dusty	lately	teacher
cup	rain	like	print
cupful	rainy	likely	printer
spoon	wind	nice	paint
spoonful	windy	nicely	painter
hand	sleep	slow	speak
handful	sleepy	slowly	speaker
help	poor	soft	work
helpful	poorly	softly	worker
help	sweet	boy	farm
helpless	sweetly	boyish	farmer
care	neat	girl	build
careless	neatly	girlish	builder
friend	quick	damp	buy
friendless	quickly	dampen	buyer
ill	fresh	sweet	sell
illness	freshly	sweeten	seller

LESSON LXII

UNITED STATES MONEY

The cent is the smallest United States coin.

The cent is made of copper.

Five cents make a nickel.

The five-cent piece is made of nickel.

Ten cents make a dime.

The quarter is twenty-five cents.

The half-dollar is fifty cents.

The dollar is one hundred cents.

The dime, quarter, half-dollar, and dollar are made of silver.

Some of our money is made of paper

Have you a one-dollar bill?

Can you change a five-dollar bill?

What different kinds of bills can you get as change for a ten-dollar bill?

What different kinds of coins can you get as change for a half-dollar?

One cent = 1¢

Twenty-five cents = 25¢

Eight dollars = 8⁰⁰

Eight dollars and twenty-five cents = \$8.25

LESSON LXIII

(The teacher and pupils should make simple problems, especially in making change, for the class to solve.)

PROBLEMS

How many cents in a dime ?

How many cents in a quarter ?

What three coins equal a quarter ?

One fourth of a dollar is how much ?

Three fourths of a dollar is how much ?

What bills are equal to a five-dollar bill ?

If you buy a cap for twenty-five cents, how many nickels will you spend ?

How many five-cent car fares can you pay with fifty cents ?

If a man pays \$1.50 for a hat, how much change will he get from \$2.00 ?

Read and add : —

\$5.00	\$4.05	\$4.01	\$.05	\$12.01
3.25	3.09	3.10	.50	7.35
<u>2.78</u>	<u>6.35</u>	<u>5.16</u>	<u>.39</u>	<u>25.50</u>

Read and subtract : —

\$6.75	\$9.51	\$.93	\$5.00	\$29.50
<u>2.34</u>	<u>2.34</u>	<u>.28</u>	<u>2.35</u>	<u>13.69</u>

LESSON LXIV

(These tables should be memorized.)

WEIGHT

16 ounces (oz.) = 1 pound (lb.)

100 pounds = 1 hundredweight (cwt)

20 hundredweight = 1 ton

2000 pounds = 1 ton

LIQUID MEASURE

4 gills (gi.) = 1 pint (pt.)

2 pints = 1 quart (qt.)

4 quarts = 1 gallon (gal.)

31 gallons = 1 barrel (bbl.)

DRY MEASURE

2 pints = 1 quart

8 quarts = 1 peck (pk.)

4 pecks = 1 bushel (bu.)

$2\frac{3}{4}$ bushels = 1 barrel

LONG MEASURE

12 inches = 1 foot (ft.)

3 feet = 1 yard (yd.)

5280 feet = 1 mile (mi.)

9 square feet (sq. ft.) make 1 square yard (sq. yd.)

LESSON LXV

PROBLEMS

(Review the words given in the Vocabulary for pages 60 to 66.)

How many ounces in a pound ?

There are 16 ounces in a pound.

How many ounces in $\frac{1}{2}$ pound ?

How many articles in a dozen ?

There are 12 articles in a dozen.

What will 2 quarts of milk cost at 4¢ a pint ?

What will 3 gallons of vinegar cost at 6¢ a quart ?

The grocer sells kerosene oil at 7¢ a quart. What will a gallon cost ?

What is the cost of 3 pecks of potatoes at \$1 a bushel ?

What will you pay for 2 bushels of apples at 15¢ a peck ?

If flour costs \$8 a barrel, what will 9 barrels of flour cost ?

What will you pay for $1\frac{1}{2}$ lb. of butter at 30¢ a lb. ?

What will you pay for 2 lb. of tea at 60¢ a lb. ?

If eggs cost 40¢ a dozen, what will $1\frac{1}{2}$ dozen cost ?

If 7 oranges cost 21¢, what is the price of a dozen ?

LESSON LXVI

(In these conversational lessons the dialogue should be read by teacher and pupils, or by two pupils.)



THE GROCERY STORE

“ Good-morning, Mr. Smith.”

“ Good-morning, Mrs. Brown.”

“ I need some groceries this morning.”

“ We sell all kinds of groceries.”

“ What is the price of flour a barrel ? ”

“ Flour is selling for seven dollars a barrel.”

“ You may send a barrel to my house, and two pounds of coffee and a dollar’s worth of sugar.”

“ I will send these groceries at once.”

“ Very well, Mr. Smith. Good-day.”

LESSON LXVII



THE MEAT MARKET

“ Good-afternoon, Mr. Brown.”

“ Good-afternoon, Mr. Smith.”

“ Have you some good fresh chickens ? ”

“ Yes, I have some good ones to-day.”

“ How do you keep your meat so fresh ? ”

“ I keep all the meat in the ice-chest away from the air and the dust and the flies.”

“ How do you keep your market so clean ? ”

“ I wash the floor and the counters every day.”

“ Your customers like to trade here because they know that the market is clean, and the meat and vegetables are fresh.”

LESSON LXVIII

(In presenting *should* and *would*, review Lesson XXII.)

THE FRUIT PEDDLER

“Here comes the fruit peddler! What is he saying?”

“Fresh ripe fruit for sale! Would you like to buy some?”

“I should like to buy some if the fruit does not cost too much. What are your prices?”

“These oranges cost thirty cents a dozen.”

“Are you sure that they are not too ripe?”

“I would not sell fruit that was too ripe.”

“Very well, I will buy half a dozen.”

“These bananas are twenty cents a dozen.”

“That is cheap enough. I will take a dozen. I should like you to come to my house every day. I will be one of your customers. All your fruit looks fresh and good.”

“Thank you, madam. I shall always try to please you.”

Copy:— *Honesty is the best policy.*

LESSON LXIX

ENUNCIATION DRILL

jam	you	give	have
jar	your	gave	has
jerk	yours	go	had
joy	year	gone	home
join	yell	get	him
jump	yes	got	her
just	city	flag	high
June	only	drag	hide
July	every	bag	head
January	very	leg	how

LESSON LXX

(Show the pupils a cap, and make a statement regarding "the cap of the boy," afterward making it of "the boy's cap." Give many examples of the simple possessive.)

Copy : —

The boy's cap is on the table.

The man's house is for sale.

This woman's kitchen is clean.

The mason's tool is the trowel.

What is the grocer's name?

I trade at Mr. Smith's market.

LESSON LXXI

CLOTHES

(Articles of clothing should be pointed out as they are named, and the difference between *cloth* and *clothes* made plain. Opportunity is afforded for much oral work in tracing the sources and adaptation of material for clothing.)

A man wears these clothes :—

coat	socks	collar	cap
vest	boots	cuffs	overalls
trousers	shoes	necktie	sweater
shirt	overshoes	hat	overcoat

A woman wears these clothes :—

stockings	waist	scarf	collar
slippers	apron	muff	handkerchief
shoes	jacket	hat	ribbon
rubbers	cloak	bonnet	lace
dress	cape	gloves	belt
skirt	shawl	mittens	veil

Clothes are made of cloth. These are the names of some kinds of cloth :—

cotton	linen	calico	muslin
woolen	flannel	gingham	velvet
silk	cambric	percale	satin

Some clothes are made from fur. Fur is the skin and hair of animals. Shoes and slippers are made of leather. Leather is made from the skins of animals. Gloves are also made from the skins of certain animals. Hats are made of felt and of straw.

LESSON LXXII



SHEARING THE SHEEP

Perhaps you work in a woolen factory. Woolen cloth is made in the woolen factory. We wear many clothes that are made of woolen cloth. The cloth is made of wool. Sheep have wool instead of hair or fur, and this wool is used for making the cloth. In the summer the sheep do not need the wool, and it is cut off. This is called shearing the sheep. The wool is washed many

times and then dried. Then the wool is ready for the woolen factory.

The wool is brought to the woolen factory and made into cloth. The work is done on big machines. There are many woolen factories in the United States.

(Review many verbs, using the simple passive form, and making each statement after the action is performed; as, "The door is opened." The new words in each lesson — see Vocabulary, page 151 — may now be used for spelling.)

LESSON LXXIII



THE COTTON MILL

What a loud noise! This is a cotton mill. Cotton cloth and cotton thread are made here. The machines in the mill are making the noise.

Cotton grows in the fields of the southern part of the United States. It looks very pretty when growing in the fields. The cotton is picked and made into large bundles or bales. It is then sent to the cotton mills.

Here the cotton is made into thread and cloth. Many men and women work in the cotton mill. They run the machines. They make hundreds of yards of white cloth a day.

LESSON LXXIV



Courtesy of R. H. Stearns & Co., Boston

THE DRY GOODS STORE

I have many things to buy to-day. I must buy a piece of black dress goods. The dressmaker told me to get twenty-one yards of all wool cloth. I think I shall buy ribbon and lace for trimming.

The ribbons are sold at the next counter. The lace is sold opposite the glove counter.

I should like to go into the millinery department to see the trimmed hats. Do you think that we have time to look at the new neck-wear? There is a special sale of it to-day.

LESSON LXXV

THE CLOTHING STORE

"I need a new suit of clothes."

"We have some bargains in clothes to-day."

"What is the price of this suit?"

"That is marked down from \$25.00 to \$11.50."

"Will the tailor change the suit to make it fit me?"

"Oh, yes! Let me take your measure."

"I need a pair of shoes, size 7½, width D."

"We are selling shoes at less than cost."

"What is the price of this pair?"

"I shall charge you \$3.25 for them."

"I think I shall buy this pair of shoes."

"Yes. Try them on to see if they fit."

"I should like, also, to see some neckties."

"Would you like to see our twenty-five cent line?"

"If you please."

"This is a pretty tie."

"Yes, it is. I will take it."

LESSON LXXVI

HOW TO DRESS

A gentleman knows how to dress well. He does n't buy clothes which he can't afford. He knows it is cheaper to pay cash for his clothes than to buy on credit.

A gentleman always wears clean clothes. He changes his clothes often. He airs the clothes which can't be washed. He knows that he must wear clean clothes to keep in good health. Unclean clothes bring disease to him, and may also bring disease into his home.

A gentleman is neat in his dress. He does not dress in loud colors. He likes better the kind of clothes which do not attract attention. It pays to dress neatly, for often a man is judged by his clothes.

LESSON LXXVII

THE WORKROOM

Are you a tailor or a dressmaker? Perhaps you are a milliner. Do you work in a big shop making clothes? Is your workroom large, and does it have plenty of pure air coming in? Read Lesson XLVII again and then tell if your workroom is well aired. Is the air free from dust? It is not good to breathe air that has dust in it. Nothing will spread disease more quickly than



Courtesy of Macullar Parker Co., Boston

dust. Of course no one should ever spit on the floor, because spit when dried soon rises as dust in the air.

How many people are in your workroom? If there are many people working in the same room with you, there should be more outside air coming in than if few people are there. In a small room the air becomes bad faster than in a large room. If gas-jets or lamps are burning in the workroom, they will use up the pure air very fast.

Be sure that you work in a warm, dry, and clean room. Never sit in a draft. Be sure that you have enough light to see your work easily. Do not work in a dim light.

Do you take a walk in the pure air in the lunch hour? This will help you to do your work better.

LESSON LXXVIII



CARE OF THE EYES

This woman knows how to take care of her eyes. She never sews or reads with her face to a strong light. She has the light come from the back, and from the left. She can sew or read in this way for many hours, and her eyes will not be tired.

Have you good eyesight? Do you hold your book nearer to your eyes than twelve inches? Do you hold your book farther from your eyes than seventeen inches? If you have to do either, you should see an oculist.

You must be careful not to catch any disease of the eyes. If you touch anything unclean, wash your hands. Never touch your eyes with an unclean towel,

LESSON LXXIX

REVIEW WORDS

(Use each word in a complete sentence, encouraging the pupil to make original sentences.)

work	house	kitchen	buy
cellar	wood	food	shop
mason	roof	cook	sew
bricks	floor	clothes	read
walls	painter	tailor	touch
carpenter	plumber	neat	nearer
build	mend	dress	farther

LESSON LXXX

CONTRACTIONS

(Show the formation of each contraction, and use each many times in sentences.)

Copy : —

<i>I'm</i>	<i>there's</i>	<i>didn't</i>	<i>hasn't</i>
<i>I'd</i>	<i>they're</i>	<i>can't</i>	<i>hadn't</i>
<i>I'll</i>	<i>isn't</i>	<i>mustn't</i>	<i>he'll</i>
<i>he's</i>	<i>aren't</i>	<i>mightn't</i>	<i>she'll</i>
<i>she's</i>	<i>wasn't</i>	<i>couldn't</i>	<i>they'll</i>
<i>it's</i>	<i>weren't</i>	<i>wouldn't</i>	<i>we'll</i>
<i>we're</i>	<i>doesn't</i>	<i>shouldn't</i>	<i>who'll</i>
<i>you're</i>	<i>don't</i>	<i>have n't</i>	<i>here's</i>

LESSON LXXXI

REVIEW OF VERBS

(Review the following verbs, using the different personal pronouns. The forms should be drilled upon orally and then written from dictation.)

I buy. I am buying.

I shall buy.

I will buy.

I bought.

I was buying.

I did buy.

It is bought.

It was bought.

They sell. They are selling.

They shall sell.

They will sell.

They sold.

They were selling.

They did sell.

They are sold.

They were sold.

come

cost

go

get

give

know

pay

send

wear

spend

speak

think

do

came

cost

went

got

gave

knew

paid

sent

wore

spent

spoke

thought

did

come

cost

gone

got

given

known

paid

sent

worn

spent

spoken

thought

done

LESSON LXXXII



MANUFACTURING

A man works to earn his living. Each man has his own work to do. One man runs a farm and another sells goods. The carpenter builds houses, and the tailor makes clothes for the farmer and the carpenter.

The men that work in this factory manufacture boots and shoes from leather. The leather is made from the hides of cattle and sent to the factory, where it is made into boots and shoes by machinery. The workmen run the machines.

There are many factories in the United States. Some of the goods manufactured in them are furniture, cars, clothing, tools, watches, paper, and boxes.

Conversation : — Local manufactures.

LESSON LXXXIII



Courtesy of Hillside Coal and Iron Co.

A. E. Williams, photographer.

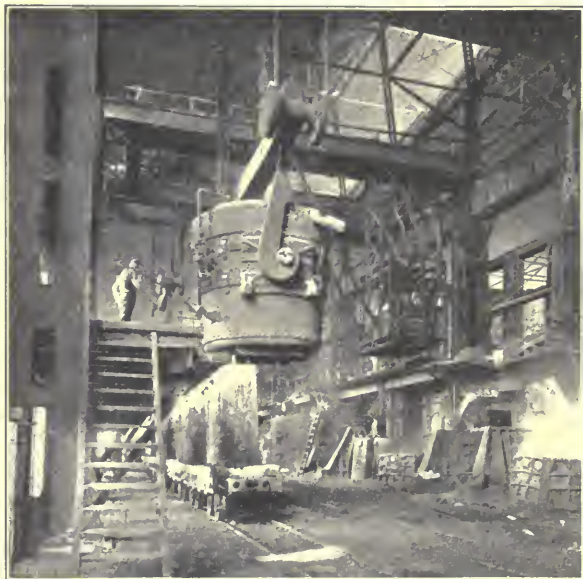
A COAL-MINE

These men are miners and they are digging coal. They work very hard down in the mine. Do you see the little lamps on their caps? The sunlight never comes into the mine, because the mine is many feet below the surface of the earth.

One miner makes the blasts and other miners break the coal with drills and picks. The coal is loaded on to little cars. The mules haul the coal up to the top of the mine. How fast the mules go! They are glad to see the sunlight again. The coal will be sent down the roadway to be loaded on to cars and boats and carried to the cities and towns to be sold. Do you know the different kinds of coal?

Conversation: — Origin of coal; kinds of coal.

LESSON LXXXIV



Courtesy of Lackawanna Steel Co., Buffalo, N. Y.

IRON AND STEEL

Five carloads of iron ore came to-day from the iron-mines. This iron ore is not ready to be used for manufacturing, and so the workmen put it into the blast-furnace and smelt it. Their work is smelting iron for foundries and steel mills.

What a hot fire there is burning at the bottom of the blast-furnace! The fire is kept burning with coke and limestone. It burns day and night. Do you know how coke is made from coal?

The iron ore is put into the blast-furnace and the great heat from the fire melts the ore and changes it into another form of iron.

The iron is drawn from the blast-furnace at a tapping hole and flows into a bed of sand. As the iron grows cool, it grows hard. This form of iron is called pig-iron. Pig-iron is iron that is ready to be used for manufacturing. The bars of pig-iron are loaded on to the cars and sent to the foundry.

The men in the iron-foundry work at casting the iron. They melt the iron and pour it into molds. Iron is cast into iron fences, iron bedsteads, iron stoves, and many other things.

Some of the pig-iron is sent to mills to be manufactured into steel. Steel is used for manufacturing tools, ships, engines, machinery, and steel rails for the railroads. What other things are manufactured from steel? Why does it help manufacturing to have a coal-mine near an iron-mine?

In what parts of the United States are there coal-mines? Name some cities in which there are iron and steel factories. Is there any large manufacturing business in this city? In some cities there are many cotton and woolen mills. Do you know where they are?

Written exercise : — The making of steel.

LESSON LXXXV



A PACKING HOUSE

Many men work in the big stock-yards in Chicago. In these yards are gathered thousands of cattle and sheep.

Let us go into one of the big packing-houses. Here many men are working, too. They send us fresh beef cut from the flesh of these cattle. They send us fresh mutton cut from the flesh of sheep. Some of the meat they pack into cans. The workmen are very careful to keep themselves and the workrooms clean and neat.

From these packing-houses, meat is sent to all parts of the United States and to other countries. The bones of the animals are sold to factories to be manufactured into buttons and combs. What is done with the wool of the sheep?

LESSON LXXXVI

TRADES AND PROFESSIONS

motorman	truckman	farmer
conductor	waitress	weaver
mason	waiter	wood-cutter
carpenter	janitor	butcher
builder	tailor	grocer
painter	shoemaker	druggist
paper-hanger	florist	bookbinder
plasterer	blacksmith	dressmaker
plumber	peddler	milliner
workman	printer	housekeeper
laborer	agent	cook
gardener	clerk	lawyer
coachman	machinist	dentist
expressman	manufacturer	musician
teamster	miner	doctor
driver	storekeeper	teacher
milkman	jeweler	collector
watchman	cashier	inspector
policeman	bookkeeper	publisher
fireman	engineer	chauffeur

Copy: —

Do your work as well as you can.

LESSON LXXXVII

(Give much practice in the simple forms of letter-writing. As soon as practicable, lead up to original work.)

A LETTER OF APPLICATION

*316 East 109th St., New York, N. Y.
May 3, 1909.*

*Mr. Frank H. Brown,
Supt. of The Franklin Mills,
Holyoke, Mass.*

Dear Sir:-

I wish to apply for the position which you advertise in the "Sun". I am twenty-five years old and I have been in the United States six years. For the last four years I have attended evening school faithfully.

I have had three years' experience in work of this kind. I lost my last position because of the closing of the factory during the dull season.

Enclosed please find a letter of recommendation from my former employer.

*Yours very respectfully,
John F. Martino.*

(To present the simple use of the present perfect tense, review many verbs by first acting them and then giving the statement of the action, as "I have seen the book.")

LESSON LXXXVIII

APPLYING FOR WORK

“Good-morning. What is your name?”

“My name is John F. Martino. I called to see you in answer to your advertisement. I should like a position in your factory.”

“Can you read and write English?”

“Yes, a little; I am attending evening school.”

“You will need to know how to talk and read English, and how to write a business letter, if you expect to get a good position.”

“I am trying to educate myself for promotion in my work. Please tell me in what ways I may improve.”

“Very well. A man should have good health, and keep himself and his clothes very neat. He should be truthful and honest in everything. A truthful man always keeps his word. An honest man will not take anything that is not his, nor will he waste any time that he should give to his employer.

“A man should have respect for his employer and his foreman. They have reached their positions by hard work and merit. He should have good manners in the shop, at home, and in the street.

“A man should always be on time at his work, and should find the right thing to do without being told. He should do his work well.

“You are right in trying to educate yourself. Do you read good books? Do you use the City Library? You should read the business news in the newspaper every day. Soon you will be ready to enter a school in which you may learn more about your trade.”

Copy:—

There is always room at the top.

LESSON LXXXIX

(This lesson should be the basis of many oral lessons in the interpretation of a local newspaper.)

THE NEWSPAPER

What is the name and what is the date of this newspaper? How many pages has it? Can you read and understand all of this newspaper? What is printed on the first page? Find the advertisements. There are advertisements for many different lines of business. Can you find the “want” advertisements? Do you ever read the advertisements of “Help Wanted” when you are out of work? Can you write an advertisement for “Work Wanted”?

Find the city news. Read one item of city news for to-day. On what page will you probably find the most important news of the day? Read the Weather Report

for to-day. Where do you look for the time-tables of trains and steamers?

On what page do you find the business news? Can you read and understand it? Where are the editorials? Why should we learn to read them? Reading the newspaper is a very good way to learn to read. You should read a good newspaper every day.

Written exercise : — Write an advertisement for work.

LESSON XC

THE INDUSTRIAL SCHOOL

Are you doing the work which you like best? Do you know your trade well? Men who know all about their trade are needed in the shops and factories everywhere in the United States.

There are schools in which you may learn all parts of your trade. If you want to get a better position and earn higher wages, you should know your trade from beginning to end. It takes many years of hard work in the factory to learn all this.

The industrial schools teach woodworking, many kinds of manufacturing, toolmaking, plumbing, and the trades that deal with electricity.

There are trade schools for women also. In these schools, women may learn dressmaking, millinery,

housework, cooking, and many of the trades carried on by women in the shops and factories.

Do you know where there are such schools in this city? Do these schools hold classes in the evenings? Are you ready to enter such a school? You should know how to read and write English in order to get the greatest help in such a school. Why do you not educate yourself so that you can attend one of them?

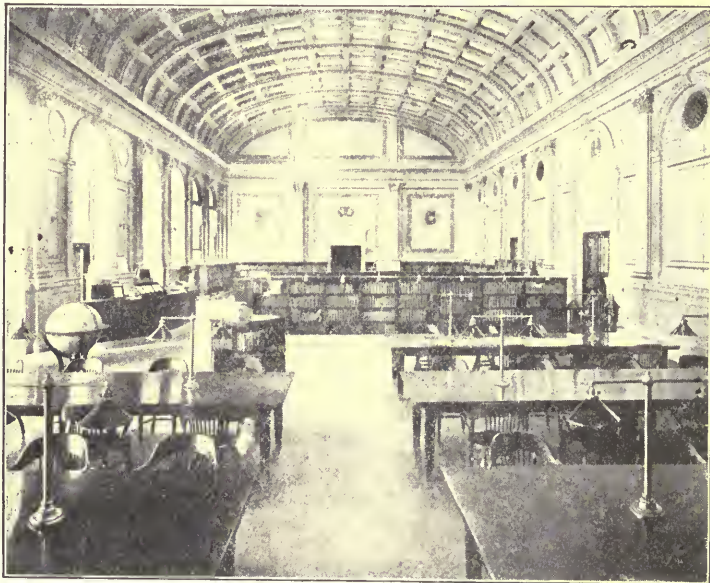
LESSON XCI

Write sentences using the following forms of pronouns:—

<i>I</i>	<i>yourself</i>	<i>them</i>
<i>me</i>	<i>yourselves</i>	<i>themselves</i>
<i>my</i>	<i>he</i>	<i>himself</i>
<i>mine</i>	<i>his</i>	<i>herself</i>
<i>we</i>	<i>him</i>	<i>itself</i>
<i>us</i>	<i>she</i>	<i>who</i>
<i>our</i>	<i>her</i>	<i>whose</i>
<i>ours</i>	<i>hers</i>	<i>whom</i>
<i>ourself</i>	<i>it</i>	<i>which</i>
<i>ourselves</i>	<i>its</i>	<i>what</i>
<i>you</i>	<i>they</i>	<i>that</i>
<i>your</i>	<i>their</i>	<i>these</i>
<i>yours</i>	<i>theirs</i>	<i>those</i>

LESSON XCII

(Discuss the local public library system; where the library is, and how it may be used.)



Copyright, 1908, by R. W. Johnston Studios, Pittsburg, Pa.

nyla THE PUBLIC LIBRARY

Do you ever go to the city library to read, or to get a book to take home? If you are trying to educate yourself, the library will be a great help to you. You will find there all kinds of books. Some are written about geography and history, and others tell about the trades. There are books about the United States, and

books about other countries. You will find books in English and in many other languages.

You can go to the delivery room and get a book to take home to read. The clerk will charge the book to your name. If you wish to find the name or the number of a book, look in the catalogue. What is a catalogue?

You should be careful of the books and not damage them in any way.

The reading room is open to all those who care to go there and read. Many people who think they are too old to go to school, go to the library and educate themselves by reading. All the newspapers are there for you to read, free of cost.

The reference department has shelves full of books that tell about all the things you may wish to look up. You may go there during the day, or in the evening, and read and study. The clerk will explain anything which you do not understand.

LESSON XCIII

(For sight reading.)

ROBERT BRUCE AND THE SPIDER

Robert Bruce, a brave king of Scotland, was at war with England. Six times he had led his men against the English army, but each time he had been driven back.

One day as he was hiding in an old hut, he said to himself, "It is of no use to try again. I will give it up."

Just then he saw a spider over his head getting ready to weave her web. She tried very slowly to pull the thread from one side to the other. She could not do it. She tried six times and failed. The seventh time she succeeded in fastening the little thread in the right place.

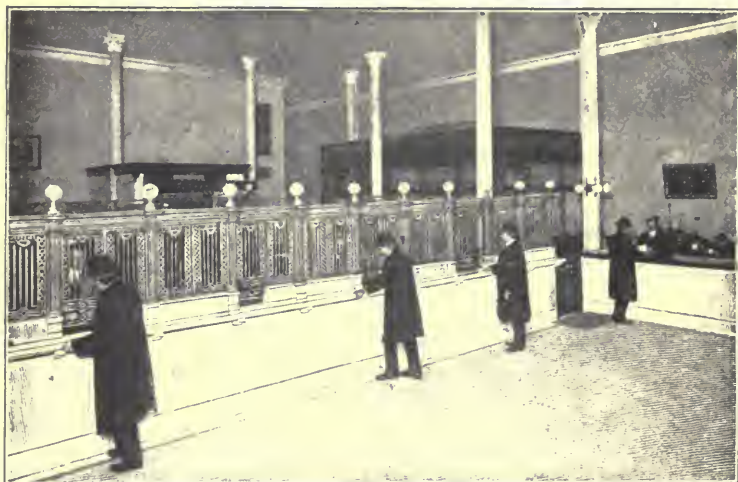
Robert Bruce cried out, "I will try again just as the little spider did." He called his men together and they fought another battle with the English. This time Robert Bruce drove the English out of Scotland.

LESSON XCIV

THE SAVINGS BANK

Do you keep an account of what you earn and spend? It is not the money you earn that will make you rich, but the money you save. When you have paid for food and clothing and rent and other things, how much money do you save? You should save some money out of your earnings to put in the bank. In the bank, the money is safe. If you keep money at home, you may lose it or spend it.

The clerk at the bank will give you a book which will show how much money you have in the bank. You



must always take this book with you when you go to draw money.

The Savings Bank will pay you interest for the use of your money. Interest is the money paid for the use of money. Money that is earning interest is working for you. Pennies saved in time make dollars, and if you save a little each week, you will at last have enough money to buy a home, or a store, or a shop. It is much better to own your home than to pay rent.

Do you know about the Penny and Five-cent Savings Banks? Where are there any in your city? These banks will take care of your small savings for you, and pay you interest on the money you have with them. This is a very good way to begin to save.

In reckoning interest, we call it per cent (%). If your money is earning 6%, it means that you are getting for it 6 cents a year on the dollar.

What is the interest on \$10 for 1 year at 4%? What is the interest on \$200 for 5 years at $3\frac{1}{2}\%$?

Copy: —

If you would be wealthy, think of saving as well as of getting.

LESSON XCV

(For sight reading.)

THE ANTS AND THE GRASSHOPPER

Once some ants and a grasshopper lived in the same field. The ants were busy all day, working hard. They were carrying the seeds and grain to their nests for food in the winter.

The grasshopper sang in the bright sun all through the long summer days. One day, the grasshopper said to an ant, "Why do you work all the time? Come and play with me."

But the ant said, "If I should play now, what should I eat next winter?"

The grasshopper answered, "It is not winter yet," and away he went to sing and play.

When the cold winter came, the grasshopper had no-

thing to eat. One day, he went to the ants and said, "I have no food in my house. Will you give me something to eat?"

But the ants said, "Since you could sing all summer you may dance all winter."

LESSON XCVI

ENUNCIATION DRILL

girl	thirst	Thursday	furnace
dirt	thirsty	journey	purple
firm	circle	turkey	word
sir	circus	turnip	world
stir	jerk	turn	worst
bird	concert	fur	worth
skirt	her	hurt	early
shirt	serve	hurl	earn
whirl	deserve	furl	earth
first	nerve	curve	heard
third	perfect	burn	learn
birthday	purse	church	search

LESSON XCVII

(Drill on the pairs of conjunctives in sentences.)

Either he *or* I must go on the errand.

I have seen *neither* Frank *nor* Henry.

He has worked *both* in New York *and* in Boston.
 I shall go *whether* it rains *or* not.
 He is *as* good *as* he is wise.
 It is not *so* cold to-night *as* last night.
 He *not only* works hard *but also* saves his money.

LESSON XCVIII

REVIEW OF VERBS

(Review the following verb-forms in sentences. The sentences should be copied and afterward written from dictation.)

I was earning	I earned	I have earned
We were hauling	We hauled	We have hauled
He was fastening	He fastened	He has fastened
They were loading	They loaded	They have loaded
It was melting	It melted	It has melted
He was writing	He wrote	He has written
She was reading	She read	She has read
We were learning	We learned	We have learned
They were carrying	They carried	They have carried
I was saving	I saved	I have saved

(Drill on the correct use of the following verb-forms in complete sentences. Use the declarative and interrogative forms.)

could try	should try	would try
could learn	should learn	would learn
could help	should help	would help
could save	should save	would save

LESSON XCIX

EXPRESSIONS RELATING TO WORK

(These should be explained when necessary and then written in sentences.)

<i>out of work</i>	<i>by the piece</i>
<i>looking for work</i>	<i>by the day</i>
<i>go to work</i>	<i>by the hour</i>
<i>hands wanted</i>	<i>by contract</i>
<i>experienced help wanted</i>	<i>to quit work</i>
<i>working day</i>	<i>to give notice</i>
<i>pay day</i>	<i>to hire to work</i>
<i>working out time</i>	<i>superintendent</i>
<i>steady work</i>	<i>foreman</i>
<i>piece work</i>	<i>apprentice</i>

LESSON C

(Explain the use of the telephone and telegraph.)

BUSINESS IN A LARGE CITY

In the large cities of the United States, there are big wholesale houses to which goods are brought from many places to be sold in this and other countries. Wheat, vegetables, and fruit are brought to these houses from the farms. Meat and canned goods are brought to them from the packing-houses. Fish caught in the ocean and



Copyright, 1901, by Detroit Photographic Company

lakes is sent to them. Timber from the forests of the United States is brought to the wholesale lumber yards. Coal and iron and copper are brought here in large quantities. Clothing and machinery and all kinds of manufactured goods are sent from the factories and mills to the wholesale houses to be sold in different parts of this country and in other countries.

The storekeepers and peddlers buy groceries, meats, and manufactured goods at wholesale, to sell at retail. The storekeepers are the retailers. The retailers sell the goods to you for a little more than they pay for them.

Thus the retailers make a profit. Profit is gain. When are goods sold at cost? When are goods sold at a loss?

Thousands of men work at carrying these goods to all parts of the country. The goods are sent by freight trains, trucks, ships, and steamers. Steam and electricity help to do this work. What animal helps in this work?

The United States has more wheat, meat, coal, and manufactured goods than our people need. So we sell these goods to Europe and to other parts of the world. We buy tea, coffee, rubber, silk, wines, and gems from other countries. This exchange of goods is called commerce. Commerce is trading with other countries.

The telephone and the telegraph are of great help in business and commerce. Do you know how to telephone? Do you know where there is a telegraph office?

SOME GREAT BUSINESS CENTRES

(Explain the abbreviation of the names of States.)

New York, N. Y.

Chicago, Ill.

Philadelphia, Penn.

St. Louis, Mo.

Boston, Mass.

Baltimore, Md.

San Francisco, Cal.

Cleveland, O.

Buffalo, N. Y.

Pittsburg, Penn.

Detroit, Mich.

Cincinnati, O.

Milwaukee, Wis.

New Orleans, La.

Los Angeles, Cal.

Minneapolis, Minn.

LESSON CI

A BUSINESS LETTER

2751 California St.,
San Francisco, Cal.,
March 4, 1909.

Messrs. Houghton Mifflin Co.,
4 Park St.,
Boston, Mass.

Gentlemen:-

Enclosed find a Post Office money-order for two dollars and sixty-five cents (\$2.65) for which please send me one copy of each of the following books:-

<i>Fiske's History of the United States</i>	\$1.00
<i>Longfellow's Poems</i>	1.00
<i>Scudder's Life of Washington</i>	.40
<i>Moores' Life of Lincoln</i>	.25

Yours truly,
Robert White.

Written exercise: — Copy this letter; write it from dictation; address the envelope. (See page 107.)

(The teacher should encourage pupils to write business letters on other subjects, within their experience; also to write replies to these letters.)

LESSON CII

\$ 28.50	ST. LOUIS, MO., <i>April 15, 1909</i>
The First National Bank	
PAY TO THE ORDER OF <i>Joseph A. Adams</i>	
<i>Twenty eight</i> —————	<i>50/100</i> DOLLARS
No. 725	<i>John R. Brown</i>

A CHECK

I owe a bill for goods bought of Joseph A. Adams. The bill is for twenty-eight dollars and a half. Instead of paying him cash, I shall give him a check. A check is an order on the bank to pay money to Mr. Adams, and to charge the money to my bank account. Mr. Adams will endorse the check. To do this he will write his name across the back of the check at the left hand end. He will go to the bank and cash the check. The paying teller at the bank must know Mr. Adams, or he will not pay the money to him. In this way a bank protects itself, and the people who have their money in it.

Written exercise:—Write a check according to directions given by the teacher.

(The teacher should describe briefly how checks are returned to the maker, after payment, and should explain that a check so returned is to be kept as a receipt.)

LESSON CIII

Chicago, Ill., July 1, 1909

Mr. James Whitney, 460 Superior St., City.

**To GEORGE HOWARD, Dr.,
CARPENTER AND BUILDER,
5510 Kimbark Avenue.**

June	14	6 lb. of Nails	at \$.03		18	
		4 Panes of Glass	" .40		1 60	
		10 gal. of Paint	" 1.00		10 00	
		Lumber and 3 days' work			12 50	24 28
		<i>Received Payment,</i>				
		<i>July 7, 1909,</i>				
		<i>George Howard</i>				

A BILL

Written exercise : — Make out a bill to Mrs. F. E. Brown for groceries bought of Harris and Wells. Write a check for payment.

\$ 25 $\frac{x}{100}$

Springfield, Ill., Jan. 2, 1909

Received of William F. Miller

Twenty five ————— $\frac{x}{100}$ Dollars
for house rent to January 1, 1909.

Edward S. Hayes.

A RECEIPT

When should you give a receipt? When should you get a receipt? What should you do with all receipts?

LESSON CIV

BUSINESS EXPRESSIONS

wholesale	owe	check
retail	credit	receipt
warehouse	creditor	payment
dealer	debt	monthly
shipment	debtor	quarterly
express	charge	principal
freight	wages	rate
import	price	interest
export	profit	per cent
duty	loss	account
custom	gain	balance
tax	cost	company
trading	cash	firm
business	money	partner
bill	value	commission

LESSON CV

(Use the proper form of each word in a sentence.)

match	watch	grass	box	dish
matches	watches	grasses	boxes	dishes
life	wife	loaf	knife	self
lives	wives	loaves	knives	selves
man	woman	child	foot	tooth
men	women	children	feet	teeth

LESSON CVI

A FRIENDLY LETTER

*Detroit, Michigan,
Monday, Feb. 22, 1909.*

My dear Henry:-

What a delightful day this is! I have such good news to tell you and as this is a holiday, I cannot find a better way to spend my time than to write to you.

I am now very happy as I have secured a good position in the foundry, but I should be more happy if you were here with me. When I next write to you I hope to be able to tell you that I have entered a trade school. It is my ambition to fit myself for a better position.

Hoping that you will soon reply to my letter, I am

Ever your friend,

Robert L. Dwight.

Written exercise: —

Copy the letter. Write it from dictation. Address an envelope as shown on the next page.

THE ENVELOPE ADDRESS

Stamp	<p><i>Mr. Henry M. Allen,</i></p> <p><i>Madison,</i></p> <p><i>P. O. Box 175</i> <i>Wisconsin.</i></p>
-------	---

LESSON CVII

UNITED STATES POSTAL SERVICE

Is your letter written? Then fold it and put it into the envelope and seal it. Write the address on the front of the envelope, and put a two-cent stamp in the upper right-hand corner.

Put the letter in the letter-box. The postman will take it to the post-office when he collects the mail. At the post-office, the letters are sorted and sent in the United States mail wagons to the trains and ships to be carried to all parts of the world.

If you should send a letter to Italy, Greece, Russia, Poland, or Sweden, you would need a five-cent stamp on the letter.

A letter will be sent to any part of the United States and its possessions, or to any part of the British Isles, Canada, Cuba, or Mexico, for a two-cent stamp, and a postal card will be sent for one cent. To Germany also, if sent on a steamer going directly to that country, the postage on a letter is two cents. If you should wish to send a newspaper to a friend, roll the newspaper up and put a paper wrapper around it. The postmaster will weigh the newspaper, and charge you at the rate of one cent for four ounces.

Did you know that you can buy stamped envelopes at the post-office, and also three-cent, five-cent, six-cent stamps, and other kinds of stamps there?

The quickest way to send a letter is to put a special delivery stamp on it in addition to the usual postage. The special delivery stamp costs ten cents. The safest way to send a letter or a package is to have it registered. It costs eight cents besides the postage to have a letter registered. The postmaster will register the letter for you and give you a receipt.

A good way to send money in small amounts is to get a money-order at the post-office for the sum you wish to send and enclose it in a letter. The person receiving it can get the money by presenting the money-order at the nearest post-office.

Written exercise:— Write a money-order application. The official blanks may be obtained at the Post-Office.

LESSON CVIII

THE COLORS

(Begin the lesson by designating and naming the different colors, using for this purpose sets of colored paper, which may be obtained at any store where school supplies are sold, and colored crayon. Make the lesson practical by showing the class objects of various colors, and making statements about them, as: "This apple is red"; "I have a green leaf." This subject offers opportunity for many lessons on the various color combinations.)

red	yellow	blue	violet	white
orange	green	indigo	black	brown

LESSON CIX

TIME

(A pendulum 39 inches long will vibrate 60 times to the minute. The teacher can easily improvise one. Let the pupils count its vibrations in order to feel the duration of a minute.)

Listen to the ticking of the clock! Count sixty seconds. You have counted a minute. Stand for one minute. Sixty seconds make a minute.

Read the numbers that you see on the face of the clock. Each number marks off five minutes. There are sixty minutes in an hour. How many minutes are there in half an hour? How many minutes are there in a quarter of an hour?

Look at the hands of the clock. The long hand is the

minute hand. How long does it take the minute hand to pass from IV to V? The short hand is the hour hand. How long does it take the hour hand to travel all around the face of the clock?

What time is it? At what time did school open? When will it close? At what time do you go to work in the morning? When the hour hand is between VIII and IX, and the minute hand is at VI, what time is it? When the hands are exactly opposite, what time is it? Show where the hands are at one o'clock. Show where the hands are at half-past eight. At what numbers are the hands at seven-thirty o'clock? Where are the hands at a quarter of nine? A clock and a watch tell time. Do you know of any other way to tell time?

LESSON CX

ADVERBS OF TIME

(The class should make sentences containing the following words. The teacher may then use the best sentences as a dictation exercise.)

<i>quickly</i>	<i>once</i>	<i>early</i>	<i>first</i>
<i>to-day</i>	<i>then</i>	<i>late</i>	<i>daily</i>
<i>yesterday</i>	<i>never</i>	<i>when</i>	<i>often</i>
<i>to-morrow</i>	<i>seldom</i>	<i>whenever</i>	<i>before</i>
<i>to-night</i>	<i>always</i>	<i>again</i>	<i>presently</i>
<i>now</i>	<i>twice</i>	<i>next</i>	<i>suddenly</i>
<i>soon</i>	<i>ever</i>	<i>last</i>	<i>hourly</i>

LESSON CXI

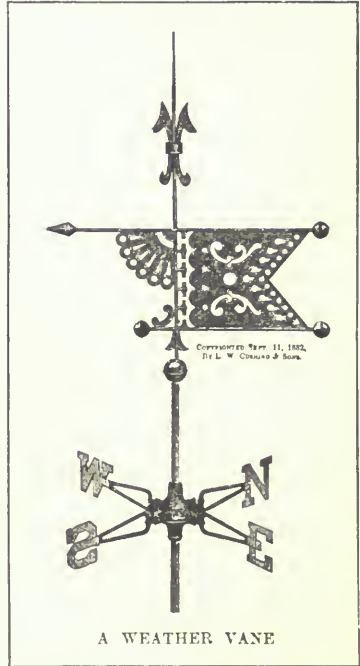
DIRECTION

Point to the north; point to the south; point to the east; point to the west. Point to the northeast and then to the northwest. Face the southeast and then turn toward the southwest.

In what direction will you go home from school? In what direction do you walk from your home to your work? In what part of the city do you live? What is the nearest town or city north of this city? In what direction from this city is the nearest river? In what directions does the business street of this city run?

Show where the sun rises. Show in what direction it sets. The sun rises in the east and sets in the west. From what direction did the wind blow to-day? When the wind blows from the north and west, the wind is northwest. What is a southwest wind?

(Use a small geographical globe and a light to show rotation as a cause of day and night.)



LESSON CXII

DAY AND NIGHT

We could not live without the sun. It gives light and heat to the earth. Do you know how far away from the earth the sun is?

The earth turns round from west to east once in twenty-four hours. The half of the earth receiving light from the sun has day. The part of the earth in darkness has night.

When the earth is turning toward the sun, it is morning or sunrise. The middle of the day is twelve o'clock, or noon. Can you see your shadow at noon? The time from morning until noon is forenoon. As the earth is turning away from the sun, it is evening or sunset. When is afternoon? What is twilight or dusk? What time is midnight?

LESSON CXIII

THE CALENDAR

What day is to-day? What day was yesterday? What day will to-morrow be? Name the seven days of the week.

Sunday is the first day of the week. Monday is the second day, and Tuesday is the third day. Wednesday and Thursday come next. Friday comes after Thurs-

day, and Saturday is the last day. How many work days are there in one week? How many school-days are there in one week?

What month is this? Name the twelve months of the year. How many days in this month? How many weeks make a month? What day of the month is this? Read the date. Name one of the longest months in the year. Name the shortest month. What is Leap Year? How often does Leap Year come?

LESSON CXIV

MONTHS AND DAYS

(Drill in sentences, for correct spelling.)

MONTHS OF THE YEAR

January	(Jan.)	July	
February	(Feb.)	August	(Aug.)
March	(Mar.)	September	(Sept.)
April	(Apr.)	October	(Oct.)
May		November	(Nov.)
June		December	(Dec.)

DAYS OF THE WEEK

Sunday	(Sun.)	Thursday	(Thurs.)
Monday	(Mon.)	Friday	(Fri.)
Tuesday	(Tues.)	Saturday	(Sat.)
Wednesday	(Wed.)		

Written exercise : — Copy, and fill in the date.

_____ is *New Year's Day*.

_____ is *Lincoln's Birthday*.

Washington's Birthday is _____.

_____ is *Memorial Day*

_____ is *Independence Day*.

Thanksgiving comes on _____.

Christmas comes on _____.

LESSON CXV

(The following jingle and the table of time should be memorized.)

Thirty days has September,
April, June, and November.
All the rest have thirty-one,
Excepting February alone,
Which has but twenty-eight in fine,
Till Leap Year gives it twenty-nine.

TABLE OF TIME

60 seconds = 1 minute

60 minutes = 1 hour

24 hours = 1 day

7 days = 1 week

4 weeks = 1 month

12 months = 1 year

365 days = 1 year

100 years = 1 century

LESSON CXVI

EXPRESSIONS OF TIME

(The class should write sentences containing these phrases.)

<i>once in a while</i>	<i>three weeks ago to-day</i>
<i>all the time</i>	<i>a week ago yesterday</i>
<i>not very often</i>	<i>day after to-morrow</i>
<i>as soon as possible</i>	<i>two weeks from to-night</i>
<i>in a hurry</i>	<i>a week from next Monday</i>
<i>the sooner the better</i>	<i>in about two weeks</i>
<i>last week Wednesday</i>	<i>a week from to-day</i>
<i>day before yesterday</i>	<i>in a few minutes</i>
<i>week before last</i>	<i>two weeks from to-morrow</i>
<i>three months ago</i>	<i>next week Thursday</i>

LESSON CXVII

SPRING

How glad I am that spring has come! The earth has been asleep, and is now awaking to life again. The days are growing longer, and the sun rises earlier each morning. The farmer is beginning his planting, and the birds are coming back. How the birds do sing!

The month of March comes with its high winds, and April brings the warm rains that make the grass and trees grow green. May is the month of flowers, when the earth is beautiful with blossoms.

I have seen such beautiful rainbows in spring after a rain-storm. If the sun was in the eastern sky, the rainbow was in the western sky. If the sun was setting in the western sky, the rainbow was in the eastern sky. What are the colors of the rainbow?

LESSON CXVIII

(For sight reading.)

THE WIND AND THE SUN

The North Wind and the Sun once fell into a quarrel. Each one said that he was the stronger of the two. As they were quarreling, a traveler came along. The Wind and the Sun agreed to try to see which could soonest get off the traveler's coat.

The North Wind blew and blew. But the man only held his coat more tightly around him. Then the kindly Sun sent his warm rays down on the traveler's head. The man quickly took off his coat and sat down to rest in the shade. The Sun thus proved that he was the stronger.

LESSON CXIX

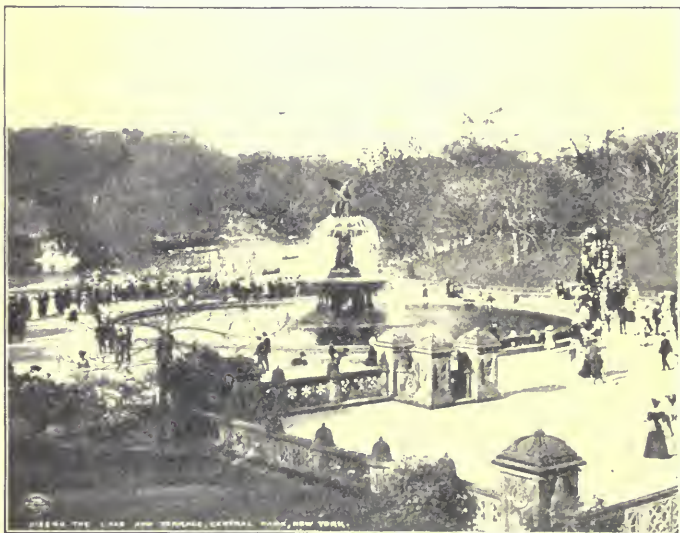
THE PARK IN SUMMER

“This is such a beautiful day! Let us go to the park.”

“Yes, I should like to go very much. Let us stop this

electric car and get on. We will ask for transfers when we pay our fares. It will take about an hour to reach the park."

"How pleasant it is to have a park to which we may go and breathe the fresh air and sit in the cool shade



Copyright, 1905, by Detroit Publishing Company

and enjoy the green grass and the flowers and the sunshine. The parks are for all the people to use, and I am always happy to see the old people and the little children and the sick people walking and sitting in the parks."

"Do you know how many parks for the people there are in this city? Are there free play-grounds for the children?"

“I do not know how many parks there are, but I am told there are a great many. There are several free play-grounds for the children.”

“Here we are at the park! Are n’t those children having a good time on the lake! Is n’t it pleasant to walk through the park under the shade of the trees? How green the grass is! See those flower-beds over there in full bloom. I should like to come to the park every pleasant day through the summer months.”

“Yes, indeed, everybody enjoys the park, and everybody should help to take care of it. The people should try to keep the walks and the grass free from papers and refuse; no one, of course, would do any damage to the trees or shrubs or flower-beds. Everybody is kind to the animals that are kept here for the people to see, and the birds know that the people are their friends.”

“Let us sit down on this bench and watch the fountain. Look at those gardens full of beautiful plants and flowers. Hear those birds sing! How the birds enjoy life in the tall green trees! I should like to know the names of the different kinds of trees, plants, flowers, birds, and animals in this park.”

“In another part of the park, there is a statue of Abraham Lincoln. Who was he?”

Conversation :— Outline the local park system; the important Rules and Regulations; a description of the monuments and statues.

LESSON CXX

AUTUMN

Autumn is here. How cool the days are getting! The days are becoming shorter, too, because the sun is setting earlier each day. September, October, and November are the autumn months.

Autumn is the harvest season. Now the farmers gather into the barns the grain and fruit and vegetables. The birds are leaving for the warm South. They will come back to the parks in the spring. Is it not strange that the birds know when and where to go?

The leaves of the trees have taken on many beautiful colors. The leaves will soon fall and all the flowers will go to sleep. The plants and the flowers do not die. They go to rest. The earth has done her work and is glad now to rest until spring.

LESSON CXXI

WINTER

This is brisk cold weather to-day. We may have a snowstorm before evening. The weather report in the newspaper says that a blizzard is coming. Do you know what a blizzard is?

The children like the snow. They enjoy coasting and sleighing. The ponds and the lakes in the parks are

crowded with people, young and old, skating. It is very pleasant to watch the skaters. The people enjoy the parks in the winter almost as much as in the summer.

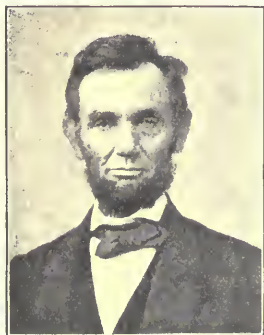
The winter months are December, January, and February. Many of our holidays come in winter. Christmas comes in December, and New Year's Day is the first day of January. February brings Lincoln's Birthday, and Washington's Birthday is February 22. Do you know who George Washington was and why the people of the United States respect his memory?

Copy : —

*I wish you a Merry Christmas.
I wish you a Happy New Year.*

LESSON CXXII

ABRAHAM LINCOLN



Copyright, 1891, by M. P. Rice

In a log cabin in the woods of Kentucky, Abraham Lincoln was born, February 12, 1809. As a boy, he was poor and had to work hard without much chance to go to school. When he was young, his father moved West, where Lincoln grew up.

By hard work and close study, he became a man of strong and noble character, and did a great work for

his country. First he was a lawyer and a leader in the affairs of his state. In the year 1860, he was elected President of the United States. As President, he led the country through the Civil War and freed the slaves of the South. During the sad years of the war, he showed himself to be one of our greatest men.

When he died, the whole world mourned for him. He was honest in everything and kind to everybody, and he loved and served his country well.

Copy:—

With malice toward none, with charity for all.

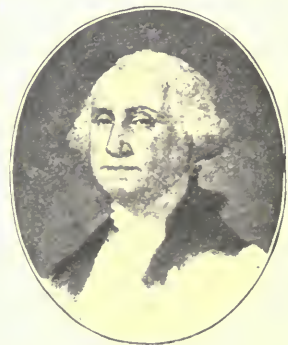
Lincoln.

LESSON CXXIII

GEORGE WASHINGTON

All Americans honor the name of George Washington. He was born in Virginia, February 22, 1732. As a boy, he went to school in a log school-house. When he was sixteen years old, he learned to be a surveyor. A surveyor is a man who measures land.

This country at that time belonged to England. England did not treat the Americans justly, so war broke out between the two countries. The Americans chose Washington for their leader,



and for seven years he led their army against the English. England was defeated and the United States became a separate country. On each Fourth of July, we have a holiday to celebrate our becoming a free people.

When the Americans had set up their own government, they again chose Washington to be their leader. They made him the first President of the United States. He served his country faithfully in peace and in war. As long as this country shall last, his memory will be dear to those who live here.

Copy: —

Labor to keep alive in your breast that little spark of celestial fire called conscience.

Washington.

LESSON CXXIV

REVIEW OF VERBS

(Review each form of the verb in oral sentences. Follow with written work.)

trade	trading	traded	had traded
owe	owing	owed	had owed
receive	receiving	received	had received
live	living	lived	had lived
enjoy	enjoying	enjoyed	had enjoyed
bring	bringing	brought	had brought
rise	rising	rose	had risen

set	setting	set	had set
blow	blowing	blew	had blown
shine	shining	shone	had shone

LESSON CXXV

WEATHER TERMS

(Use each word in a sentence, supplying the descriptive verb.)

wind	slush	cloud	moonlight
windy	slushy	cloudy	sunlight
rain	sun	hail	sunshine
rainy	sunny	dew	freezing
snow	ice	mist	sleet
snowy	icy	thunder	fair
fog	chill	lightning	warm
foggy	chilly	breeze	cold
frost	mud	storm	dry
frosty	muddy	blizzard	wet

LESSON CXXVI

AN AMERICAN CITY

We are proud of our city because it is our home. We are all living here together, working for ourselves and for one another. We need so many things that more people are all the time coming to the city to make and

sell them. Shops and factories and stores are being built, as well as houses for the people, and schools for the children. In this way our city is growing.

We are living in this city because here we have work and can earn good wages. We should all try to make our city a better place in which to live.

Walk with me through our business streets. Can you read the names of the streets and the avenues? What a crowd of people on the streets! They seem to be hurrying in all directions. There is life and noise everywhere. The wholesale and the retail stores are crowded with people who are trading. The banks are opening for business, and the children are hurrying to school. Can you read the signs on the stores as we walk along?

How high those buildings are! Some of the offices in that building are on the twentieth floor. We walk past blocks of stores and offices, past the post-office, the library, a theatre, and a public school. The City Hall is just beyond the Court House over there, and the railroad station is at the end of the next street.

How busy everybody is at the station! The trains are arriving and leaving. People are buying tickets at the ticket office to travel north, south, east, and west. Men are working hard at loading baggage and freight on to the cars. The roadways are crowded with cars and wagons, trucks and automobiles. Let us take this car home.

Conversation : — Interpret the city map ; point out streets, suburbs, facilities for travel, public monuments, and public buildings.

Topics relating to the geography and history of the city should be taken up at this time, and during the rest of the course.

LESSON CXXVII

PUBLIC SIGNS

(These should be carefully explained when first studied, and reviewed from time to time.)

Wait Until The Car Stops.

Look Out For The Engine.

Do Not Talk To The Motorman.

To The Elevated.

Ticket Office.

Waiting Room.

Information.

Subway.

Keep To The Right.

Do Not Feed The Animals.

Keep Off The Grass.

Please Do Not Handle.

Office Hours: 9-12 A. M. 2-4 P. M.

No Admittance.

No Trespassing.

No Smoking.

No Crossing.

Private.

This Way Out.

Entrance.

Exit.

Fire Escape.

Push.

Pull.

Paint.

Danger.

Physician and Surgeon.

Doctor.

Apothecary.

Druggist.

Dentist.

Oculist.

LESSON CXXVIII

ENUNCIATION DRILL

knot	write	high	caught
know	writing	sign	taught
known	wrote	night	daughter
knew	written	light	ought
knee	wrong	tight	bought
kneel	wring	might	thought
knife	wrist	bright	brought
knock	wrench	right	short

LESSON CXXIX

THE SUPPORT OF THE CITY

What is the city doing for you? Who pays for your education in the public schools? Who supports the beautiful public parks and gardens and the playgrounds for the children? Who pays for the building and repairing of the docks, shipping wharves, ferries, and bridges by which we carry on business with one another, and commerce with other countries?

The streets and the roadways in the city are clean and safe, and lighted at night. New streets and roads are being laid out all the time. How are all these men paid who work at building the streets and roads, and

keeping them in repair? Who pays the wages of the men who collect the ashes and refuse from the homes and streets? Who pays for cleaning snow from the streets in the winter?

You are glad to have pure drinking-water, and protection from disease. Do you know how much is being done all the time to protect your life and your health?

Taxes pay for all these things. A tax is the money paid to the city by those living in the city. These taxes are paid on property. Property is houses and lands, shops and stores. What was the tax rate this year? When are taxes levied? Taxes are also paid on some kinds of business. Do you know what a license is? Why should it be paid to the city? Do you know of any other way in which tax money is raised by the city? What is a poll tax? What property in this city is not taxed?

It is right and just for the city to tax you for all these things, and it is right and just for you to pay taxes. The city gives you clean streets and keeps your home safe from fire. The city gives you free education and protection of life, work, and liberty. It also adds greatly to your happiness. All of these things must be paid for, and as you enjoy them, you should be glad to help to pay the cost of them.

You are willing to help others, also, and so the city has free hospitals and other buildings which open their doors to the sick, the poor, the old, and the helpless.

Thus all the money that you pay to the city in taxation comes back to you for your benefit, safety, and happiness.

LESSON CXXX



A CITY BUILDING

THE CITY GOVERNMENT

When many people live together in a city, there must be law and order. Without law and order, property and even life would be unsafe.

One man cannot make all the laws for a city, nor can one man keep order everywhere. Not all of the people in a city can come together to make the laws. So the people choose certain men to make the laws, and cer-

tain other men to carry out these laws. The city government is made up of men who make the laws for the city, and the men who see that these laws are obeyed.

Who is at the head of the family in the home? There is a head to every factory, every shop, every store. In a city there must also be somebody at the head of the government. He is the mayor. Who is the mayor of this city? Where is his office? The mayor of the city is a very busy man. It is his duty to see that the city laws are obeyed, and to watch over all departments of the city government.

The mayor cannot himself do all this. He therefore has other men to help him.

The Board of Aldermen are the men who make the laws for the city. Is there a Common Council in the government of this city? What are the duties of the School Board? Name other departments of the city government.

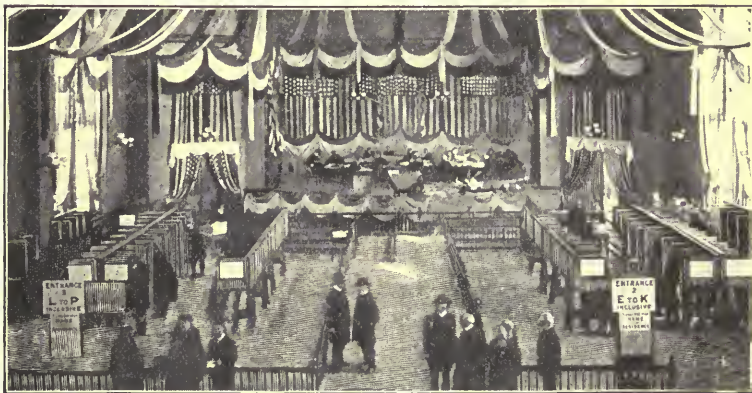
These men who make and carry out the laws of the city are city officials, and are chosen by the people. The people should choose only honest and unselfish men for these offices.

The laws are made by the people and for the people, and so these laws should be carried out with justice to everybody. The courts of the city are held in order that the people may secure justice under the law. The head of a court is called the judge. How are the judges

of the different courts in this city chosen? What is a jury and how is it chosen?

Conversation :— Discuss the local city government.

LESSON CXXXI



VOTING

Can you vote? In this country, men who are twenty-one years old and who are citizens of the United States are allowed to vote. It is their duty to vote for the men who are to make and carry out the laws under which they live. If you are a voter, you should find out as much as you can about the men to be voted for, and vote honestly for those that seem to you to be the best men. In this way you are helping yourself, your city, and your country.

The men to be voted for are called the candidates. They are chosen from the different political parties by the members of those parties. Name the different political parties.

On Election Day, the voter goes to the polls and enters the voting booth alone. He selects the names of the men whom he would like to see elected to public office, and makes a mark on the ballot against each of these names. He then deposits his ballot in a box, and his name is checked showing that he has voted. In some places, they now use voting machines. Men at the polls explain to each voter how to register his vote in the machine.

After the polls are closed, the votes are counted, and the men who have the greatest number of votes are elected.

Conversation: — Discuss a recent electoral campaign.

LESSON CXXXII

THE POLICE DEPARTMENT

There must be peace and quiet in the city so the people can pass through the streets by day or night in safety, and so that they can live and work and sleep without fear of fire or robbery. It is the work of the Police Department to watch over the whole city, so that it may be kept free from crime and disturbance.

The officials of the Police Department are paid by the city with the public money.

Who is at the head of the Police Department in this city? Where is the police station? How are policemen chosen?

The policeman sees that all the laws are obeyed, and



that the homes, and banks, and other business places are protected. Day and night, in all kinds of weather, and often at the risk of his own life, he serves the city. He finds the homes of children that are lost. He politely answers all questions asked of him. He keeps the streets safe by stopping fast driving. He makes it safe to cross a street crowded with trucks and wagons by telling the drivers when to stop and when to drive on.

Let us suppose that an accident has happened in a crowded street. A poor old woman has been run into by an automobile. The policeman telephones at once for the ambulance, and in a few minutes the clanging bell of the ambulance is heard. The horses come very fast, for they seem to know that somebody is sick or hurt, and they hurry to save a human life. The policeman keeps the crowd of people back, and helps to lift the injured woman into the ambulance to be carried to the hospital. If the owner or driver of the automobile is thought to be to blame for the accident, he is arrested and made to come to court to be tried.

Copy and finish: - -

My name is———.

I live in the city of———.

My home is at———.

I work at———.

My age is———.

LESSON CXXXIII

THE FIRE DEPARTMENT

A great fire is raging in the city. Hear the clanging of the bells of the fire engines as they come toward us! See the people rush in the direction of the fire! We must obey the law and move aside quickly to give the



Fire Department the right of way. Here comes the fire engine! What a fine machine! How strong and brave the firemen are to be willing to risk any danger to save life and property!

Everybody should be careful of fire. In a city, there is much danger because the buildings are close together, and many people live in them. What should be done when a fire is discovered?

The city supports a Fire Department for the safety of its citizens. Name the different engines, trucks, and wagons of the Fire Department. What is a fire-boat? How are the firemen chosen? What is the color of the alarm boxes in this city? How is an alarm rung in?

If you should be in a theatre and see fire breaking out, what would be the best thing to do? Tell why one should never cry "Fire!" What is the city law about keeping fire escapes free from rubbish? How can the citizens help to prevent fires? What is Fire Insurance?

(The teacher should explain what to do when a person's clothing catches fire, and why; also how to guard against inhaling smoke when escaping from a burning building.)

Written exercise: — Prevention of fires.

LESSON CXXXIV

ADVERBS OF PLACE

(Present each word objectively, and use in sentence work.)

in	back	above	backward
on	down	about	yonder
to	here	around	forward
up	there	away	between
by	under	against	opposite
far	before	aboard	without
into	among	beside	nowhere
near	within	together	somewhere
over	where	behind	everywhere
at	below	thence	wherever
across	beneath	through	wherein
after	beyond	toward	whence
along	from	upon	whither

LESSON CXXXV

THE STREET CLEANING DEPARTMENT

The city government knows that a clean city is necessary for the good health of the people, and so men are hired by the city to keep the streets clean. They sweep the streets often, and remove the ice and snow in the winter.



You can help very much toward having a clean and healthful city, by keeping your yards and sidewalks clean. Even the children can help by not throwing rubbish into the streets. You should know the rules of the Street Cleaning Department in your city and follow them carefully.

Conversation: — Coöperation with the City Street Cleaning Department.

LESSON CXXXVI

THE HEALTH DEPARTMENT

The Health Department of this city is working all the time to keep you in good health, and the city free from disease.

Do you know what a contagious disease is? How does the Board of Health prevent the spread of contagious diseases? All unclean tenement blocks and other places that may cause disease are bad for you and bad for the city. One of the duties of this Department is to have these places cleaned.

Would you like to use as food spoiled meat and fish, over-ripe vegetables and fruit, impure milk and adulterated groceries? The food inspectors are officials of the Board of Health. They try to see that only good food is sold.

The Health Department tries to give all the children a chance to keep well and grow strong. Is it right to have young children work in shops or factories where they are shut in from the outside air and the sunshine all day long?

Is n't the work of the Board of Health very important, and are n't you willing to help support it? Nothing is more important than good health, so you should try to keep well, and help others to do so. If you and all the other people work together with the Health

Department, the city will be a clean, healthful, and beautiful home for everybody.

LESSON CXXXVII

(For sight reading.)

THE OLD MAN AND HIS SONS

An old man had many sons who were always quarreling. At last the father called them to him. He showed them a bundle of sticks tied together. He said to them, "Break this bundle." Each of the sons tried to break it but could not.

The father untied the bundle and told each son to break one stick. They could do this easily.

Then the father said, "If all of you would stand together, no one could do you any harm, but each one separate is as weak as one of the little sticks."

Conversation:—Show how this story applies to our form of government.

COMMON ABBREVIATIONS

(The class should be shown how the abbreviations are formed. Review other abbreviations already taught.)

Mr.	Supt.	R. R.	C. O. D.	Mt.
Mrs.	M. D.	P. O.	Cr.	Etc.
Dr.	St.	U. S.	P. M.	No.
Rev.	Ave.	Co.	A. M.	Inst.

LESSON CXXXVIII

(For sight reading and discussion. Review and apply Lessons XXV, XLII, XLIII, XLIV, XLVII, L, LI, LXXVII.)

CONSUMPTION

Do you know how many people in the United States die every year of consumption? How many of your friends have died of it? You may catch consumption at any time from those who have it, unless you are careful to avoid the danger.

Everywhere in the United States, north, south, east, and west, people are fighting this disease. Let us all help in the good fight. Let us do all that we can to prevent this disease and to help to cure those who are sick with it.

If you have any lung trouble, be very careful of what you raise from your lungs when you cough or spit. Consumption is given to other people by germs raised from the lungs in coughing. For this reason, the law forbids people to spit on floors or sidewalks, or in the cars and trains. It is the dried spit floating as dust in the air that is dangerous. Be careful at home, in the shop, in the street, to obey this good law against spitting.

If you live or work with anybody who has consumption, be careful not to let him spit anywhere except into water, or on paper or cloth. Burn the cloth or paper. Never breathe air that may have the dust of dried spit

of a consumptive person in it. Never use a cup or towel that a consumptive person has used.

If you have a cough or think that you have consumption, do not try to cure yourself. Go at once to a doctor and do just as he tells you. Consumption can be cured if treated in time. You can help yourself more than any one else can help you, by obeying the doctor's orders. Take no medicine except what the doctor gives you. If your workshop is dark or damp, leave it and get outdoor work. Your home should be clean and filled with sunshine and pure air. The Health Department will help you to clean your home of the disease, and tell you how to take care of yourself. Go to the park as often as you can. Eat plenty of good food, keep clean, and dress warmly. Remember that *sunshine* and *pure air*, *good food* and *rest* will cure you. Don't worry, and don't give up.

Copy:—

Do unto others as you would have others do unto you.

LESSON CXXXIX

CITIZENSHIP

Are you a citizen of the United States? The United States takes care of all its citizens and gives them many rights. A citizen has the right to life, liberty, and happiness. He has the right to buy and sell, to have a home,

and to help in making the government under which he lives a good government.

These rights of citizenship must be paid for by the men who enjoy them. A true citizen pays for his rights by obeying the laws, paying his taxes, and taking his part in protecting the government of the United States.

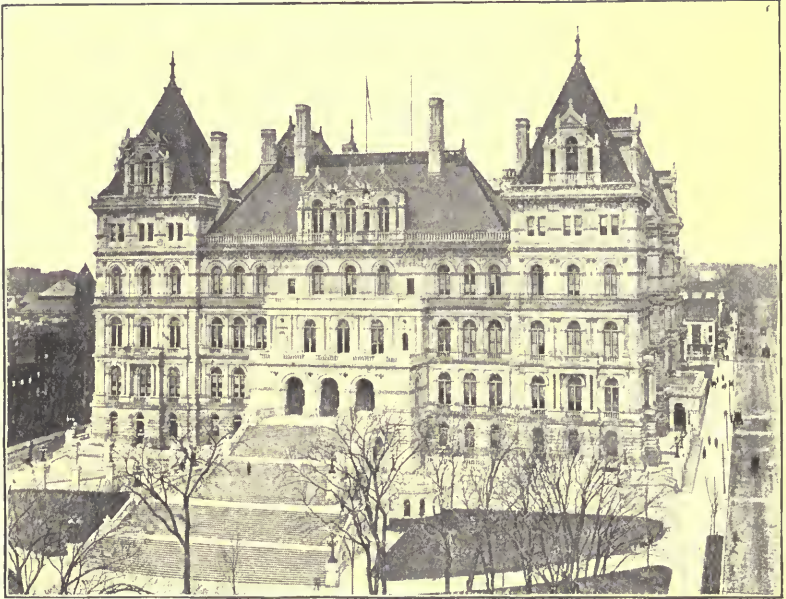
The law tells you what is best for you and for everybody else. You must obey the law, and you should help others to keep the law. A citizen obeys the laws because they are made by the people, for the good of all the people. A law-breaker not only hurts himself but others also. That is why the government must have courts of justice and jails. The only way to make good laws is by choosing the right men to make the laws.

A citizen pays his just taxes, and shares in the government of his city and country. He is interested in the public health, in education, and in all things that are for the good of the city and the state. He watches the work of all the City Departments, and knows how the public money is collected and spent. He earns his own living, and deals honestly with all men. He aids the poor and helpless, and does all he can to prevent cruelty to children and animals.

He is willing to pay for his rights even by giving up his life for his country, if necessary. Because he is a free citizen of his state and of the United States, he is ready at all times to serve his city, his state, and his country.

Conversation : — Naturalization Laws of the United States.

LESSON CXL



THE NEW YORK STATE CAPITOL

THE STATE GOVERNMENT

Just as there are city laws, there are also state laws, and the men chosen by the people meet in one city in each state to make the laws for that state. This city is called the capital of the state. The building in which the laws of the state are made is called the capitol. In what city is the capitol of the state in which you live?

The law-makers of a state are called the State Legis-

lature. They make all the state laws which are thought necessary for the benefit of the people. Some of the laws made are those for carrying on business, and those providing for public education.

The governor is at the head of the state government. He is chosen by the people. Who is the governor of this state? How often is he elected? What is the state constitution?

Conversation:—Outline the state government.

LESSON CXLI

REVIEW OF VERBS

hurry	may hurry	might hurry
arrive	can arrive	could arrive
choose	will choose	would choose
carry	shall carry	should carry
vote	may vote	might vote
answer	can answer	could answer
happen	will happen	would happen
prevent	shall prevent	should prevent
remove	may remove	might remove
cause	can cause	could cause
collect	will collect	would collect
hurt	shall hurt	should hurt
obey	will obey	would obey
share	shall share	should share

LESSON CXLII

WORDS OF SIMILAR SOUND

(Use each word in a separate sentence. This exercise should be given first orally with the teacher, and then as a written exercise.)

ate	steel	blew	pain
eight	steal	blue	pane
wait	here	right	their
weight	hear	write	there
way	knew	meet	sent
weigh	new	meat	cent
break	read	made	sale
brake	red	maid	sail
seam	son	road	fair
seem	sun	rode	fare
sea	tail	veil	stair
see	tale	vale	stare
deer	mail	bear	steak
dear	male	bare	stake
pair	pail	shear	too
pear	pale	sheer	two
pare			to

LESSON CXLIII

(Point out the great centres of population in the United States, and contrast the opportunities offered in the less thickly settled parts of the country with the disadvantages of segregation in the big cities.)

THE UNITED STATES

This country is the United States of America. It is the land of freedom and liberty, because the people govern themselves. All citizens love their country, because they know that this freedom was earned by men who gave their lives for it.

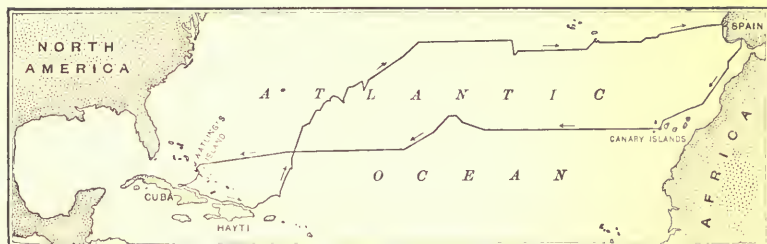
Name the states and the territories of the United States. Bound the United States. Find the largest rivers and lakes. Name the capital of each state. Name fifteen large cities of the United States that are not capitals.

The United States is in North America. North America is one of the great divisions of the earth. North America was discovered October 12, 1492, by Christopher Columbus.

Why is this country called America? Who were the first people found living here? Why were they called Indians? Tell all that you know of the Indians, their homes, habits, and their beliefs.

Oral and written work:— Interpretation of the map of the United States, printed on the inside of the back cover of this book.

LESSON CXLIV



THE VOYAGE OF COLUMBUS

CHRISTOPHER COLUMBUS

Christopher Columbus was a poor sailor who was born in Genoa, Italy. Although nearly everybody thought that the world was flat, Columbus believed it to be round. He thought that if he sailed westward across the Atlantic Ocean, he would come to the shores of India. India was a rich country with which Europe carried on a large trade.

Columbus was poor and had no ships. He went from country to country asking for money and ships, to prove that his ideas were right. At last, Queen Isabella of Spain decided to help him to fit out three small ships.

Columbus had a very hard voyage of ten weeks. At one time the sailors were ready to kill him and return home. On the morning of October 12, 1492, land was seen. It was an island near the shore of America. Columbus landed, and planted the flag of Spain.

In his old age, Columbus died poor and alone, without knowing that he had discovered a great continent.

LESSON CXLV

(Study the frontispiece of the book.)



THE WHITE HOUSE

WASHINGTON, THE CAPITAL OF THE UNITED STATES

Find the city of Washington on the map. In this city, the laws of the country are made. The people of the United States elect men and send them to Washington to make our laws. All these men together make up the Congress of the United States. The Congress meets at Washington.

The President of the United States is the head of the national government. He lives in the White House in Washington. How is he elected? How long is his term of service, and what is his salary? Who is President now?

All the great nations of the world send men to Washington, to represent their countries at the seat of our national government. The United States also sends men to all these countries for the same purpose.

For written work:—Description of some of the important government buildings at Washington.

LESSON CXLVI

THE NATIONAL GOVERNMENT

Congress is the law-making body of this nation. It is made up of the Senate and the House of Representatives. A member of the Senate is called a Senator. Who is your Senator? How was he chosen? Who is your Representative? How was he chosen? These men represent you in the national government.

Some of the laws made by Congress are those which take care of commerce, and the coining of United States money. Congress alone can declare war with other nations.

The President of the United States sees that all the laws are carried out. He selects nine men to help him. These men form his Cabinet. What are the duties of each of the members of the Cabinet?

What is the duty of the Supreme Court of the United States? What is the Constitution of the United States?

Conversation:—Local Federal Buildings.

LESSON CXLVII



THE AMERICAN FLAG

The American flag means liberty and justice for everybody. It is honored by all citizens on the land and on the sea. For it the soldiers of our army and the sailors of our navy are willing to fight and even to die.

The colors of the flag tell the story of the nation's freedom. Red is for bravery, white is for purity, and blue is for justice.

The stripes tell the number of the original states of the United States, and the stars tell the number of states now in the Union. How many stars has the flag now?

All Americans love the Stars and Stripes. Let us all respect the flag and be true to it.

Copy:—

America is another word for opportunity.

LESSON CXLVIII

(This song should be interpreted and memorized *correctly*.)

AMERICA, by SAMUEL F. SMITH

My country, 't is of thee,
Sweet land of liberty,
 Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain-side
 Let freedom ring.

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

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

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

VOCABULARY OF THE READING LESSONS

(The teacher should drill upon the tense forms of verbs and the plurals of nouns; these forms are not indicated in this Vocabulary.)

LESSON		LESSON		LESSON		LESSON	
1	man woman and	9	to door they	16	her brush finger nail	21	pretty flower wish smell stop at eat
2	boy girl the this not	10	run fast window		wipe both towel dry clean cut file push back skin	22	bite drink some water
3	he she	13	no book on table want that reach out		hair tongue	23	tooth dip warm with all every them day thread white keep morning after use cold hot never anything hard very dentist
4	can see we		my in away from chair down	18	look open room come shut your listen do hear bell ring again speak talk sing read		
5	what		my in away from chair down	19	look open room come shut your listen do hear bell ring again speak talk sing read		
6	have body head two arm hand leg foot face eye mouth ear nose	14	take an apple it him give put go off	20	listen do hear bell ring again speak talk sing read		
7	stand	15	put go off				
8	sit here there	16	care of wash				
9	walk						

LESSON		LESSON		LESSON		LESSON	
23	once year	34	mortar lay	42	ice close	47	pillow bed
24	comb his neatly often		trowel tub wall		dust flies		clothes let
25	correct straight as raise chest now right way time breathe much air	35	carpenter build wood cover roof floor make	43	milk little baby old person sick pure glass bottle tin cool	49	sew spool break piece might needle knot thimble button coat stitch time save nine
30	first next last so tall than	36	when paint frame		bread fish egg vegetable ripe fruit buy only always	50	bath get myself soap cloth help
33	work shovel pick-ax dig ground up dirt throw stone cellar for house	37	paper hang measure then spread paste fold place until smooth	44	cook well must enjoy life enough better much one top another bottom	51	feel try health through slowly chew sleep eight hour night wealth
34	mason brick	38	plumber pipe new gas mend leak good order	47	sun light	52	quickly more most
		39	where to-morrow yesterday				
		42	fresh meat				

LESSON

LESSON

LESSON

LESSON

54	family father mother children husband wife parent brother beside sister play piano home place like	59	how many seven sixteen twelve three ninety add thirty divide seventy by six	62	change different kind	67	chicken counter customer like trade because know	
				63	problem cap spend car fare pay hat	68	peddler say sale if these sure	
				65	ounce pound dozen quart cost pint gallon vinegar grocer sell kerosene oil peck		banana cheap enough thank madam please honesty best policy sale	
55	deep within heart softly hear each hold answer kindness word		60	fractional part whole half third fourth eighth tenth which same equal		70	wear	
						71	name fur animal shoe slipper leather glove also certain felt straw	
59	drill count twenty five fifty write number ten or fifteen less forty sixty	62	United States money cent small coin copper nickel ten dime quarter dollar hundred silver bill		66	bushel flour barrel butter tea orange price need send coffee worth sugar market afternoon	72	perhaps factory wool

LESSON		LESSON		LESSON		LESSON	
72	sheep instead summer shear machine many ready	76	credit bring disease color attract attention judge	83	coal mine miner surface earth blast load	87	application east May superinten- dent dear apply
73	mill noise grow field southern part pick bundle bale	77	milliner shop plenty tell people outside few become easily		mule haul roadway boat city town iron steel ore		position advertise attend school faithfully experience lost closing during dull
74	store black dressmaker think trimming opposite millinery department neckwear special	78	strong light left tired eyesight hold nearer farther either oculist catch touch	84	furnace smelt foundry fire burn coke limestone melt draw tapping hole flow casting mold railroads stockyard gather pack flesh bone country letter		find recommen- dation former employer respectfully name answer write English expect business educate promotion improve honest truthful waste word
75	suit bargain fit pair width charge size tailor line	82	manufacture earn living each own hide machinery furniture watch box	85		88	
76	gentleman afford cash						

LESSON		LESSON		LESSON		LESSON	
88	respect	92	free	95	since	103	payment
	manners		reference	97	either		receipt
	foreman		study		errand		board
89	date		explain		neither	106	Monday
	page		understand		nor		delightful
	print	93	king		whether		happy
	item		Scotland		wise		secure
	understand		England	100	business		position
	probably		drive		wholesale		hope
	important		hut		retail		able
	weather		spider		ocean		ambition
	report		weave		timber		reply
	train		web		forest		holiday
	steamer		fail		profit		ever
	editorial		succeed		gain		envelope
90	industrial		fasten		loss		address
	everywhere		fight		freight	107	postal
	about		battle		Europe		service
	wages	94	savings		exchange		postage
	beginning		bank		commerce		mail
	end		account		telephone		seal
	learn		spend		telegraph		world
	deal		rich		office		Italy
	electricity		rent	101	post-office		Greece
	carry		safe		following		Russia
	such		interest		truly		Poland
	enter		shop	102	national		Sweden
92	public		penny		check		British
	library		reckon		owe		Isles
	geography		per cent		side		Canada
	history		wealthy		endorse		Cuba
	trade	95	ant		across		Mexico
	language		grasshopper		teller		Germany
	delivery		busy		protect		special
	clerk		seed	103	pane		register
	catalogue		grain		glass	109	time
	careful		nest		lumber		tick
	damage		bright		receive		minute

LESSON		LESSON		LESSON		LESSON	
109	travel	113	longest	118	wind	120	die
	around		leap		fell	121	winter
	close	114	January		quarrel		brisk
	between		February		traveler		storm
	exactly		April		along		snow
	opposite		June		agree		almost
	mark		July		blew		blizzard
	together		August		held		coast
	show		September		tightly		sleigh
111	direction		October		ray		crowd
	north		November		shade		memory
	south		December		thus		skate
	west		Lincoln		prove		merry
	east		birthday	119	park	122	log
	toward		celebrate		summer		cabin
	rise		Washington		electric		poor
	set		Memorial		transfer		chance
	river		Independence		sunshine		young
	blow		Thanksgiving		pleasant		move
	point		Christmas		play-ground		grow
112	heat	115	rest		bloom		noble
	receive		except		full		character
	darkness		alone		everybody		lawyer
	middle		fine		refuse		leader
	noon		till		course		affair
	shadow	117	spring		tree		president
	forenoon		asleep		shrub		civil
	turn		awake		bench		war
	twilight		earlier		fountain		free
	dusk		bird		statue		slave
	midnight		green	120	autumn		mourn
113	calendar		blossom		harvest	123	American
	Sunday		beautiful		season		surveyor
	Tuesday		rainbow		barn		belong
	Wednesday		eastern		leave		treat
	Thursday		sky		strange		defeat
	Friday		western		fall		separate
	month		bring		plant		government

LESSON		LESSON		LESSON		LESSON	
123	serve	130	board	132	quiet	138	lung
	peace		aldermen		live		trouble
	labor		common		age		cough
	alive		council	133	rush		spit
	breast		duty		obey		germ
	conscience		official		move		reason
126	street		unselfish		horse		forbid
	avenue		certain		brave		float
	sign		justice		discover		dangerous
	block		judge		wagon		anybody
	theatre		jury		alarm		consumptive
	hall	131	vote		rubbish		treat
	court		citizen		prevent		medicine
	station		duty		insurance		damp
	arrive		seem	135	necessary		outdoor
	ticket		candidate		remove		remember
	baggage		political		sidewalk		worry
	automobile		party		follow		unto
129	repair		member	136	cause	139	citizenship
	dock		election		spoil		liberty
	ferry		polls		contagious		jail
	bridge		booth		tenement		just
	tax		ballot		adulterate		else
	levy	132	police		nothing		deal
	property		disturbance		inspector		education
	license		risk		chance		aid
	protection		robbery	137	son		cruelty
	liberty		question		tie	142	state
	ashes		drive		stick		capitol
	support		accident		untie		legislature
	hospital		suppose		harm		provide
	taxation		ambulance		weak		governor
	benefit		hurt	138	unless	143	constitution
	safety		injure		avoid		nation
130	law		human		consumption		America
	choose		owner		fight		freedom
	even		blame		cure		govern
	mayor		try		sick		territory

LESSON		LESSON		LESSON		LESSON	
143	bound	145	term	147	navy	148	temple
	capital		service		bravery		heart
144	sailor		salary		purity		rapture
	believe		represent		stripe		thrill
	Atlantic	146	senate		star		swell
	decide		senator		true		mortal
	India		Cabinet	148	opportunity		song
	Spain		Supreme		thee		partake
	return		declare		land		silence
	voyage		representative		pilgrim		sound
	island	147	flag		pride		prolong
145	nation		honor		native		bright
	map		story		noble		holy
	Congress		soldier		rock		author
	purpose		Union		rill		God

LANGUAGE

The New Webster-Cooley Course in English

By ALICE WOODWORTH COOLEY, late Assistant Professor in the Department of Education, University of North Dakota, and W. F. WEBSTER, Principal of the East High School, Minneapolis.

First Book (Grades IV and V), 40 cents.

Second Book (Grades VI-VII and VIII), 60 cents.

This course is especially planned for use in those systems of schools where it is desired to reduce the instruction in grammar to its simplest form in order to give greater attention to the work in composition. All unnecessary grammatical forms and classifications are omitted, and yet a thorough grounding is given in the essential elements of our language structure. The books correlate most successfully the language lesson with nature study, geography, history, and art, and thus bring greater vitality and interest into the language work.

The New Webster-Cooley Course in English by Grades

Part One, for Grade IV. 30 cents.

Part Two, for Grade V. 30 cents.

Part Three, for Grade VI. 30 cents.

Part Four. (The Essentials of Grammar and Composition.) For Grades VII-VIII. 55 cents.

These four books contain identically the same material as the two books of the New Webster-Cooley Course in English. As listed above, the Course is now available practically in the form of "a book for a grade."

SPELLING

The Bailey-Manly Spelling Book

By ELIZA R. BAILEY, Teacher of Elementary English in Boston, and JOHN M. MANLY, PH.D., Professor and Head of the Department of English in the University of Chicago. **Single-volume edition**, 25 cents; **Book I** (Grades 2-4), 16 cents; **Book II** (Grades 5-8), 20 cents

Prices are net, postpaid.

HOUGHTON MIFFLIN COMPANY

BOSTON

NEW YORK

CHICAGO

BOOKS ON VOCATIONAL PREPARATION

THE VOCATIONAL GUIDANCE OF YOUTH

By Meyer Bloomfield

A monograph by the Director of the Vocation Bureau of Boston. 60 cents net. Postpaid.

CHOOSING A VOCATION

By Frank Parsons

This book is an indispensable manual for every vocational counselor. \$1.00 net. Postage extra.

THE PROBLEM OF VOCATIONAL EDUCATION

By David Snedde

The author is the Commissioner of Education for Massachusetts, and one of the leaders in the movement for the closer adaptation of public schools to the actual needs of youth. 35 cents net. Postpaid.

THE PEOPLE'S SCHOOL

By Ruth Mary Weeks

A statement regarding the vocational training movement in this country and abroad. 60 cents net. Postpaid.

DEMOCRACY'S HIGH SCHOOL

By William D. Lewis

The purpose is to show that the true function of the high school is to train all for citizenship and social service, rather than a few for leadership. 60 cents net. Postpaid.

VOCATIONS FOR GIRLS

By Mary A. Laselle and Katherine Wiley

Information as to conditions of work and the opportunities for advancement in the more common vocations open to girls who have had only a high-school education. 85 cents net. Postpaid.

THE HOME SCHOOL

By Ada Wilson Trowbridge

The author, who is Director of Household Economics in the Providence Home School, demonstrates how vital and inspiring the work in household economics becomes when taught in the home environment and when developed with the idea of centering the interest of the girl in the home. 60 cents net. Postpaid.

BEGINNINGS IN INDUSTRIAL EDUCATION

By Paul H. Hanus

The author, who is Professor of Education at Harvard University, is one of the foremost authorities in the field of vocational education. \$1.00 net. Postpaid.

INDUSTRIAL EDUCATION

By H. S. Person

This book presents the need for industrial education in this country and outlines an ideal system of schools to meet this need. \$1.00 net. Postage extra.

INDUSTRIAL EDUCATION: Its Problems, Methods, and Dangers

By Albert H. Leake

A study and criticism of the opportunities provided for the education of the industrial worker. \$1.25 net. Postpaid.

HOUGHTON MIFFLIN COMPANY

BOSTON

NEW YORK

CHICAGO

ENGLISH FOR FOREIGNERS

By SARA R. O'BRIEN

Teacher in the day and evening schools of Springfield, Mass.

BOOK ONE. With Preface by THOMAS M. BALLIET, Dean of New York University School of Pedagogy. 50 cents, net. Postpaid.

BOOK TWO. 70 cents, net. Postpaid.

These textbooks have been written for the specific purpose of giving foreigners in as short a time as possible a practical working knowledge of the English language and at the same time of enabling them to become better acquainted with their new environment.

The subject-matter is drawn from the experiences of mature foreigners actively working in the daily life of an American city; the presentation is simple and therefore adapted for teaching the English language to the average immigrant.

In **Book One**, which is designed for beginners, personal habits and the common occupations of home are made the basis of numerous lessons. Later, business forms, the scope of the various departments of the government, and the duties of citizenship are carefully explained in simple language. There are also exercises in penmanship, especially on difficult combinations of letters. The illustrations are from photographs and help to explain the text.

Book Two is prepared for pupils who have already acquired some knowledge of oral and written English. The subject-matter introduced in the text of the reading lessons broadens out from the more simple subjects of immediate needs and environment treated in Book One into the discussion of practical, vital topics in geography, American history and government, the choice of a vocation, and the appreciation of ethical standards which make for a truer and better understanding of life.

The lessons in both books are accompanied by careful suggestions to the teacher.

HOUGHTON MIFFLIN COMPANY

BOSTON

NEW YORK

CHICAGO

“A STEP FORWARD IN READING”

THE RIVERSIDE READERS

EDITED BY

JAMES H. VAN SICKLE

Superintendent of Schools, Springfield, Mass.

AND

WILHELMINA SEEGMILLER

*Director of Art, Indianapolis. Formerly Principal of the Wealthy Avenue
Public School, Grand Rapids, Mich.*

ASSISTED BY

FRANCES JENKINS

Supervisor of Elementary Grades, Decatur, Ill.

ILLUSTRATED BY

RUTH MARY HALLOCK

CLARA E. ATWOOD

MAGINEL WRIGHT ENRIGHT

E. BOYD SMITH

HOWARD PYLE, and other notable artists

FRESH MATERIAL

These Readers contain an unusually large amount of *fresh copyrighted material* taken from the world's best literature for children.

LATEST TEACHING METHODS

They represent the latest developments in the methods of teaching reading, the kind of teaching that will be found in the best schools of to-day.

ARTISTIC MAKE-UP

Artistically the books will set a new standard in text-book making. The colored illustrations of the primary books are particularly attractive.

MECHANICAL FEATURES

The paper used in the books, the type for each grade, and the dimensions and arrangement of the type page were all determined by careful experimenting, in order to safeguard the eyesight of children.

Send for complete illustrated circular describing the unique plan of this series

PRICES

Primer	30 cents <i>net.</i>	Fourth Reader	55 cents, <i>net.</i>
First Reader	35 cents <i>net.</i>	Fifth Reader	55 cents, <i>net.</i>
Second Reader	40 cents <i>net.</i>	Sixth Reader	55 cents, <i>net.</i>
Third Reader	50 cents <i>net.</i>	Seventh Reader	55 cents, <i>net.</i>
		Eighth Reader, 60 cents, <i>net.</i>	

HOUGHTON MIFFLIN COMPANY

BOSTON NEW YORK CHICAGO

WORD MASTERY

A Course in Phonics for the First Three Grades

Prepared by

FLORENCE AKIN

Teacher in Primary Grades, Pasadena, California

Cloth, 25 cents net. Postpaid.

1. It offers a system of effective and economical practice based on the latest and best theory of phonic analysis and word building.
2. It will give excellent results even in the hands of the teacher who lacks training in phonics.
3. It saves the teacher the labor and the time otherwise needed to plan a phonic course to be taught by means of blackboard and card devices.
4. It saves the expense of charts and cards ordinarily required to supplement the reading lessons.
5. It gives the children greater independence in their study, because they have the books in their own hands. It provides opportunity for the pupils to make up their individual deficiencies, without holding back the rest of the class.
6. It does away with the mechanical reading lesson — the reading of word repetitions without literary interest for the sake of phonic drill. The pupil becomes quick at word recognition, and the reading lesson can be devoted entirely to reading the best literature.
7. It is thorough and simple. Each new lesson teaches one new phonic element, and only one. There are thus no difficulties on the way, and the pupil steadily gains confidence in himself.

HOUGHTON MIFFLIN COMPANY
BOSTON NEW YORK CHICAGO



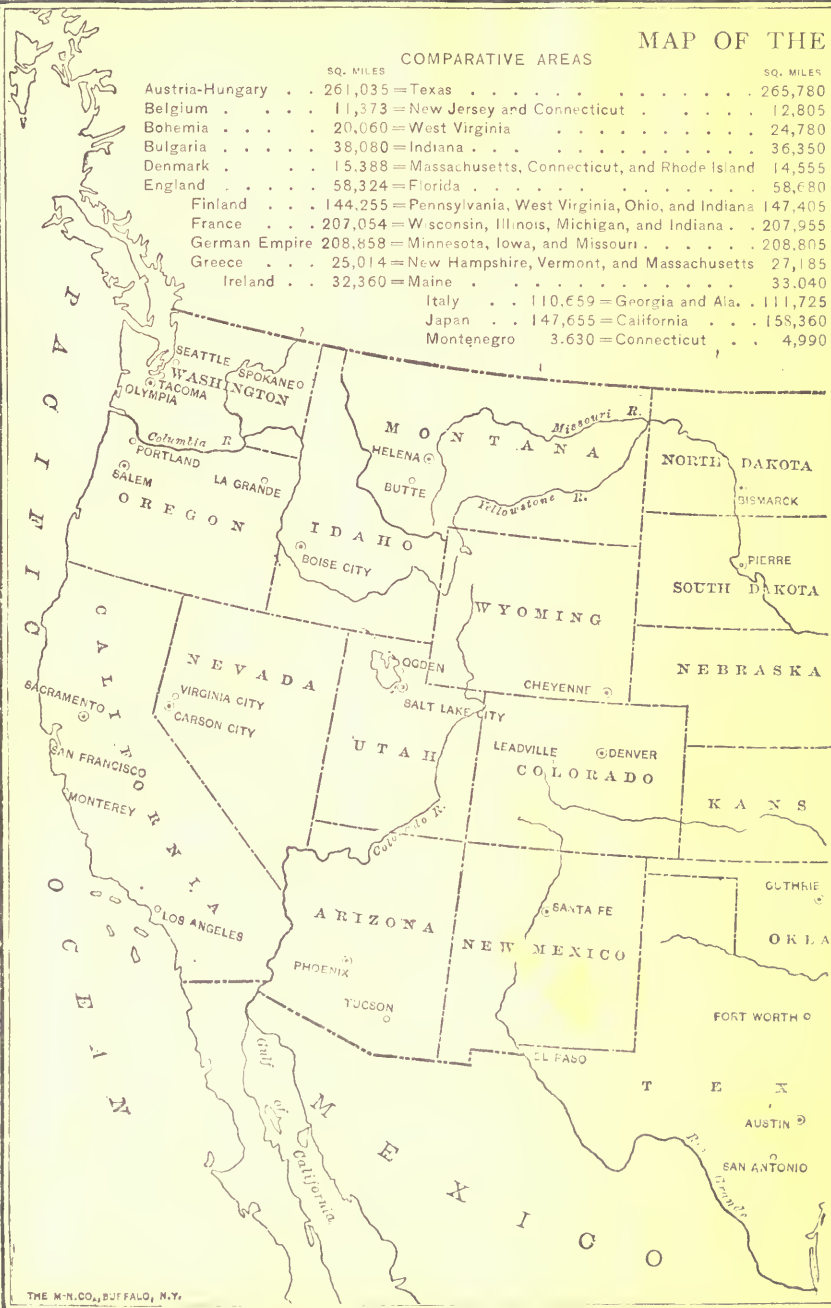
3 1158 00706 0527

Handwritten signature

MAP OF THE

COMPARATIVE AREAS

	SQ. MILES		SQ. MILES
Austria-Hungary	261,035	= Texas	265,780
Belgium	11,373	= New Jersey and Connecticut	12,805
Bohemia	20,060	= West Virginia	24,780
Bulgaria	38,080	= Indiana	36,350
Denmark	15,388	= Massachusetts, Connecticut, and Rhode Island	14,555
England	58,324	= Florida	58,800
Finland	144,255	= Pennsylvania, West Virginia, Ohio, and Indiana	147,405
France	207,054	= Wisconsin, Illinois, Michigan, and Indiana	207,955
German Empire	208,858	= Minnesota, Iowa, and Missouri	208,805
Greece	25,014	= New Hampshire, Vermont, and Massachusetts	27,185
Ireland	32,360	= Maine	33,040
Italy	110,659	= Georgia and Ala.	111,725
Japan	147,655	= California	158,360
Montenegro	3,630	= Connecticut	4,990



UNITED STATES

COMPARATIVE AREAS

AA 000 105 592 0

	SQ. MILES		SQ. MILES
The Netherlands	12,648	= Maryland	12,210
Norway	124,123	= Virginia, Kentucky, and Tennessee	124,740
Poland (Austrian)	30,307	} = South Carolina	30,570
(German)	31,000		
(Russian)	42,157	= New York	49,170
Portugal	35,490	= Maine	33,114
Roumania	50,720	= Louisiana	48,720
Scotland	30,405	= South Carolina	31,570
Servia	18,630	= New Hampshire and Vermont	18,870
Spain	197,670	= Oregon and Nevada	206,737
Sweden	172,876	= Virginia, N. Carolina, Kentucky, and Tenn.	177,157
Switzerland	15,976	= Miss., Conn., and Rhode Is. and	14,555
Turkey (in Europe)	65,350	= Missouri	69,415
Russia (in Europe)	987,403	= United States of America (total)	3,025,600



