

LESSONS IN ENGLISH FOR FOREIGN WOMEN

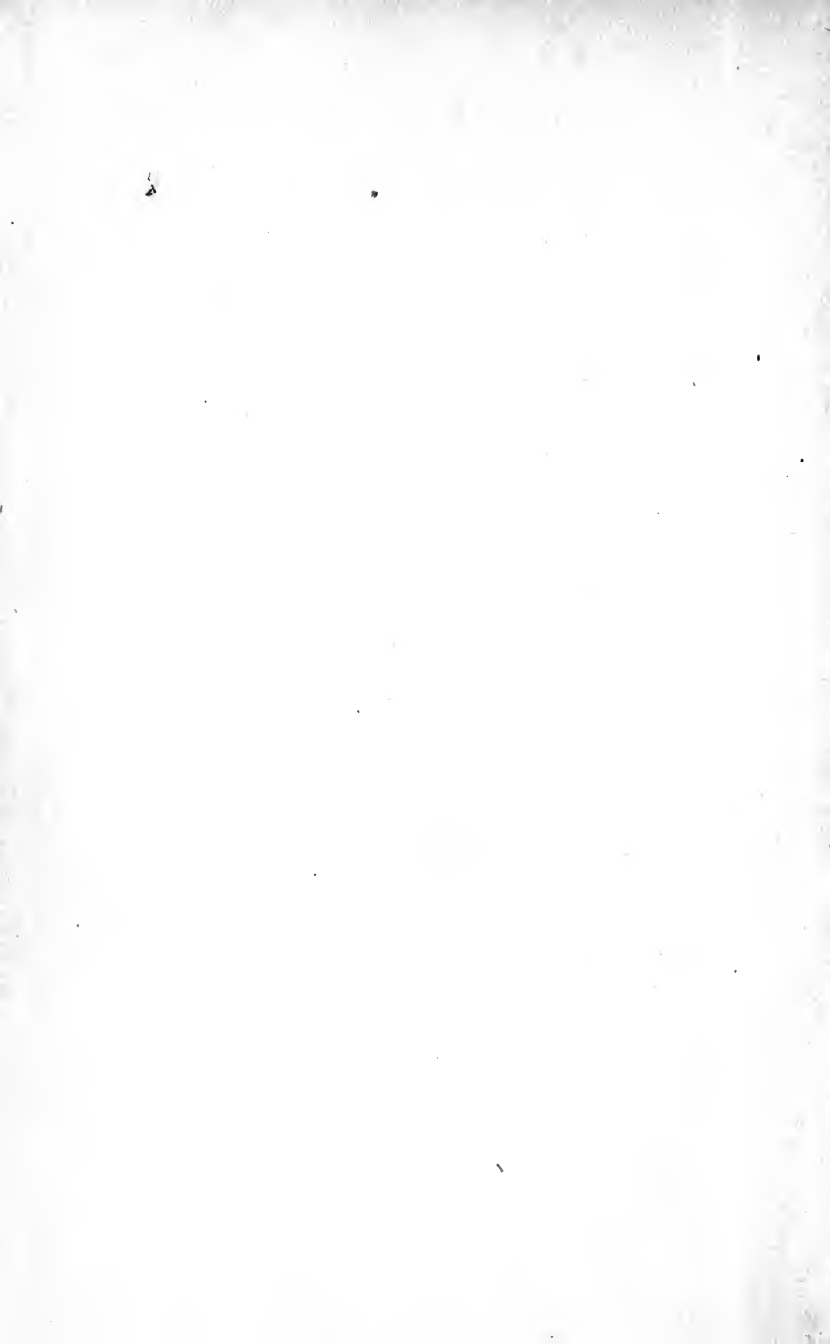
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ANTHONY TRISTIN



LESSONS IN ENGLISH FOR FOREIGN WOMEN

*For Use in Settlements
and Evening Schools*

BY

RUTH AUSTIN



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LESSONS IN ENGLISH
FOR FOREIGN WOMEN

W. P. 2

TO
MY SILENT PARTNERS

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INTRODUCTORY NOTE

As the problems which arise in teaching English to the adult foreigner differ greatly from the problems which confront the teacher of the foreign child, so must the method of teaching differ also.

Dr. Peter Roberts, in his lessons in "English for Foreigners," has so fully covered the ground for men, that in this book I have confined myself solely to lessons for women, adapting, however, many of Dr. Roberts's methods of teaching.

The working woman, whose eager desire to learn English is shown by her regular attendance in class after a hard day's work in the factory or over a cook stove, has usually another strong motive for coming which is quite apart from that of gaining a knowledge of the language. It is a longing for sociability, and this longing, sympathetically understood, is the basis upon which a successful teacher of English meets her class.

She must plan each lesson hour to meet the needs of the particular group coming at that time.

The teacher must take into consideration the national characteristics as well as the home life and

6 INTRODUCTORY NOTE

daily work of the members, then seek to relate the lesson to their experiences.

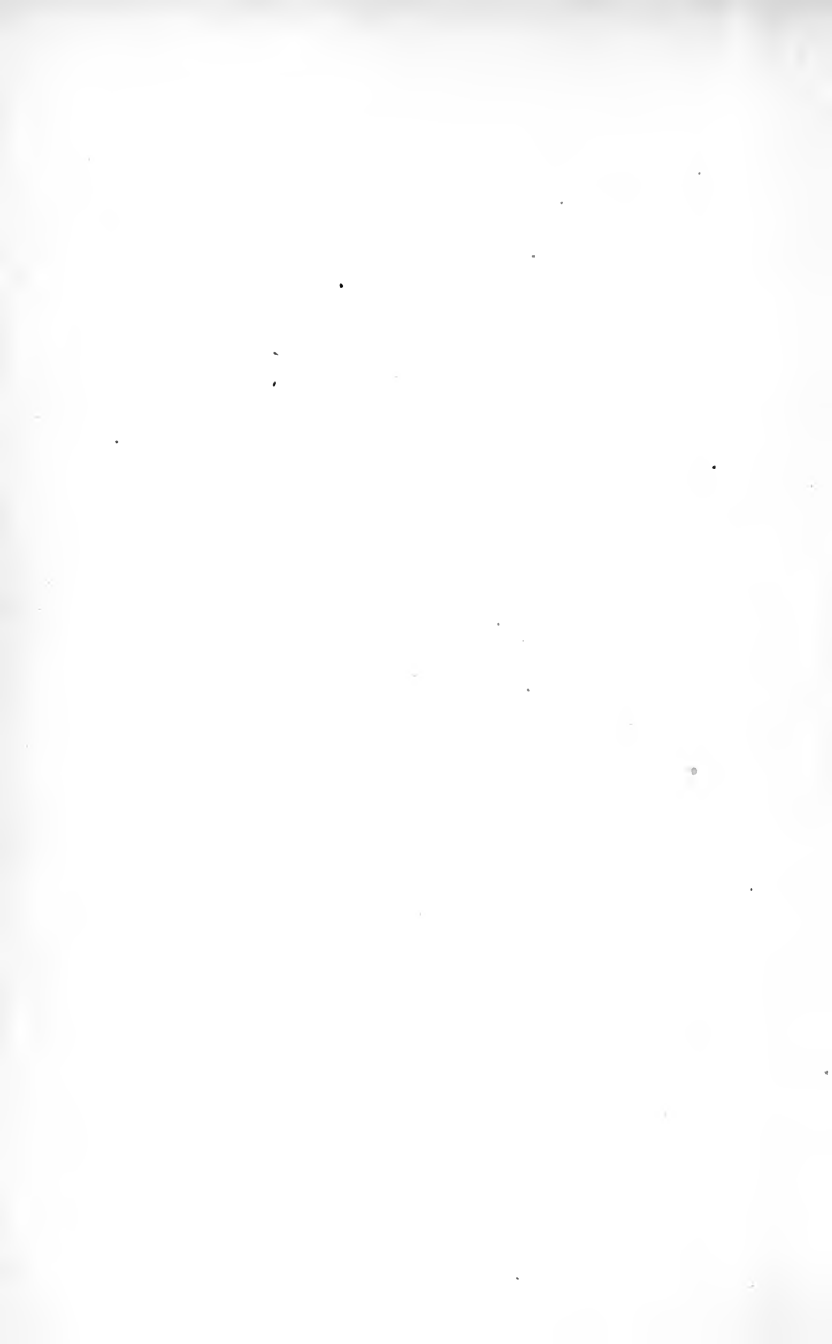
For instance, in the lesson on "A Day's Cleaning," asking questions of each pupil as to *her* methods of cleaning and of doing housework will help to make the lesson a means of self-expression. A teacher must make her group feel that she is interested in them as individuals, and that their experiences are of value. To do this, she must encourage every effort on the part of each pupil to express herself, regardless of crudity.

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METHOD OF TEACHING ENGLISH TO WOMEN

IN this book I have given a sequence of lessons beginning with "Getting Dressed in the Morning," and it has usually been found practical to have a class begin with this first lesson, using the lessons entitled "My Body," "A Room," etc., as conversational exercises, after the regular lessons.

With some nationalities, however, the lesson on "Getting Dressed in the Morning" may seem entirely too difficult at first, and, if so, the more simple lessons on "My Body," etc., may be given, using the same method of teaching.

The teacher should be able to give the first lessons entirely from memory, thus being free to suit the action to the word throughout the lesson, and, if possible, to illustrate each point by the use of objects. The teacher should arrange with her pupils the hours when they will be most free to meet. This will often depend upon the kind of work they are doing, and the locality in which they live.

The number of classes held for each group during the week must vary with their needs and the

time which they can give to class work. Ordinarily, two periods a week for each group have proved satisfactory.

The other points which seem especially worth emphasizing are these:

Never keep the class longer than one hour. (This does not apply to social gatherings, of course.)

Do not insist on absolutely correct pronunciation with older women.

Remember that correct grammar is good, but not essential.

Use pictures to illustrate your point when it is not possible to obtain objects.

Use all kinds of games to give variety and the social element needed to make the lesson interesting. For example, the question and answer game: Pupil No. 1 asks Pupil No. 2 this question, "What did you do to-day?" Pupil No. 2 answers, "I did my washing to-day," then asks a question of Pupil No. 3, etc.

The teacher may have to suggest each question until the pupils understand what is expected of them.

Finding all the words in the lesson beginning with A or B, and going through the alphabet, is helpful.

Later use the children's game of cardboard letters, giving each pupil a few letters and asking

them to make words; perhaps offering a prize for the longest list will stimulate interest.

Pictures illustrating familiar activities may be given to the class to describe, asking them to tell the name of each object in the picture and its uses.

Ask the pupils to write a list of the furniture in their rooms at home, and to bring it to the class next day.

The stories in this book can be given as reading lessons, and after a time should be supplemented by other simple stories of interest to them.

Any desire which will lead to self-expression on the part of the pupils helps to give them a command of the English language.

Close the lesson hour with a simple game, such as "Musical Chairs," or "Jolly is the Miller"; any game in fact which may be learned through imitation. The class will go home with a sense of having not only "learned something," but of having gratified their social instinct.

Arrange to have purely social afternoons or evenings, occasionally.

It will mean much to a homesick, foreign woman to dance her national dances and sing her own folk songs; for these alone stand as connecting links between the old world and the new, and it will mean that in the process of adjustment to a new environment she has not lost her identity.

These general suggestions can of course be enlarged upon according to the interest and ability of the class and of the teacher.

The following lesson, given in detail, shows the method to be used in teaching the lessons in this textbook, and to gain the best results this method must be followed closely.

Explain carefully the subject of the lesson to the class, but do not allow the textbooks to be opened until the lesson has been committed to memory.

LESSON NO. I

GETTING DRESSED IN THE MORNING

Teacher: I hear the clock strike. (Listens.)

Class repeats: I hear the clock strike.

Teacher: One! Two! Three! Four! Five! Six!
(Motions.)

Class: One! Two! Three! Four! Five! Six!

Teacher: It is six o'clock. (Holds up six fingers.)

Class: It is six o'clock.

Teacher and Class together:

I hear the clock strike.

One! Two! Three! Four! Five! Six!

It is six o'clock.

Class repeats alone until they have memorized.

Teacher: It is time to get up.

Class: It is time to get up.

Teacher: I turn back the bedclothes. (Motions.)

Class: I turn back the bedclothes.

Teacher: I get out of bed. (Motions.)

Class: I get out of bed.

Teacher and Class repeat:

It is time to get up.

I turn back the bedclothes.

I get out of bed.

Class repeats alone.

Teacher and Class begin at the beginning and repeat:

I hear the clock strike.

One! Two! Three! Four! Five! Six!

It is six o'clock.

It is time to get up.

I turn back the bedclothes.

I get out of bed.

Class repeats until all have memorized.

Teacher: I wash my face and hands. (Motions.)

Class: I wash my face and hands.

Teacher: I comb my hair. (Motions.)

Class: I comb my hair.

Teacher: I put on my stockings and shoes. (Motions.)

Class: I put on my stockings and shoes.

Teacher and Class together:

I wash my face and hands.

I comb my hair.

I put on my stockings and shoes.

Class repeats alone.

Teacher and Class repeat from beginning:

I hear the clock strike.

One! Two! Three! Four! Five! Six!

It is six o'clock.

It is time to get up.

I turn back the bedclothes.

I get out of bed.

I wash my face and hands.

I comb my hair.

I put on my stockings and shoes.

Class repeats alone until memorized.

Teacher: I put on my clothes. (Motions.)

Class: I put on my clothes.

Teacher: I open my bedroom door. (Motions.)

Class: I open my bedroom door.

Teacher: I go into the kitchen.

Class: I go into the kitchen.

Teacher and Class repeat together:

I put on my clothes.

I open my bedroom door.

I go into the kitchen.

Class repeats alone.

Teacher and Class repeat from beginning:

I hear the clock strike.

One! Two! Three! Four! Five! Six!

It is six o'clock.

It is time to get up.

I turn back the bedclothes.

I get out of bed.

I wash my face and hands.

I comb my hair. .

I put on my stockings and shoes.

I put on my clothes.

I open my bedroom door.

I go into the kitchen.

Class repeats until entire lesson is committed to memory.

The textbooks may then be opened, and the lesson should be read aloud several times by the entire class, and, if the class is not too large, each member may read the lesson through alone.

Use the memory exercise as an oral drill, asking the meaning of different words, then ask the pupils to write the exercise and lesson at home, bringing the work to their next class to be corrected.

Example of Memory Exercise

Question from memory exercise. 1. What do I hear?

Answer from lesson. 1. I hear the clock strike six.

Question from memory exercise. 2. How many times does the clock strike?

Answer from lesson. 2. One! Two! Three! Four! Five! Six! etc.

If the class does not seem to understand from the oral drill just what they are to write at home, a blackboard copy will prove helpful.

The main point to be considered in teaching English to foreigners is to gain and hold their interest even at the expense of perfect work, knowing that as they grow more self-confident and alert through expression, the quality of the work will improve.

It must be remembered, however, that although progress seems slow in an adult class, the very effort which the members make to attend the various sessions is in itself a victory; and that results cannot be measured by the same standards used in work with a younger generation.

THE ALPHABET

A	a	N	n
B	b	O	o
C	c	P	p
D	d	Q	q
E	e	R	r
F	f	S	s
G	g	T	t
H	h	U	u
I	i	V	v
J	j	W	w
K	k	X	x
L	l	Y	y
M	m	Z	z

NUMBERS

1	One	20	Twenty
2	Two	25	Twenty-five
3	Three	30	Thirty
4	Four	35	Thirty-five
5	Five	40	Forty
6	Six	45	Forty-five
7	Seven	50	Fifty
8	Eight	55	Fifty-five
9	Nine	60	Sixty
10	Ten	65	Sixty-five
11	Eleven	70	Seventy
12	Twelve	75	Seventy-five
13	Thirteen	80	Eighty
14	Fourteen	85	Eighty-five
15	Fifteen	90	Ninety
16	Sixteen	95	Ninety-five
17	Seventeen	100	One hundred
18	Eighteen	500	Five hundred
19	Nineteen	1000	One thousand

CONVERSATIONAL EXERCISES

MY BODY

- | | |
|----------------------|------------------------|
| 1. I have one head. | 7. I have two hands. |
| 2. I have two eyes. | 8. I have ten fingers. |
| 3. I have two ears. | 9. I have two legs. |
| 4. I have one mouth. | 10. I have two feet. |
| 5. I have one nose. | 11. I have ten toes. |
| 6. I have two arms. | 12. I have two elbows. |

MEMORY EXERCISE

1. How many heads have I?
2. How many eyes have I?
3. How many ears have I?
4. How many mouths have I?
5. How many noses have I?
6. How many arms have I?

NOTE. — Use memory exercises as oral drill in class, then have pupils copy both lesson and memory exercise literally, at home, as a writing lesson to be corrected at the next class hour.

Example. — How many heads have I?
I have one head.
How many eyes have I?
I have two eyes.

7. How many hands have I?
8. How many fingers have I?
9. How many legs have I?
10. How many feet have I?
11. How many toes have I?
12. How many elbows have I?

MY HEAD AND FACE

1. My head is on my body.
2. My tongue is in my mouth.
3. My teeth are in my mouth.
4. My ears are on my head.
5. My eyes are in my head.
6. My nose is on my face.

MEMORY EXERCISE

1. Where is my head?
2. Where is my tongue?
3. Where are my teeth?
4. Where are my ears?
5. Where are my eyes?
6. Where is my nose?

NOTE. — Teacher should ask pupils to point to head, nose, ears, etc. When these are named, make sure they understand.



A ROOM

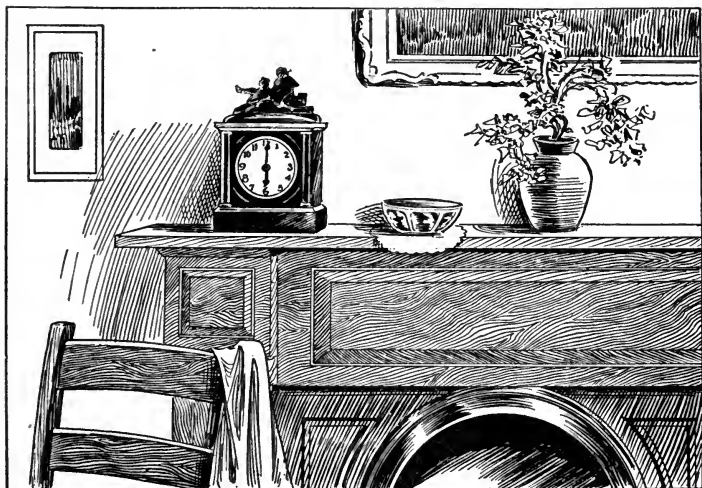
1. We are in a room.
2. The room has four walls.
3. The room has a floor.
4. The room has a ceiling.
5. There are two windows in the room.
6. The windows are made of glass.
7. There is one door in the room.
8. The door is made of wood.
9. There is a table in the room.

10. The table is made of wood.
11. The table is square.
12. The table has four legs.
13. There are five chairs in the room.
14. The chairs are made of wood.
15. There are pictures in the room.
16. They are hanging on the walls.

MEMORY EXERCISE

1. Where are we?
2. How many walls has a room?
3. Has the room a floor?
4. Has the room a ceiling?
5. What are the sides of the room called?
6. How many windows are in the room?
7. How many doors are in the room?
8. Of what is the door made?
9. Is there a table in the room?
10. Of what is the table made?
11. Is the table square?
12. How many legs has the table?
13. How many chairs are in the room?
14. Of what are the chairs made?
15. Are there any pictures in the room?
16. Where are they hanging?

LESSONS IN READING AND CONVERSATION



LESSON 1

GETTING DRESSED IN THE MORNING

1. I hear the clock strike.
2. One! Two! Three! Four! Five!
Six!
3. It is six o'clock.
4. It is time to get up.

5. I turn back the bedclothes.
6. I get out of bed.
7. I wash my face and hands.
8. I comb my hair.
9. I put on my stockings and shoes.
10. I put on my clothes.
11. I open my bedroom door.
12. I go into the kitchen.

MEMORY EXERCISE

1. What do I hear?
2. How many times does the clock strike?
3. What time is it?
4. Is it time to get up?
5. What do I do with the bedclothes?
6. Do I get out of bed?
7. What do I do with my face and hands?
8. What do I do with my hair?
9. What do I do with my stockings and shoes?
10. Where do I put my clothes?
11. What door do I open?
12. Where do I go?



LESSON 2

GOING TO WORK

1. I get the breakfast for the family.
2. We eat our breakfast.
3. It is seven o'clock.
4. I get ready to go to work.
5. I put up my lunch.
6. I put up my husband's lunch.
7. I put on my coat.
8. I say, "good-by," and, "be good," to my children.
9. My husband is ready to go to work.
10. We start out together.
11. He works downtown, and must ride on a street car.
12. I walk to the factory.
13. It is near by.

14. I go up to the floor where I work.
15. There are many other women there.
16. The boss says, "It is eight o'clock."
17. I sit down in my place at the table.
18. I begin my work.

MEMORY EXERCISE

1. Who gets breakfast for the family?
2. Who eats the breakfast?
3. What time is it?
4. What do I get ready to do?
5. Do I put up my lunch?
6. Do I put up my husband's lunch?
7. Do I put on my coat?
8. What do I say to my children?
9. Is my husband ready to go to work?
10. Do we start out together?
11. Must he ride on a street car?
12. Do I walk to the factory?
13. Is it near by?
14. To what floor do I go?
15. Are there other women there?
16. What does the boss say?
17. Where do I sit?
18. What do I begin?



LESSON 3

A DAY'S CLEANING

1. A lady asked me to clean for her.
2. She lives at Forty-five East Seventy-second Street.
3. I go into the house.
4. I get a pail of hot water and some soap.
5. I get some cloths and a scrubbing brush. I get a broom.

6. The lady says, "Please clean this room."

7. I take out the rugs.

8. I take out the chairs.

9. I sweep the floor.

10. I clean and bring back the rugs.

11. I dust the chairs.

12. It is twelve o'clock.

13. I eat my dinner.

14. The lady asks me to clean the bathroom.

15. I scrub the bathtub and clean the woodwork.

16. I clean the floors and wash the windows.

17. I work until five o'clock.

18. The lady pays me a dollar and fifty cents.

19. I go home.

MEMORY EXERCISE

1. Who asks me to clean for her?

2. Where does the lady live?

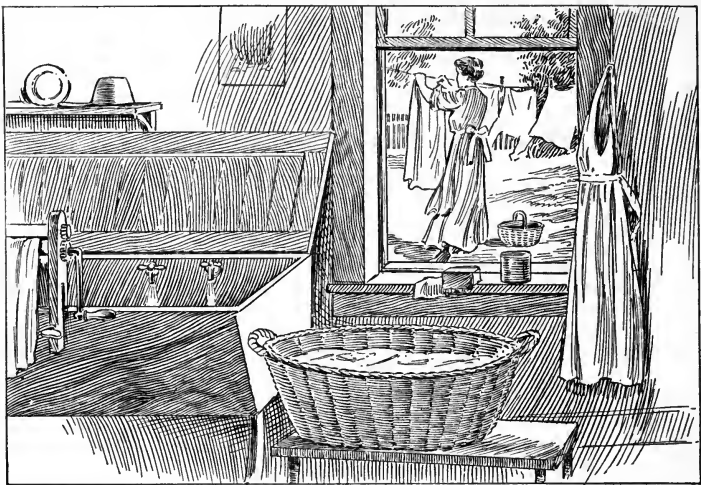
3. Do I go into the house?

4. What do I get first?

5. What do I get next?
6. What does the lady say?
7. What do I do with the rugs?
8. Where do I take the chairs?
9. Do I sweep the floor?
10. What do I do to the rugs?
11. What do I do to the chairs?
12. What time is it?
13. Do I eat my dinner then?
14. What does the lady ask me to do next?
15. Do I scrub the bathtub and clean the woodwork?
16. Do I clean the floors and wash the windows?
17. How long do I work?
18. How much does the lady pay me?
19. Where do I go then?

WORDS TO BE LEARNED

breakfast	broom	clean	chairs
lunch	brush	sweep	rugs
dinner	soap	scrub	floor
supper	coat	wash	dishes
table	tubs	dust	pail



LESSON 4

A DAY'S WORK AT WASHING

1. A lady asks me to do her washing.
2. I go to her house and ring the door-bell.
3. The cook comes to the door.
4. I go into the kitchen.
5. The lady comes into the kitchen.
6. She says, "Good morning. Here are the clothes to be washed."
7. I open the tubs, and turn on the water.

8. I wash the white clothes.
9. I rinse them and starch them.
10. I put them into a basket.
11. I hang them on the line.
12. The line is in the back yard.
13. It is twelve o'clock.
14. I sit down at the table.
15. I eat my dinner.
16. I finish my dinner.
17. I wash the colored clothes and hang them up.
18. At five o'clock I bring in the clothes.
19. The lady pays me a dollar and fifty cents.
20. I go home.

MEMORY EXERCISE

1. What does the lady ask me to do for her?
2. Where do I go?
3. Who comes to the door?
4. What room do I go into?
5. Who comes into the kitchen?
6. What does the lady say?
7. What do I do with the tubs?

8. What clothes do I wash first?
9. Do I then rinse them and starch them?
10. What do I put them into?
11. Where do I hang the clothes?
12. Where is the line?
13. What time is it?
14. Where do I sit down?
15. Do I eat my dinner then?
16. Do I finish my dinner?
17. What clothes do I wash now?
18. At what time do I bring in the clothes?
19. How much does the lady pay me?
20. Where do I go?

LESSON 5

A DAY'S WORK IN A CIGAR FACTORY

1. I am a bunch maker.
2. I sit at a table with other girls.
3. I take the fillers and binders.
4. I make a bunch.
5. I put the bunch in a mold.

6. The molds are pressed.
7. The cigar maker takes the molds.
8. The cigar maker puts on the wrapper.



9. The cigar is finished.
10. The foreman says, "It is twelve o'clock."
11. I stop working.
12. I get my lunch and eat it.
13. I go to work again.

14. I can make four hundred bunches a day.
15. I am not paid by the week.
16. I am paid by the piece.
17. I stop work at five o'clock.

MEMORY EXERCISE

1. What do I do in the cigar factory?
2. Where do I sit?
3. Do I take the fillers and the binders?
4. What do I make?
5. Where do I put the bunch?
6. Are the molds pressed?
7. Who takes the molds?
8. Who puts on the wrapper?
9. Is the cigar finished?
10. What does the foreman say?
11. What do I do then?
12. Do I eat my lunch?
13. Is it time to go to work again?
14. How many bunches can I make in a day?
15. Am I paid by the week?
16. How am I paid?
17. At what time do I stop work?



LESSON 6

A DAY'S SHOPPING

1. I wash the breakfast dishes.
2. I make the beds.
3. I sweep the floors.
4. I get ready to go out and do my shopping.
5. I go to the market to buy my meat for supper.
6. I get a soup bone.
7. My family like soup.
8. Then I go to the grocery.
9. I get some carrots, some cabbage, and some potatoes.
10. I go to a dry-goods store to buy cloth.

11. My little girl needs a dress.
12. There are ready-made dresses there.
13. I look at them.
14. They are not well made.
15. They are too cheap.
16. The people who made them are not paid enough.
17. I find some pretty red cloth to make a dress.
18. I get buttons to put on it.
19. I get red ribbon to trim it.
20. It is time to get dinner for my family.
21. I go home.

MEMORY EXERCISE

1. Who washes the breakfast dishes?
2. Do I make the beds?
3. Who sweeps the floors?
4. What do I get ready to do?
5. Where do I buy the meat?
6. What kind of meat do I buy?
7. Why do I get a soup bone?
8. Where do I go next?
9. What do I buy at the grocery?
10. Where can I buy cloth?

11. What does my little girl need?
12. Where can I buy ready-made dresses?
13. Do I look at them?
14. Are they well made?
15. Do they cost enough?
16. Are the people who make them well paid?
17. What color do I choose for a dress?
18. What do I get to put on the dress?
19. What do I get to trim the dress?
20. What time is it?
21. Where do I go?

LESSON 7

A VISIT TO THE SCHOOL

1. I have three children in school.
2. One day the teacher wrote me a letter.
3. She asked me to come to see her.
4. I did not go to the factory that day.
5. I went to the school building.
6. The teacher said, "Your son is bad, he runs away from school."
7. "He says bad words."

8. The teacher said, "You give your children too many pennies."

9. "They buy too much candy."

10. I feel very sad about my children.

11. I do not know what to do.



12. The teacher said, "Could you stay at home and look after your children?"

13. I tell her I must talk with my husband.

14. My husband comes home.

15. I tell him about the children.

16. He says I must stay at home.

17. I get the children ready for school in the morning.

18. I go to school with them.
19. I get the dinner for them.
20. I help them study their lessons at night.
21. They like to go to school now.

MEMORY EXERCISE

1. How many children have I in school?
2. Who wrote me a letter?
3. What did the teacher ask me to do?
4. Why did I not go to the factory that day?
5. Where did I go?
6. What did the teacher say about my son?
7. What does he say?
8. What did the teacher say about giving pennies to the children?
9. What do they do with the pennies?
10. How do I feel about my children?
11. Do I know what to do?
12. What did the teacher ask me to do?
13. Did I tell her I must talk with my husband?
14. When does my husband come home?

15. What do I tell him?
16. What does he say?
17. What do I do in the morning?
18. Where do I go with the children?
19. What do I do for them?
20. Do I help them study their lessons?
21. Do they like to go to school now?

LESSON 8

THE SETTLEMENT

1. I live near a Settlement.
2. There are some kind people at the Settlement.
3. When I need help, I go to them.
4. They tell me what to do.
5. I go to the Settlement to a club.
6. We learn how to take better care of our children.
7. We learn how to take better care of our homes.
8. We have fun in our club too.
9. My children go to the Settlement.
10. My little girl goes to the kindergarten.



11. My oldest girl goes to sewing school.
12. She is learning how to sew.
13. My son goes to a club.
14. He plays games with other boys.
15. In summer many children can go to the country.
16. Their mothers can go too.
17. It does not cost them very much.
18. There is a bank at the Settlement.
19. Children put their pennies in the bank.
20. It teaches them to save.
21. My children save many pennies.

MEMORY EXERCISE

1. Where do I live?
2. Who are the people that live at the Settlement?
3. When do I go to them?
4. What do they tell me?
5. Do I go to a club at the Settlement?
6. What do we learn about taking care of our children?
7. What do we learn about our homes?
8. Do we have fun in the club?
9. Where do my children go?
10. Who goes to the kindergarten?
11. Where does my oldest girl go?
12. What is she learning?
13. Where does my son go?
14. What does he play?
15. Where can the children go in summer?
16. Can their mothers go?
17. Does it cost much?
18. Is there a bank at the Settlement?
19. What do the children put in it?
20. What do they learn?
21. What have my children done?

LESSON 9

NEW YORK CITY



1. I live in New York city.
2. It is a large city.
3. I live on the east side of the city.
4. I live on East Seventy-third Street.
5. It is better to live uptown than downtown.
6. The streets are wider and cleaner.
7. I get more sunshine in my house.
8. The rooms are larger too.
9. I live near the East River.
10. Blackwell's Island is in East River.

11. I can see the boats on the river from my house.

12. Central Park is six or seven blocks west of my house.

13. I often go to the park with my children.

14. They like to see the flowers, and play on the grass.

15. There is a Public Library not very far from us.

16. There are books in our own language there.

17. We can take some of these books home, or read them at the library.

18. There is a hospital near us.

19. When people get sick they are taken care of at the hospital.

20. There is a milk station open near us in summer.

21. We can get pure milk for our children at this station.

NOTE. — It may be found advisable not to insist on having the following lessons memorized, but to use them as reading lessons, emphasizing correct pronunciation and learning the definition of each word.

MEMORY EXERCISE

1. In what city do I live?
2. Is it a large city?
3. On which side of the city do I live?
4. On what street do I live?
5. Is it better to live uptown?
6. Are the streets cleaner?
7. Do I get any sunshine?
8. Are the rooms any larger?
9. Near what river do I live?
10. What island is in this river?
11. What can I see on this river?
12. How far is it to Central Park from
where I live?
13. Do I ever go there?
14. What do the children like to see in
the park?
15. Is the Public Library near us?
16. What kind of books can I find there?
17. May we take the books home?
18. Is the hospital near us?
19. What is done for sick people at the
hospital?
20. Where is there a milk station?
21. What kind of milk can we get there?

LESSON 10

TIME



1. Sixty seconds make a minute.
2. Sixty minutes make an hour.
3. Twenty-four hours make a day.
4. Seven days make a week.
5. Four weeks make a month.
6. Twelve months make a year.
7. Do you see the clock in this room?
8. What time is it?
9. What other things are in the room?

MEMORY EXERCISE

1. How many seconds make a minute?
2. How many minutes make an hour?
3. How many hours make a day?
4. How many days make a week?
5. How many weeks make a month?
6. How many months make a year?

LESSON 11

DAYS IN THE WEEK

The first day in the week is called Sunday.

The second day in the week is called Monday.

The third day in the week is called Tuesday.

The fourth day in the week is called Wednesday.

The fifth day in the week is called Thursday.

The sixth day in the week is called Friday.

The seventh day in the week is called Saturday.

MEMORY EXERCISE

What is the first day in the week called?
 What is the second day in the week called?
 What is the third day in the week called?
 What is the fourth day in the week called?
 What is the fifth day in the week called?
 What is the sixth day in the week called?
 What is the seventh day in the week called?

LESSON 12

MONTHS IN THE YEAR

There are twelve months in the year.
 Let us learn the names of the months.

- | | | |
|--------------|------------|---------------|
| 1. January. | 5. May. | 9. September. |
| 2. February. | 6. June. | 10. October. |
| 3. March. | 7. July. | 11. November. |
| 4. April. | 8. August. | 12. December. |

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

LESSON 13

THE SEASONS

1. There are four seasons in the year.
2. Spring, summer, autumn, winter.
3. The seasons are each three months long.
4. The spring months are March, April, and May.
5. The summer months are June, July, and August.
6. The autumn months are September, October, and November.
7. The winter months are December, January, and February.

MEMORY EXERCISE

1. How many seasons are there in the year?
2. Give the names of the seasons.
3. How many months are in each season?
4. What are the spring months called?
5. What are the summer months called?
6. What are the autumn months called?
7. What are the winter months called?

COLORS

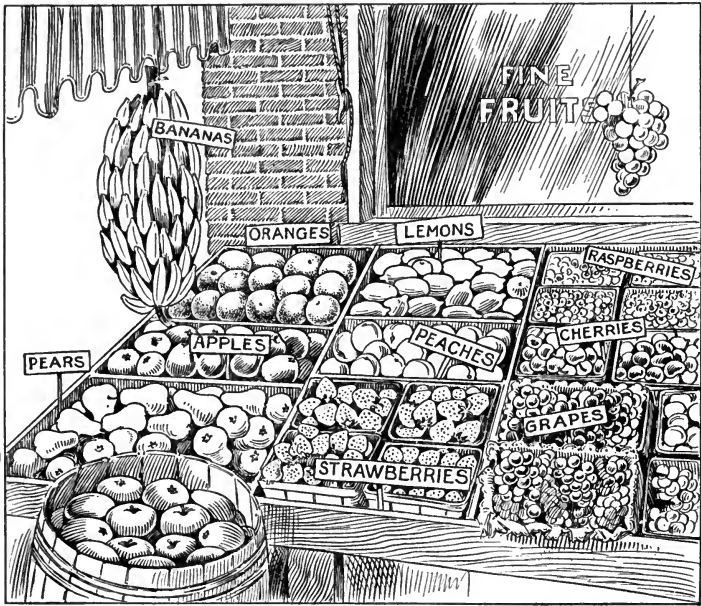
What is pink? A rose is pink,
By the fountain's brink.
What is red? A poppy's red
In its barley bed.
What is blue? The sky is blue
Where the clouds float through.
What is white? A swan is white
Sailing in the light.
What is yellow? Pears are yellow
Rich and ripe and mellow.
What is green? The grass is green
With small flowers between.
What is violet? Clouds are violet
In the summer twilight.
What is orange? Why, an orange —
Just an orange!

— CHRISTINA ROSSETTI.

THE SWALLOW

Fly away, fly away over the sea,
Sun-loving swallow, for summer is done;
Come again, come again, come back to me,
Bringing the summer and bringing the sun.

— CHRISTINA ROSSETTI.



LESSON 14

FRUITS AND COLORS

1. Strawberries are red.
2. Bananas are yellow.
3. Pears are yellow and green.
4. Oranges are orange color.
5. Some apples are red, some are yellow, and some are green.
6. Peaches are yellow and red.

7. Cherries are red.
8. Some plums are blue, some are red.
9. Some grapes are green, some are yellow, and some are red.
10. Cranberries are red.
11. Blackberries are black.
12. Grapefruit is yellow.
13. Lemons are yellow.
14. Some raspberries are red, some black.

MEMORY EXERCISE

1. What color are strawberries?
2. What color are bananas?
3. What color are pears?
4. What color are oranges?
5. What color are apples?
6. What color are peaches?
7. What color are cherries?
8. What color are plums?
9. Are grapes all the same color?
10. What color are cranberries?
11. What color are blackberries?
12. What color is grapefruit?
13. What color are lemons?
14. What color are raspberries?



LESSON 15

A WEEK'S WORK AT HOME

Monday

I get up early on Monday morning, for I like to get my washing done before noon.

I get breakfast for the family and wash and dress the children for school. Then we eat our breakfast, and my husband says "Good-by" to us and goes to his work.

The children clear the table and wash the dishes, and I fill the wash boiler with water. I put the boiler on the stove, and begin to wash the white clothes.

At half past eight the children put on their hats and coats and start for school.

At half past eleven my washing is hung on the line, and I begin to get dinner.

After we eat our dinner, the children go back to school. I wash the dishes and then scrub the kitchen floor.

When all my work is done, I comb my hair, put on a clean dress, and sit down to sew till it is time to get supper.

Tuesday

Tuesday morning I put the flatirons on the stove when I get breakfast. Then I sprinkle the clothes ready to iron.

After breakfast, I get out the ironing board and cover it with a clean cloth. Then I get the flatiron stand and a piece of wax to rub the iron on so that it will not stick to the starched clothes. A piece of a candle will do just as well as a cake of wax.

I finish the ironing before dinner, and then one of my neighbors wants me to help her make a dress for her baby; so I hurry to finish my work and spend the afternoon with her.

Wednesday

Wednesday I go out at eight o'clock in the morning to do my marketing. Some of my friends are buying their provisions too, and we tell each other where to go to get the best things for the least money.

I buy some soup meat, potatoes, and a head of cabbage for dinner. Then I get some apples, for every one should eat fruit and vegetables.

When I get home, I bake cookies for the children, as a surprise; for when they come from school, they are hungry and I am glad to give them something which they like.

I bake bread to-day, too, for I do not like to do any baking on Thursday.

Thursday

I do not have to do any baking on Thursday morning; so I finish my house-work by nine o'clock and then I go out and do some shopping for the family.

I buy meat and vegetables for dinner. Then I go to a dry-goods store to buy cloth to make my little girls some dresses.

I buy pink gingham for one dress, blue gingham for another dress, and some white muslin to make aprons for them to wear to school.

I get a pattern for the dresses, also some thread to sew with. Then I go home and cut the dresses out by the pattern.

My husband gave me a sewing machine for Christmas and it does not take long to stitch the seams. So I have the dresses ready for the children to try on when they come from school.

Friday

Friday morning, I go to the market to buy a fish for dinner.

My family all like bluefish, and I buy one that weighs two pounds and a half.

I buy spinach and some fruit. Then I hurry home to sweep the house; for Friday is my sweeping day.

Saturday

Saturday morning, the children wash the dishes. They like to help me bake; so I give

them some dough and teach them how to roll it out and cut it into small pieces for biscuits or rolls.

I think children ought to be taught how to help their mothers and how to do things well.

I bake bread, biscuits, or rolls. Sometimes, I also make a cake or a pie, for I must have enough to last over Sunday.

When the baking is finished, I take the children and go out to do the marketing.

In the afternoon we go out for a walk with some friends and have great fun looking at things in the shop windows.

Sunday

Sunday is a day we all like, for the family are all at home.

My husband looks over the children's school work. He asks them questions about their lessons and how they have behaved in school during the week. He tells them that they must work hard in school if they wish to please their father and mother.

In the afternoon we go for a walk in the Park.

VERSES TO BE LEARNED

THE SEASONS

Four seasons make up all the days of the year.
If you'd know what they are, then come hither and
hear

How in order they pass, and what presents they
bring,

The summer, the autumn, the winter, the spring.

When young leaves just peep from the buds on the
spray,

When the snowdrop and violet bloom on the way,

When the swallows appear, and the gay bluebirds
sing,

Then we know 'tis the beautiful season of spring.

When butterflies flit over lily cup fair,

When roses are blooming and scenting the air,

When fruit ripens fast in the glorious sun,

The long days of summer have fairly begun.

When the harvest is gathered, and the barns are
stacked high,

When flowers are faded, and birds southward fly,

When the leaves one by one fall down to the ground,

The season of autumn has again come round.

When soft fall the snowflakes, and stormy winds
 blow,
And icicles hang o'er the streamlet below,
When the woods are all bare, and the birds sing no
 more,
It is winter, cold winter, the last of the four.

— MABEL RUST.

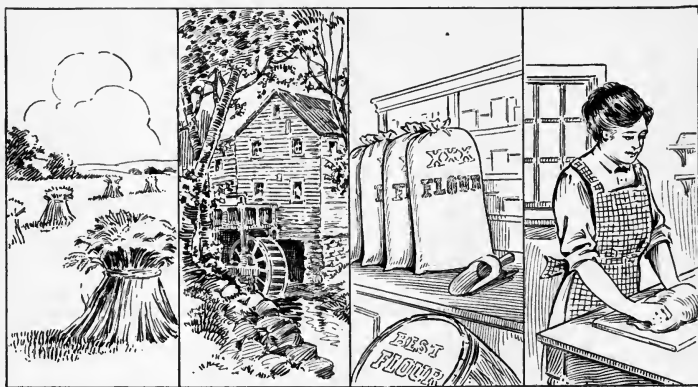
FIVE LITTLE WHITE HEADS

Five little White Heads peeped out of the mold,
When the dew was damp and the night was cold.
And they crowded their way through the soil with
 pride,
“ Hurrah! We are going to be mushrooms!” they
 cried.
But the sun came up, and the sun shone down,
And the little white heads were withered and brown.
Long were their faces, their pride had a fall —
They were nothing but toadstools, after all!

— WALTER LEARNED.

SUMMER DAYS

Winter is cold-hearted;
 Spring is yea and nay;
Autumn is a weathercock,
 Blown every way:
Summer days for me,
When every leaf is on its tree.



LESSON 16

A LOAF OF BREAD

1. The farmer raises wheat and sells it to the miller.
2. The miller grinds the wheat into flour and sells it to the grocer.
3. The grocer sells the flour to the mother.
4. The mother makes the flour into bread and gives it to the family.

MEMORY EXERCISE

1. Who raises the wheat?
2. Who grinds the wheat into flour?
3. Who sells it to the mother?
4. Who makes the flour into bread?

LESSON 17

THE FARM

How many of you have lived on a farm in Europe?

How many of you have been on a farm since you came to America?

I am going to tell you some of the things that grow on farms in America, when they are planted, and how long before they are ready for market.

In the fall the farmer plants the wheat, which must grow all winter and nearly all summer before it is ready to be ground into flour.

In the spring the farmer plows the ground. He sows oats to make feed for the horses. A little later he plants potatoes, corn, cabbage, and beans.

These crops must be taken care of all summer by the farmer. They must be kept free from weeds and from insects which would kill them.

Late in the summer is a busy time on a farm, — for it is “harvest time.” The grain



must be cut and drawn into the barn ready to thrash; the corn must be gathered; and later on, the beans, potatoes, and cabbage must be brought in and stored for winter.

Then it is time to gather the fruit:

Peaches are picked and packed in baskets ready for the market. Apples are put into barrels, and are sometimes sent abroad to be sold in countries where apples cannot be raised.

Most farmers raise pears, quinces, grapes, cherries, and plums. Sometimes they raise only enough for themselves to eat, and sometimes they raise fruit for market.

LESSON 18

FRUITS AND VEGETABLES

We need to eat fruits and vegetables all the year round.

They are good for us.

They cost less than medicine.

They are better than too much meat for most persons.

In June, July, and August we can buy these fruits and vegetables:

FRUITS

Strawberries	Cherries
Currants	Blackberries
Plums	Raspberries
Peaches	Pears
Grapes	Apples

VEGETABLES

Peas	Corn
Beans	Cabbage
Turnips	Radishes
Tomatoes	Lettuce
Potatoes	Parsnips

In September, October, and November we can use these fruits and vegetables:

FRUITS

Apples	Pears
Canned fruits	Grapes
Peaches	Oranges
Bananas	Plums
Cranberries	Lemons

VEGETABLES

Celery	Cabbages
Beans	Beets
Mushrooms	Tomatoes
Carrots	Cauliflowers
Lettuce	Squashes

In December, January, and February we can use these fruits and vegetables :

FRUITS		VEGETABLES	
Apples	Pears	Onions	Beans
Oranges	Bananas	Cabbages	Turnips
Cranberries	Grapefruit	Potatoes	Lettuce
Preserved fruits		Carrots	Pumpkins

In March, April, and May we can use these fruits and vegetables : —

FRUITS		VEGETABLES	
Apples	Prunes	Asparagus	Beets
Oranges	Bananas	Lettuce	Onions
Preserved fruits		Potatoes	Spinach
Canned fruits		Radishes	Cabbage

THE PEACH

The peach tree on the southern wall
 Has basked so long beneath the sun,
 Her score of peaches great and small
 Bloom rosy, every one.

A peach for brothers, one for each,
 A peach for you and a peach for me;
 But the biggest, rosiest, downiest peach
 For Grandmamma with her tea.

— CHRISTINA ROSSETTI.

LESSON 19

THE FOOD WE EAT

A great deal depends upon the kind of food we eat, and the way it is prepared.

Let me tell you some of the things that cost very little money, but if well cooked will help to keep a family strong and well.

I will begin with the first meal of the day :

BREAKFAST

Oatmeal, for four people, will cost	\$.06
Milk, three quarts to last all day (for all the family) . . . . .	.21
Coffee and 1 lb. sugar, to last all day (for grown people) . . . . .	.08
Cocoa (made with milk), per cup . . . .	.02
Bread (for grown people) . . . . .	.05

DINNER

Beef soup, for four people	\$.14
Potatoes, for four people . . . . .	.10
Bread, for four people . . . . .	.05
Onions, for four people . . . . .	.05

Children should never drink coffee. Cocoa and milk are the best for them.

SUPPER

Stew made from soup meat left over from dinner	
One can of tomatoes	\$.10
Carrots and potatoes . . . . .	.06
Soup greens . . . . .	.02
Coffee cake . . . . .	.10

I wonder if you know that the night before is the best time to get breakfast ready.

Put your oatmeal on the stove when you begin to get supper. Let it stay there all night, cooking slowly, and the next morning you will have good oatmeal without lumps in it.

While you are waiting for the family to come home to supper, grind the coffee for breakfast; then you can sleep later in the morning.

When you do your marketing, go to the butcher shop first. You will be more likely to find the kind of meat you want. Ask the butcher to give you some bones with your soup meat, for they help to make good soup.

In making soup, never let it boil too fast. Put it on the back of the stove, where it will cook slowly and you will get all the juice from the meat.

LITTLE VERSES TO BE MEMORIZED

THANKSGIVING

For peace and for plenty, for freedom, for rest.
For joy in the land from the East to the West.
For the dear starry flag with its red, white, and blue,
We thank Thee from hearts that are honest and true

— MARGARET E. SANGSTER.

For the trade and the skill and the wealth of our
land,
For the cunning and strength of the workingman's
hand,
For the friendship that hope and affection have
wrought —
Thanksgiving, Thanksgiving.

— UNKNOWN.

A PANCAKE

Mix a pancake,
Stir a pancake,
Pop it in the pan,
Fry the pancake,
Toss the pancake,
Catch it if you can.

— CHRISTINA ROSSETTI.



LESSON 20

A GOOD FACTORY

1. I am a shirt-waist maker.
2. I work with many other girls and women in a factory.
3. It is a good factory.
4. The factory is kept clean.
5. It has plenty of windows.
6. The windows are not barred.
7. There are fire escapes enough to make it safe.
8. The doors are not locked and they open outward.
9. We have a fire drill every day.
10. I work from eight in the morning until five at night.
11. I have one hour off for lunch.
12. I earn fair wages.

13. Sometimes I work overtime in the busy season.

14. I am paid extra for overtime work.

15. I work all the year round.

16. I can do good work because I have fair hours, and earn fair wages.

MEMORY EXERCISE

1. What is my trade?
2. Where do I work?
3. Is it a good factory?
4. Is the factory kept clean?
5. Are there plenty of windows?
6. Are the windows kept barred?
7. Are there enough fire escapes?
8. Are the doors locked?
9. When do we have a fire drill?
10. When do I go to work?
11. How much time do I have for lunch?
12. How much do I earn?
13. When do I work overtime?
14. Am I paid for overtime work?
15. How many months am I laid off from work?
16. Why can I do good work?



LESSON 21

THE CLOTHES WE WEAR

1. Many people do not know how to make their own clothes.
2. Some of them cannot take the time to sew.
3. These people must buy ready-made clothes.
4. Such clothes do not wear as well as home-made clothes.
5. It is always best to buy plain things that are well made.
6. They wear better than fancy clothes that are only half put together.
7. Cheap garments may mean that the people who make them are not well paid.
8. We should not purchase garments that have been made by ill-paid or badly treated workers.

9. Good work should be rewarded by good pay and good treatment.

10. We may have to pay more, but we get more when we buy clothes that are made in shops where the workers are well treated.

11. We get clothes that are better made and that will wear longer.

12. We are also helping to break up the sweat shops.

MEMORY EXERCISE

1. Does every one know how to make clothes?

2. Do people always have time to sew?

3. What must they do?

4. Do these wear well?

5. What should we buy?

6. Are they better than fancy clothes?

7. What may cheap garments mean?

8. What should we not purchase?

9. How should good work be rewarded?

10. Do we have to pay more for well-made clothes? Why should we buy them?

11. Will these clothes pay in the end?

12. What are we helping to do?



LESSON 22

THE MEAT MARKET

1. There is a good market near my house.
2. The market is clean.
3. The meat is always good.
4. The butcher is honest. He does not cheat people when he weighs the meat.
5. I will tell you some of the kinds of meat this butcher keeps.
6. Beef for roasts and for soup.
7. Beefsteak, liver, and sausage.
8. Pork chops, and pork for roasting.

9. Veal for stews and for veal loaf.
10. In this meat market I can buy nice fresh chickens too.
11. On Friday the butcher has fresh fish.
12. A good market does not sell bad meat or bad fish.
13. I must tell all my friends to buy in this honest market.

MEMORY EXERCISE

1. Where is the good meat market?
2. Is the market dirty?
3. Is the meat ever poor?
4. Is the butcher dishonest? Does he ever cheat people?
5. What am I going to tell you?
6. What kinds of beef does he keep?
7. What other kinds of meat?
8. What kinds of pork does he keep?
9. What kinds of veal can I buy?
10. Can I buy chickens in this market?
11. On what day can I buy fish?
12. Does a good market sell bad meat or bad fish?
13. What must I tell my friends?



LESSON 23

THE DAIRY STORE

1. Mr. Clark keeps a dairy store on Third Avenue.
2. The store is painted white both on the outside and the inside.
3. Mr. Clark and the man who helps him wear white aprons in the store, and they always look very clean.
4. People call Mr. Clark's store, "The White Store."
5. Mr. Clark sells butter by the pound and eggs by the dozen.

6. He keeps the butter in the ice box and the eggs in boxes on the counter.

7. Mr. Clark sells milk and cream in bottles; the milk costs eight cents a quart and the cream costs twelve cents a pint.

8. It costs more to buy milk in bottles, but it is clean and sweet.

9. The milk sold from the can in the grocery store is full of dust and dirt, and more dirt gets into the milk when it is carried home in a pail without a cover.

10. It is best to buy milk in bottles from a dairy store or from a good milkman.

11. When people cannot buy milk in bottles, they should always buy it from a clean store where the milk can is kept covered; and they should carry it home in a covered dish.

12. It is not safe to drink milk that is not perfectly clean.

MEMORY EXERCISE

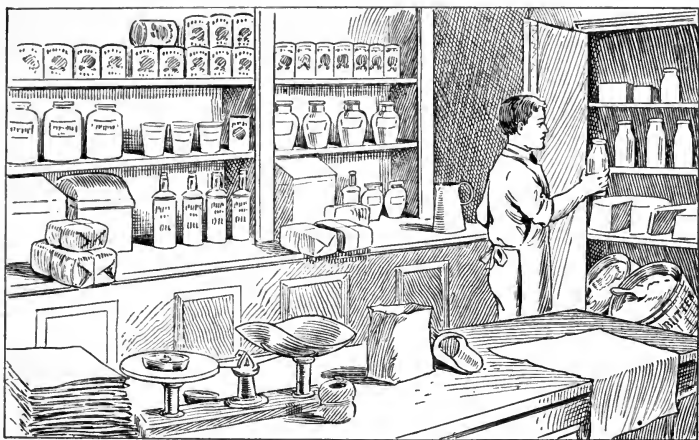
1. Where is Mr. Clark's store?
2. What color is it painted?
3. What color are the aprons that Mr. Clark and his man wear?

4. What do people call Mr. Clark's store?
Why do they call it so?
5. How does Mr. Clark sell butter and eggs?
6. Where does he keep the butter and eggs?
7. How much does the milk and cream cost?
8. Does it cost more to buy milk in bottles?
9. Is the milk sold from a can in the grocery store clean? What happens to it when it is carried home?
10. Where are the best places to buy bottled milk?
11. Where is the best place to buy milk from a can?
12. Why is it not safe to drink dirty milk?

THE CHILD TO THE COW

Thank you, pretty cow, that made
Pleasant milk to soak my bread,
Every day and every night,
Warm and fresh and sweet and white.

— JANE TAYLOR.



LESSON 24

THE GROCERY STORE

1. I am going to tell you what I saw in a grocery store.
2. On the top shelf I saw many tin cans.
3. In these cans were vegetables and fruits.
4. On the next shelf I saw cans of jelly and pickles.
5. On the bottom shelf there were bottles of mustard, sirup, and olive oil.
6. On the counter the grocer kept his paper bags and string.

7. The scales he used to weigh things were on the counter too.

8. At the back of the store was an ice box.

9. In the ice box there was a tub of butter and many kinds of cheese.

10. There were bottles of milk and cream in the ice box.

11. On the floor at the back of the store were boxes of vegetables.

12. I saw string beans, peas, lettuce, onions, cabbages, turnips, and egg plants.

13. There were also boxes of fruit.

14. I saw oranges, bananas, lemons, apples, and grapes.

15. The store was very clean.

16. Everything was covered carefully.

17. Dust and flies could not get on the food.

18. Every store ought to be kept clean.

19. Tell your friends not to buy groceries in a dirty store.

20. Soon all the stores will have to be kept clean.

21. Then there will be less sickness.

MEMORY EXERCISE

1. What am I going to tell you about a grocery store?
2. What did I see on the top shelf?
3. What was in these cans?
4. What did I see on the next shelf?
5. What was on the bottom shelf?
6. What things did the grocer keep on the counter?
7. Where were the scales?
8. Where was the ice box?
9. What was in the ice box?
10. Where were the bottles of milk kept?
11. Where were the vegetables?
12. Tell me the names of the vegetables.
13. Were there boxes of fruit there too?
14. Tell me the names of the fruits.
15. Was the store dirty?
16. Were the boxes covered?
17. Could flies and dirt get on the food?
18. Should all stores be kept clean?
19. What can you tell your friends?
20. Will the stores be kept clean then?
21. Does dirt cause sickness?



LESSON 25

THE HARDWARE STORE

1. Mr. Greggor keeps a hardware store.
2. I went there to buy a kettle one day last week.
3. When I went into the store Mr. Greggor was busy waiting on other people.
4. I was not in a hurry, so I looked around the store to see the things that were for sale.
5. I saw kettles of all sizes, pails made of tin and granite, and basins that were made of tin and granite in all colors and sizes.
6. I saw washtubs, garbage cans, brooms, and dustpans.
7. In a glass case were scissors, shears, and pocketknives.

8. In large drawers all around the room nails and screws were kept.

9. Mr. Greggor soon came and asked me what I wished to see.

10. I told him I wanted to buy a kettle.

11. He showed me several kettles, and at last I found the kind I wanted.

12. I paid thirty-five cents for the kettle and took it home.

MEMORY EXERCISE

1. What kind of store does Mr. Greggor keep?

2. What did I go there to buy?

3. What was Mr. Greggor doing when I went into the store?

4. What did I do?

5. What kinds of pails did I see?

6. What other useful things did I see?

7. What were kept in the glass case?

8. What were kept in the large drawers?

9. What did Mr. Greggor ask me?

10. What did I tell him I wished to buy?

11. Did I find the kind I wanted?

12. How much did I pay for the kettle?



LESSON 26

THE FLOWER STORE

1. Mr. Wilson is a florist, and keeps a large flower store in a western city.

2. He sells seeds, growing plants, and cut flowers all the year round.

3. In the spring, people buy seeds and plants to put in their window boxes.

4. Mr. Wilson likes to have people come into his store to look at the flowers even though they do not buy them.

5. One day I went into the store and he showed me these flowers.

6. Red, white, and pink roses.

7. Red, white, and pink carnations.

8. Purple violets and white lilies.
9. Lavender, pink, and white sweet peas, also many kinds of ferns and palms.
10. Mr. Wilson says that at Christmas time people buy green holly with its red berries, also red roses and red carnations.
11. Red and green are Christmas colors.
12. At Easter time people buy white Easter lilies, white roses, and carnations, for white and green are Easter colors.

MEMORY WORK

1. Where is Mr. Wilson's flower store?
2. What does he sell?
3. What do people buy in the spring?
4. Does Mr. Wilson like to have people look at his flowers?
5. Where did I go one day?
6. What color were the roses?
7. What color were the carnations?
8. What color were the violets?
9. What color were the sweet peas?
10. What did Mr. Wilson say?
11. What are the Christmas colors?
12. What do people buy at Easter time?

LESSON 27

CLEAN STREETS

1. A clean city or town is a pleasant place in which to live.

2. The people who live there should help to keep it clean.

3. The street cleaners cannot keep the streets clean unless the people do their share.

4. Here are some of the things which we should do to make a clean city:

5. Put our garbage and ashes into covered cans.

6. Sweep our sidewalk two or three times a day.

7. Shake all our carpets and rugs in the back yard or in the court.

8. Pick up papers that are blowing around the streets.

9. Ask the Board of Health to come and get any dead animals that are in the street.

10. Report dirty alleys or courts to the Board of Health.

11. Take the children to the playground or

park to play, instead of letting them build fires in the streets.

12. If every one helps to keep the streets clean, the streets will always be clean.

MEMORY EXERCISE

1. Is it pleasant to live in a clean city?
2. Who ought to help keep it clean?
3. Can the street cleaners do it alone?
4. How can every one help?
5. What kinds of garbage and ash cans are best?
6. Is once a day enough to sweep the sidewalk?
7. Where should people shake their carpets and rugs?
8. Why should not papers be allowed to blow around the streets?
9. Who will come and get dead animals?
10. Who looks after dirty alleys and courts?
11. Where should children play?
12. How can we be sure of having clean streets?
13. Why are clean streets always best?

LESSON 28

THE KINDERGARTEN

1. I send my little boy to kindergarten every morning.
2. I give him a good breakfast before he goes.
3. He eats oatmeal and toast, and drinks a glass of milk.
4. He must be in kindergarten at nine o'clock.
5. I tell every one I know how good the kindergarten is for children.
6. They learn to play the right games in the right way.
7. Children need to play.
8. They learn to do many things with their hands.
9. My little boy brings home the things he makes in kindergarten.
10. Then he shows his little sister how to make the same things.
11. The kindergarten teacher takes the children to the park to see the birds and flowers.

12. They like to play in the park better than in the dirty, noisy street.

13. The children who go to kindergarten are almost sure to learn more rapidly than those who do not go to kindergarten.

14. The kindergarten wakes them up.

MEMORY EXERCISE

1. Where do I send my little boy?

2. What does he have before he goes?

3. What does he eat for breakfast?

4. When must he be at the kindergarten?

5. What do I tell people?

6. What kind of games should children play?

7. What do children need?

8. What do they learn to do?

9. What does my little boy bring home?

10. What does he do then?

11. Where does the kindergarten teacher take the children?

12. Do you like the park?

13. Does going to kindergarten help the children?

14. What does the kindergarten do?



A PUBLIC SCHOOL BUILDING

LESSON 29

PUBLIC SCHOOL CENTERS

1. My son belongs to a club called the Pleasure Club.
2. The club used to meet in a saloon.
3. It was a bad place for boys to go night after night.
4. They learned to drink and gamble.
5. One day my son read a notice on the public school building near us.
6. The notice said the building was open every evening to boys.
7. That night my son went to find out about it. .

8. The teacher in charge said that the Pleasure Club could meet there.

9. The boys were all glad to leave the saloon.

10. They have a large club now and they have a good time.

11. Many hundreds of boys use the school building.

12. It is open six nights in the week.

13. Every Saturday night they have a dance and invite their girl friends.

14. They have basket-ball games too.

15. If all the school buildings were open, the boys and girls would not have to go to the saloons and dance halls for a good time.

MEMORY EXERCISE

1. What is the name of the club my son belongs to?

2. Where did the club meet?

3. Why was not the saloon a good place for the boys to go?

4. What did they learn?

5. What did my son read one day?

6. What did the notice say?

7. When did my son go to find out about it?
8. What did the teacher in charge say?
9. Why were the boys glad to meet in the school building?
10. What kind of club do they have now?
11. Why do so many boys use the school building?
12. How many nights is the building open?
13. On what night do they dance?
14. What do they sometimes play?
15. Why would it be a good thing to have every school building open?

NOTE.—Teachers should ask pupils for their opinions as to the possible dangers of allowing boys to use saloon clubrooms, and then enlarge upon the value of making use of the public school buildings as afternoon and evening social centers. Discuss the dangers of young people meeting socially without proper supervision.

REVIEW

1. Name some things at a dry-goods store.
2. Name four kinds of meat at the meat market.
3. Name three things at the dairy store.
4. Name four things to be bought at the grocery.

LESSON 30

MOVING-PICTURE SHOWS

1. My children wanted to go to the moving-picture shows every night.

2. I thought it was a good place for them to go.

3. It kept them off the street.

4. Then I found my boy was getting very rough and noisy.

5. He did not want to study.

6. He did not do good work in school.

7. My daughter grew rough too.

8. She wanted to stay out late at night.

9. I could not think where my children learned these things.

10. One night I went to the moving-picture show with them.

11. Then I knew they ought never to go there alone.

12. The place was badly lighted.

13. The people were disorderly.

14. There was no one there to look after the young boys and girls.

15. Some of the pictures were very beau-

tiful and I enjoyed seeing them, but the songs and dances were very bad.

16. After we got home, I talked to my children.

17. I told them they could not go to the moving-picture shows every night.

18. I told them why it was not good for them to go alone.

19. I promised to take them to some good place every Saturday night.

20. They have joined clubs at the Settlement now.

21. They have not cared to go to the moving-picture shows very often since.

22. I never let them go there alone.

MEMORY EXERCISE

1. Where did my children want to go?
2. What did I think?
3. Were they on the street then?
4. Was my boy getting rough?
5. Did he want to study?
6. How did he get on in school?
7. Was my daughter well behaved?
8. Did she like to come in early at night?

9. Did I know where my children learned these things?
10. Where did I go one night?
11. What did I learn?
12. Was the place well lighted?
13. How did the people behave?
14. Who looked after the young boys and girls?
15. Did I like the pictures?
16. When did I talk to my children?
17. What did I tell them?
18. Did I tell them why they could not go alone?
19. What did I promise to do?
20. Where did they join clubs?
21. Have they wanted to go to see the moving pictures every night?
22. Do they go alone?

PLAYTIME

The world's a very happy place,
Where every child should dance and sing,
And always have a smiling face,
And never sulk for anything.

—GABRIEL SETOUN.



LESSON 31

GOING ON A PICNIC

1. Every pleasant Sunday in the summer we go on a picnic.
2. My father and mother take us to a quiet place.
3. We take our lunch in a basket.
4. We start early in the morning and stay all day.
5. I sometimes ask a girl friend from the factory to go with us.
6. We go to the seashore sometimes and build a fire on the beach.

7. Then we make coffee and roast some potatoes.
8. It is fun to go to a quiet place.
9. We wear our work-day clothes and do as we like.
10. Sometimes we go out into the country.
11. We pick flowers and wild berries there.
12. Then we eat our lunch under the trees.
13. Father plays games with us after our lunch.
14. We play the games the children like.
15. We play, "Pussy wants a corner," "Tag," "Jolly is the Miller," and other games.
16. At night when we get home, we are very sleepy because we have had so much fresh air.
17. The next morning we feel rested and ready for work.

MEMORY EXERCISE

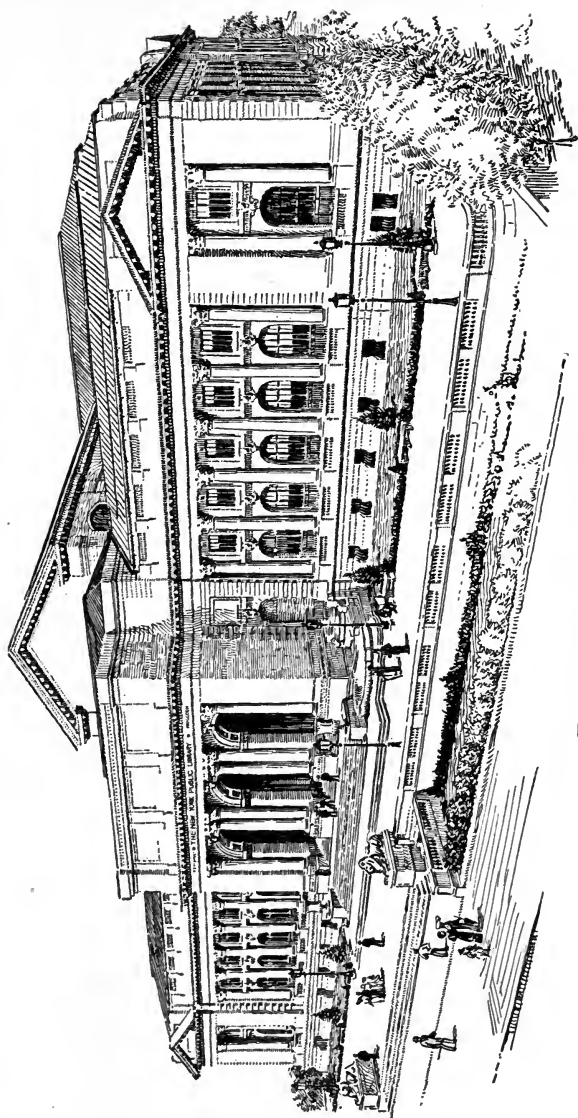
1. Where do we go on pleasant Sundays in the summer?
2. Do we go to a noisy place?
3. How do we take our lunch?
4. When do we start?

5. Whom do I ask to go with us?
6. Where do we go sometimes and build a fire?
7. What do we cook there?
8. Which is more fun, a noisy, crowded place or a quiet one?
9. Why is a quiet place best?
10. Do we ever go into the country?
11. What do we find there?
12. Where do we eat our lunch?
13. Who plays games with us?
14. What games do we play?
15. Tell me the names of the games we play.
16. Why are we sleepy at night?
17. Are we tired the next morning?

LESSON 32

THE PUBLIC LIBRARY

1. Every city in the United States has a public library.
2. Any person who wishes may go into the library to read.
3. It is free to all.



THE NEW YORK PUBLIC LIBRARY

4. There are books in many languages there.

5. If you wish, you can borrow these books to read at home.

6. You must first have a card with your name and address upon it.

7. The librarian will give you the card.

8. Every time you borrow a book you must show this card.

9. There is a children's room in most libraries.

10. Children may sit and read in this room.

11. It is full of children's books.

12. Sometimes a lady comes to tell stories to children in this room.

13. All children are welcome.

14. Many libraries have classes in English for foreign-speaking people.

15. These classes are free too.

MEMORY EXERCISE

1. Where do we find public libraries?
2. Who may go into the library?
3. Does it cost anything?

4. Are all the books in English?
5. Can you take these books home?
6. What must you have first?
7. Who gives you the card?
8. When must you show this card?
9. Is there a place for children?
10. What may children do there?
11. Are there any books for children?
12. Who tells stories to the children?
13. What children can come to hear her?
14. What classes do some libraries have?
15. Are these classes free?

THE RAINBOW

Boats sail on the rivers,
And ships sail on the seas,
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please,
But the bow that bridges heaven
And overtops the trees,
And builds a road from earth to sky
Is prettier far than these.

LESSON 33

NEWSPAPERS

1. A newspaper is a printed paper which tells the events of the day.

2. Newspapers are printed in almost every language and are sold all over the world.

3. Some newspapers are printed every day and some are printed only once or twice a week.

4. Newspapers not only tell us what is happening in our own country, but they give us news of other countries as well.

5. Each newspaper employs men called reporters and it is their business to find out what is happening.

6. If there is an accident in a city, the reporters are sent to find out about it and to write an account of the accident to be printed in the newspapers, and read by the people.

7. Men or women who want work can advertise in the newspapers.

8. Employers can advertise for people to work for them.

9. People who have houses to rent can advertise their houses.

10. There are both good and bad newspapers printed for people to read.

11. The bad newspapers print things that are not quite true but that excite people.

12. They print stories that are not fit for any one to read.

13. The bad newspapers are usually printed on colored paper, and are very cheap.

14. The good newspapers are careful to print only clean news, and try to tell the truth about things.

15. A good newspaper helps to educate the people.

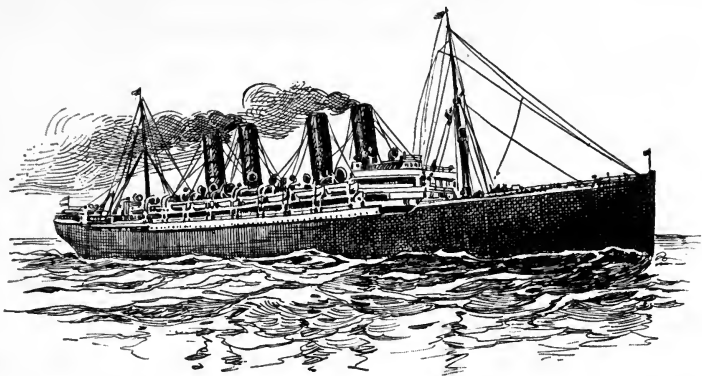
16. One of the best ways of learning a new language is to read a good daily newspaper printed in that language.

MEMORY EXERCISE

1. What is a newspaper?
2. In what languages are newspapers printed?
3. When are newspapers printed?

4. Do newspapers give us news from other countries?
5. What are reporters?
6. Who gets the news for the newspapers?
7. What can men or women who want work do?
8. What can employers do?
9. What can people who want to rent houses do?
10. Are there both good and bad newspapers printed?
11. What do the bad papers print?
12. Why are their stories not fit to be read?
13. On what kind of paper are they sometimes printed?
14. What does the good newspaper try to do?
15. How does it help people?
16. What is one of the best ways of learning a language?

NOTE. — Ask pupils to read English newspapers as a means of learning the language. Ask each pupil to bring and read a newspaper clipping at the next class.



LESSON 34

COMING TO AMERICA

1. My brother is coming from Europe to-morrow.

2. The boat gets into port at ten o'clock in the morning.

3. I am going to meet him at Ellis Island.

4. I have been in America ten years.

5. I want to tell my brother some things I have learned.

6. He must exchange his money for American money at Ellis Island.

7. The bank there is under the United States government.

8. It is not safe to exchange money with strangers.

9. They often give bad money in exchange for good money.

10. It is not safe to ask questions of strangers.

11. They often wear badges to make people think they are officials.

12. Any cheat or swindler can wear a badge.

13. Always ask questions of a policeman in uniform.

MEMORY EXERCISE

1. When is my brother coming from Europe?

2. What time does the boat get in?

3. Where can I meet my brother?

4. How long have I been in America?

5. What can I tell my brother?

6. Where can he exchange his foreign money?

7. Is there a bank at Ellis Island?

8. Is it safe to trust strangers with money?

9. Why is it not safe?
10. Is it safe to ask questions of strangers?
11. Do they ever wear badges?
12. Can any one wear a badge?
13. Of whom should we ask questions?

LESSON 35

THE IMMIGRATION SOCIETY

1. My husband and I have been in America ten years.
2. We live in a large city.
3. We both go to evening school.
4. We have learned to speak English very well.
5. My husband asked the teacher to tell us how to get work in the country.
6. We want to be able to live in the country some day.
7. The teacher told my husband to go to the Immigration Society.
8. She said it is a society to help foreign people.
9. It is supported by the government.

10. The society has maps of the country to show where the land is good.

11. My husband went to the Immigration Society one day.

12. The Immigration Agent told him where we could find work in the country.

13. We are saving our money to pay our railroad fare.

14. We can soon go to the country to live.

MEMORY EXERCISE

1. How long have we been in America?
2. Where do we live?
3. Why do we both go to evening school?
4. What language have we learned?
5. What question did my husband ask the teacher?
6. Where do we want to live?
7. What did the teacher say?
8. What does the Immigration Society do for people who come to America?
9. Who supports this society?
10. How does the government show where land is good?
11. Where did my husband go?

12. Who told him where to find work?
13. Why are we saving money?
14. Will it be long before we can go to the country?

LESSON 36

SOME OF THE SOCIETIES WHICH HELP PEOPLE

There are societies in every large city to help people who are in need of wise friends.

The Charity Organization Society and the Society for Improving the Condition of the Poor are two societies which try to help people to help themselves.

They do this by finding work for people who are well enough to work, and by helping them get well enough to work if they are sick.

They give food, clothing, and rent, until people are able to earn money for themselves.

Each family who comes to them for help is asked very careful questions by the society to make sure they are really in need.

If this was not done, those who are dis-

honest might get the help that should go to honest people who are really in need.

The Legal Aid Society helps people who need a lawyer to represent them. It explains the laws to them, and will help them in the courts.

Almost every nationality has a Relief Society of its own, where people of that nationality may go for advice and aid.

Families who want to go into the country to live should go to (or write to) the Bureau of Industries and Immigration.

This society protects from dishonest companies who try to get people to buy land that is not good, or to work for people who will not pay fair wages.

There are many, many other societies to help people in other ways in each city and town in the United States.

The surest way to find the kind of help you need is to go to the nearest Settlement, and there you will be told just which society will best help you and how you can find it.



THE BLACKSMITH

Busy blacksmith, what are you doing
At your anvil all day long?

Horses now you see I'm shoeing;
Making nails so good and strong,
Cling, clang, cling, clang, hear
The anvil ringing;
Cling, clang, cling, this song
'Tis ever singing.
Bellows blowing, sparks are
Upward going —
While the anvil sings its song.

Have you ever been in a blacksmith's shop?
What is an anvil?
What are the bellows?
What kind of work does a blacksmith do?
Why do horses need shoeing?
How are shoes fastened on the horses' feet?



LESSON 37

GETTING WORKING PAPERS

Lucy had been absent from school for three days. When she returned, her teacher asked her to give a reason for being absent.

"I have been out looking for work," said Lucy. "Since my father died we have had very hard times, and now my mother cannot work every day. I must go to work too."

Then the teacher told Lucy that she could not go to work without first having a certificate from school.

"What is a certificate?" asked Lucy.

"This certificate," said the teacher, "is a kind of letter written by some one in authority, and saying that you have been in school

one hundred days this year, that you have passed the examinations in the 5 A grade, and that you are fourteen years of age."

"Where can I get it?" asked Lucy.

"I can give it to you," the teacher said, "and then you can get your working papers."

"Do I get my working papers at school?" asked Lucy.

"No," said the teacher. "You must go to the Board of Health for them. When you go there your mother must be with you to sign a paper stating that she is responsible for you and that you are fourteen years old.

"You must also have your birth certificate to show that you are of working age. You will be asked many questions, and if you can answer these questions satisfactorily, you will then be given your working papers.

"It is against the law for any one to hire boys and girls without these papers. I will give you a copy of the laws for New York state. You must read them carefully."

Lucy thanked her teacher for helping her, and when she went home, she read the following New York state laws:

LABOR LAWS

SUMMARY OF THE NEW YORK CHILD LABOR AND COMPULSORY
EDUCATION LAWS

(As amended and in force October 1, 1911)

As applying to cities of the first and second class, *i.e.* New York, Buffalo, Rochester, Syracuse, Albany, Troy, Utica, Yonkers, and Schenectady.

I. EMPLOYMENT PROHIBITED.

(1) Children under 14 years of age.

No such children may be employed in any factory, store, business or telegraph office, restaurant, hotel, apartment house, bowling alley, barber shop, bootblackening establishment, or in the distribution or transmission of merchandise or messages, or in places of amusement (stage acting excepted). This applies equally to work during school hours, on Saturdays and Sundays, and during vacation.

(2) Children 14 or 15 years of age.

No such children may be employed in any of the above-named establishments or occupations without an employment certificate obtained from the Board of Health of the city in which such child resides.

(3) Children under 16 years of age.

In specified list of dangerous occupations the employment of such children is forbidden. (See Sec. 93, Labor Law.)

II. EMPLOYMENT CERTIFICATE: HOW SECURED.

To obtain an employment certificate a child must be 14 or 15 years of age, and must file at the Board of Health the following papers:

- (1) School record. Issued on application by principal or chief executive officer of school last attended by the applicant.

To secure this record the child must have attended school at least 130 days during the twelve months next preceding its fourteenth birthday, or during the twelve months next preceding the date of application for such school record; must be able to read and write simple sentences in the English language; and must be familiar with arithmetic, including fractions.

- (2) Evidence of age.

One of the following papers must also be filed, which may be accepted only in the order named:

- (a) Transcript of birth certificate.
(b) Graduation certificate.

A graduation certificate from a public school of New York State or elsewhere, or from another New York school equally high may be accepted as evidence of age.

(c) Passport or certificate of baptism.

(d) Other documentary evidence.

If none of these papers can be produced, any other documentary evidence of age which the parents may have—such as a vaccination certificate, an Ellis Island certificate of arrival, a confirmation certificate, etc.—may be presented to the Board of Health, and if approved, may be filed as proof of age.

(e) Physicians' certificate.

In New York, Buffalo, and Rochester, in case none of the foregoing papers can be secured, the parent or guardian may make application to the officer issuing employment certificates, for physicians' certificates for filing as evidence of age. Such application must be on file for 90 days to allow for a thorough search for the usual kinds of proof.

III. EMPLOYMENT CERTIFICATE TO BE FILED.

The employment certificate must be filed in the office of the employer, and must be

surrendered by him at the termination of the employment.

IV. HOURS OF WORK FOR CHILDREN 14 OR 15 YEARS OF AGE.

(1) Factories.

Work is forbidden before 8 o'clock in the morning or after 5 o'clock in the evening of any day or for more than 8 hours in any one day.

(2) Mercantile and other establishments mentioned in paragraph 1.

Work is forbidden for more than 9 hours a day or before 8 o'clock in the morning or after 7 o'clock in the evening of any day.

V. SPECIAL PROVISIONS FOR NEWSBOYS.

No boy under 10 and no girl under 16 years of age may sell newspapers, magazines, or periodicals. No boy between the age of 10 and 14 may sell such papers unless he has received a permit and badge from the Board of Education, and he shall not work later than 10 o'clock at night or before 6 o'clock in the morning. All permits and badges expire January 1st of each year, and the color of the badge shall be

changed annually. Principals may recommend the revocation of badges for sufficient cause.

VI. NIGHT WORK FOR MESSENGERS UNDER 21 YEARS PROHIBITED.

No person under 21 years of age may act as a messenger for a telegraph or messenger company before 5 o'clock in the morning or after 10 o'clock at night.

VII. COMPULSORY SCHOOL ATTENDANCE.

- (1) Children between 7 and 14 years of age.

All children of these ages must attend school as many days as the school attended is in session.

- (2) Children 14 and 15 years of age.

Such children must attend school for the same length of time unless they have been granted an employment certificate duly issued under the provisions of the Labor Law.

VIII. ENFORCEMENT OF LAWS.

- (1) Factories.

The law is enforced by the State Department of Labor.

- (2) Mercantile and other establishments mentioned in paragraph 1.

The law is enforced by the State Department of Labor in New York, Buffalo, and Rochester; elsewhere by the local Boards of Health.

(3) Newspaper selling.

The law is enforced by police and local school authorities.

(4) Compulsory school attendance.

The law is enforced by local school boards whose duties in this regard are under the supervision of a Division of Compulsory Attendance connected with the office of the State Commissioner of Education. For failure to enforce the law one half of the public money apportioned to any city may be withheld by the State Commissioner.

(The teacher should find out by whom certificates are issued in the city in which she is teaching. She should also make herself acquainted with the labor laws of that state.)

REVIEW

1. How is an employment certificate obtained?
2. What are the hours of work for children?
3. What children must attend school?

SOME CRADLE SONGS

(To be learned by mothers)

HUSHABY BABY

Hushaby baby on the tree top ;
When the wind blows, the cradle will rock ;
When the bough breaks, the cradle will fall.
Down comes hushaby baby and all.

SLEEP, BABY, SLEEP

Sleep, baby, sleep,
Your father tends the sheep ;
Your mother shakes the branches small
Whence happy dreams in showers fall ;
Sleep, baby, sleep.

Sleep, baby, sleep ;
The sky is full of sheep ;
The stars the lambs of heaven are,
For whom the shepherd moon doth care ;
Sleep, baby, sleep.

Sleep, baby, sleep ;
The Christ Child owns the sheep.
He is Himself the Lamb of God ;
The world to save, to death He trod ;
Sleep, baby, sleep.

— GERMAN CRADLE SONG.

SWEET AND LOW

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

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

— ALFRED TENNYSON.

NOW THE DAY IS OVER

Now the day is over,
Night is drawing nigh ;
Shadows of the evening
Steal across the sky.

Grant to little children
Visions bright of Thee,
Guard the sailors tossing
On the deep, blue sea.

Comfort every sufferer
Watching late in pain;
Those who plan some evil
From their sins restrain.

— SABINE BARING-GOULD.



LESSON 38

THE TRADE SCHOOL

Lucy met her friend Katherine one Saturday morning as they were out doing the marketing for their mothers.

“Good morning, Katherine. How do you like Trade School?” called Lucy.

"Oh, good morning, Lucy. I like it better and better every day," answered Katherine.

"I wish you would tell me all about it sometime," Lucy said.

"I shall be glad to tell you now if you can come home with me for an hour," said Katherine.

Lucy said she could do this; so after she had taken the vegetables home to her mother, she went to the flat where Katherine lived.

The two girls sat down, and Katherine began to tell about her first week in Trade School.

"You remember I told you about getting my working papers last week, don't you, Lucy?" said Katherine.

"I took them down to the Trade School, and they will keep them for me till I am ready to go to work.

"I did not know what trade I wanted to learn at first, so they let me go into all the different departments.

"In one room there were girls learning dressmaking; in another room they were learning millinery.

"Upstairs they were learning straw sewing, and novelty work."

"What is novelty work?" asked Lucy.

"It is making different kinds of fancy lamp shades, balls, trays, and so on," said Katherine.

"When I had seen the many trades which were being taught to the girls, I came back to the dressmaking department.

"I knew I would like that best after all."

"Do you sew all day?" asked Lucy.

"Oh, no!" said Katherine, "we have gymnasium work and regular school lessons too."

"How much do you have to pay to go there?" asked Lucy.

"It is all free, as it is a part of the Public School System," said Katherine, "and I live so near I do not even have to pay car fare."

Lucy's mother was much interested in hearing what Katherine had told her about the Trade School.

"Katherine," she said, "I should like to have Lucy learn a trade, but I cannot afford to do so. She must go to work just as soon as she can get her working papers.

"If her father was alive, and I was able to work, I could send her to Trade School, but I need the money she can earn."

"How much could she earn now?" Katherine asked.

"I could earn two dollars a week down in the box factory," said Lucy.

"Yes," said her mother, "she could earn two dollars a week now, and in a few months she might get a raise to two dollars and fifty cents or three dollars.

"I wish she could learn a trade, though."

Katherine thought a few moments and then she said, "I am going to ask Miss Johnson at Trade School if she can't think of a way for Lucy to earn enough money to come.

"There must be a way."

On Monday morning Katherine told Miss Johnson about Lucy. Miss Johnson said she would call on Lucy's mother.

In a few days Lucy came home from school and found a strange lady at her house.

The lady said, "I am Miss Johnson from the Trade School, and I have been telling your mother that perhaps we can give you a

scholarship, and then you can come to school with your friend Katherine."

Lucy did not know just what Miss Johnson meant by "scholarship," so Miss Johnson told her.

"We have what we call a scholarship fund," she said, "and when a girl's family cannot afford to send her to Trade School, we arrange to pay her not more than two dollars per week. Sometimes all she needs is money for her car fare."

"Oh, mother!" cried Lucy. "You said that if I could earn two dollars in the box factory, you could get along. Now if I can have this scholarship and learn a trade too, when I finish I can earn twice as much!"

Miss Johnson told them that she would report to the Committee that decides about giving scholarships, and if they thought best to give Lucy one, she would let them know.

Miss Johnson told the Committee that Lucy's mother was a widow not able to work very steadily, and that there was no one to help her. The Committee voted to give Lucy two dollars a week, after she had

been in school a month on trial. Miss Johnson wrote to Lucy, and the next week she got her working papers and entered the dressmaking class at the Trade School.

Lucy was glad of this chance to learn a trade and at the same time have an opportunity to earn something. Her mother had been working very hard while she was attending school and fitting herself for this chance. So she felt she must do her best to become a good worker and be able to do something useful. Katherine was very happy to have Lucy with her, and they are working hard to become expert dressmakers.

THE WIND

Who has seen the wind?
Neither I nor you;
But when the leaves hang trembling
The wind is passing through.

Who has seen the wind?
Neither you nor I;
But when the trees bow down their heads
The wind is passing by.

—CHRISTINA ROSSETTI.



LESSON 39

SPRINGTIME IN THE COUNTRY

"I heard a robin sing before I was out of bed, mother," said little Robert Brown one beautiful spring morning as he ate his breakfast of oatmeal and fresh milk.

"Did you, my dear?" said his mother. "Well, I must look over my garden seeds and then we will go out and see if the garden is ready to be plowed."

After the breakfast dishes were washed, Robert and his mother went out to the

garden and found the earth quite warm, and the frost all gone.

"We will ask your father to plow the garden this afternoon; then we will choose our seeds and in a day or two we can plant them," said Mrs. Brown.

When Mr. Brown came in to dinner, Robert said, "Oh, father, won't you please plow the garden this afternoon? Mother and I want to plant some seeds."

"I will," said Mr. Brown, "but you must be ready to help me by throwing all the stones out of my way."

Robert was very happy to be able to help his father, and soon the garden was plowed.

Mr. Brown then raked the ground until it was soft and all the hard lumps of earth were gone. The garden was then ready to plant.

Mrs. Brown got up early the next morning, and when Robert had eaten his breakfast, she was ready to plant the seeds.

Mr. Brown had made straight rows across one end of the garden, and Mrs. Brown and Robert planted five rows of peas, and one row of lettuce.

Next, they planted onions, carrots, and beets.

"We will leave room to plant corn and potatoes when the weather is warmer," said Mrs. Brown.

"Don't forget to leave room for some tomato plants," said Robert.

"Now," said Mrs. Brown, "we will plant our flower seeds."

Robert jumped up and down, he was so happy. They planted sweet peas, phlox, and carnations; and then it was time to go into the house and get dinner.

In the afternoon Robert and his mother walked down the road to visit their neighbor, Mrs. Johnson. Robert had a good time playing with the children while his mother talked with Mrs. Johnson.

When they were walking home, Robert said to his mother, "Oh, mother, are you not glad we live in the country where we can have a garden?"

Mrs. Brown said, "Yes, I am very glad; for the country is the best place for gardens and boys."

VERSES TO REPEAT AT HOME

THE SECRET

We have a secret, just we three,
The robin and I and the sweet cherry tree;
The bird told the tree and the tree told me,
And nobody knows it but just we three.

But of course the robin knows it best
Because she built the — I'll not tell the rest;
And laid the four little — somethings in it;
I am afraid I shall tell it every minute.

But if the tree and robin don't peep,
I'll try my best the secret to keep;
Though I know when the little birds fly about
Then the whole secret will be out.

THE DEAR OLD WOMAN

The dear old woman in the lane
Is sick and sore with pains and aches,
We'll go to her this afternoon,
And take her tea and eggs and cakes.

We'll stop to make the kettle boil,
And brew some tea, and set the tray,
And poach an egg, and toast a cake,
And wheel her chair round, if we may.

—CHRISTINA ROSSETTI.

LESSON 40

BERTHA'S VACATION

PART I

Bertha lived in Chicago, and worked in a box factory.

She was seventeen years old and had been at work for three years, but it seemed much longer to her.

"I get so tired of working day after day, all the year round. I wish I could stop just for a week, this summer."

"It would not do you very much good to stop work and stay in this hot little flat," answered her mother. "I wish you could go to the country, but we don't know any one there with whom you could stay."

Bertha went to work the next morning just as she had done for three years. She said to herself, "I am going to save my money, and have a week in the country this summer. I know I can find a place to go."

At noon when all the girls were eating their lunch, Bertha heard two girls, named Mary and Rose, talking about the country.

Rose said, "Mary, do you remember the place where we stayed in the country last summer?"

"Yes, I do," said Mary. "I never had such a good time in my life."

"Well," said Rose, "Miss White at the Settlement told me we could go there again this year if we wanted to."

Bertha jumped up and said, "Oh, girls, where did you go, and how much does it cost? Could I go too?"

The girls laughed because Bertha was so excited, and then they told her about the Settlement they went to, where they had a club in the winter and in the summer were sent to the country for a vacation.

"We stayed a week last year," said Rose. "We were on a farm."

"It was the loveliest place, and they charged us only \$4.00 for our board."

"How much does it cost to get there?" asked Bertha.

"The round-trip fare on the railroad is sixty cents," said Mary.

"Oh! I'm sure I can save \$4.60 before

summer time, and I know my mother will let me go," cried Bertha.

"You will have to come to the Settlement and ask Miss White if she can send you," said Rose. "You see, the members of the clubs in the Settlement have the first chance."

"I'd like to join a club, too," said Bertha.

Then the girls told her she could go with them to visit their club some night, and perhaps she could become a member.

The noon hour was then over and the girls went back to work, thinking of the good times they hoped to have in the country.

That night Bertha told her mother the things the girls had said. Her mother was very much pleased and said she might join the club at the Settlement, and ask Miss White about a week's vacation in the country.

Bertha was elected a member of the same club to which Rose and Mary belonged.

Miss White told Bertha that the farmer with whom Rose and Mary had stayed the year before had written that he would take three girls to board that summer, and that she might go with her friends.

PART II

When June came, the girls decided they would like to go to the country the first week in July, and Miss White wrote, asking Mr. Jackson, the farmer, to take them.

He replied that he would meet them at the station whenever they wanted to come, and that he and Mrs. Jackson would take good care of them for a week.

Bertha said to her mother as she was ready to go, "If you could only go with us, mother, how happy I would be."

Her mother laughed and said, "Perhaps some day we can move to the country, if you find that you like it."

Mr. Jackson met the girls at the station with a horse and carriage and let them take turns driving the horse on the way home.

The horse was a fat, sleepy one and did not mind having different people drive him, although they did not know how to drive very well.

It was just noon when they drove into the farmyard, and Mrs. Jackson stood in the door to welcome them.

She took them upstairs, and told them that each was to have a room to herself, so that she might sleep well.

The girls were delighted with the clean, cool rooms and soon were ready to go downstairs to dinner.

Such good things as they had to eat!

Bertha said that everything tasted much better than the things they bought in the market at home.

"That is not surprising," said Mrs. Jackson. "All these vegetables came from my garden, the chicken came from the yard out there, and the cherries in the pie were picked this morning."

It would take too long a time to tell you of all the fun the girls had that week in the country.

When they went back to Chicago, every one said to them: "How well you look. You must have been off on a vacation!"

Bertha's mother said, "Bertha, if a week in the country makes you look so well as this, you must save your money and stay two weeks next year."



LESSON 41

WHAT THE DOCTOR TOLD MRS. MASON

Mr. and Mrs. Mason and their little baby lived in a big city where the rents were very high, and the rooms very small.

The baby was born in the winter time and his mother had no trouble in making him comfortable in their three tiny rooms; for a fire in the kitchen was all they needed to keep them warm.

Mr. and Mrs. Mason were very proud of

their baby, for he was so strong and well ; but they made the mistake of holding him, or playing with him all the time.

Very soon he learned to cry if he was left alone a minute.

Mrs. Mason carried the baby on her arm while she did her housework, and I am sorry to say that whenever he cried she gave him his bottle.

Sometimes the bottle was not washed at all during the day, then the milk became sour, and the baby would not eat.

His mother did not know what to do, and the baby could not tell her.

When summer time came, the little flat became very hot, and the baby cried more and more ; his mother walked the floor day and night to keep him quiet.

The poor little baby was very thin and pale now, and did not want to eat at all.

One day Mrs. Mason was out doing her marketing and a friend looked at the baby and said : " You ought to take him to the milk station. The nurses and doctor there will tell you just how to take care of him."

Mrs. Mason asked her friend where to find the milk station, and said she would go there at once.

She soon found the place, and, as her friend had told her, there were nurses and a doctor to tell her what to do for her baby.

The doctor examined the baby very carefully — and this is what he told Mrs. Mason :

“The baby must not be held in your arms this hot weather.

“Let him lie on the bed, where it is cool.

“Give the baby a bath every morning.

“Put clean clothes on him every morning if you can.

“Do not feed the baby but once in three hours.

“Wash or scald the bottle with boiling water after each feeding.

“Keep the milk on ice until you are ready to use it, then warm it.

“Every day after his nap put the baby in the carriage and take him to the park.

“It is good for him to be outdoors in a cool place, and it is good for you too.”

Then the doctor told her to bring the

baby in once a week to be examined, and to come to the station every morning to get milk for him.

Mrs. Mason said she would do just as the doctor told her. Then the nurse gave her the milk to take home with her.

The baby cried a great deal the next day, for he was not used to staying on the bed alone; and he wanted his bottle.

The milk tasted good, and he drank all there was in the bottle.

At night the baby had a warm sponge bath, and slept well.

The next week when the doctor examined the baby, he said, "This boy has gained a pound." All that summer the baby grew strong and well, for he had the right kind of food and the right kind of care.

LESSON 42

THE PROBATION OFFICER

The teacher of English was out calling on some members of her class one day. As she knocked at the door of the flat where Mr.

and Mrs. Veeder lived, she heard very loud talking, and then she heard some one crying.

The teacher was just about to go away when Mrs. Veeder opened the door and asked her to come in.

Mr. Veeder sat by the table looking very angry, and Mrs. Veeder had been crying.

The four children were in one corner of the room, looking very sad.

The teacher said, "Perhaps you do not want to see visitors now; but if you are in trouble, I shall be glad to try to help you."

Mrs. Veeder answered: "My husband and I cannot live together any longer. We do not agree on anything, and he does not even give me enough money to buy food for us."

Mr. Veeder said, "That is not true. I give you enough money, but you do not know how to spend it well."

Then the teacher said, "Why are you not working to-day, Mr. Veeder?"

He answered, "Oh, well a man can't work all the time. I must have some time for myself."

Mrs. Veeder began to cry again and said,

"You don't ever want to work; and I can never find time to rest."

The teacher tried to make them feel more kindly toward each other, but Mrs. Veeder said, "No, I am tired of all this. I am going to the court in the morning to get out a summons for my husband."

The teacher felt very sorry for them both, and for the children; but she could do nothing but promise to go to court when their case was called.

A few days later Mrs. Veeder came to the Settlement and said she had served a summons on her husband, and they were both to appear at the Court of Domestic Relations.

When the time came, the teacher went down to court with Mrs. Veeder, as she had promised, and soon their case was called.

Mrs. Veeder told the judge that her husband did not want to work, and would not give her enough money; and that sometimes he struck her when he was angry.

Then the judge asked Mr. Veeder to tell his side of the story. "For there are always two sides to every story," he said.

Mr. Veeder said his wife did not know how to spend money, and no matter how much he gave her it was never enough.

"She buys such foolish things," he said. "Instead of buying good soup meat for us to eat, she buys cold pickled fish and lots of cake.

"She does not like to cook, and she does not like to sew. It costs much more money to buy food all ready cooked and clothes all ready made, and neither are good for us."

The judge then turned the case over to the Probation Officer at the court.

The Probation Officer gave them the following advice:

"You are both at fault," he said.

"Mrs. Veeder, you and your husband must learn that to live happily, each must do his or her share of the work to be done.

"You have a great responsibility upon your shoulders.

"You have four little children to bring up and it rests with you whether they will be good or bad citizens.

"Do you think it would be right for you

to separate, leaving your children to be cared for by strangers?

"Mrs. Veeder, if you want to have a good husband and good children, you must do your best to make a real home for them.

"Mr. Veeder, a man who is willing to take the responsibility of having a wife and children must be ready to care for them.

"I am sure if you both do your best, you will make a happy home for your children and yourselves."

Mr. and Mrs. Veeder promised to try to do better.

Mrs. Veeder said that she would do her best to care for the house and to spend their money wisely.

The Probation Officer told Mr. Veeder he must work steadily and report to him each month.

The English class teacher called on Mrs. Veeder, a year later, and found a very happy home.

Mr. and Mrs. Veeder both said they were glad that the Probation Officer had given them such good advice.



LESSON 43

TEN LITTLE FAIRIES

Once there was a little boy named Robert who was very fond of fairy stories.

Every night when he was ready for bed, his mother took him on her lap and told him about the little people who were supposed to do wonderful things a long time ago.

One night Robert said to his mother, "Oh, mother, dear, I wish fairies were true, and I could see them right now!"

"You can," said his mother, "there are ten fairies living with you all the time, and they are ready to do the things you wish them to."

"Oh, mother," cried Robert, "where are they? Where do they live, and why don't I know more about them?"

"Please tell me just who they are, mother!"

Then Robert's mother told him that these ten fairies were his own and would do many things for him, but that he must be careful to tell them to do the things he knew were right, for they always did as they were told.

"These fairies grow strong and willing if they are asked to do helpful deeds," she said, "and they grow lazy and weak if they are not kept busy."

"Tell me more about them, mother," said Robert, so she told him that without these fairies he could not play ball, or play with his blocks, or learn to play on the piano.

"Now," she said, "guess what these fairies are, and where they live."

What do you suppose Robert guessed
them to be?

His own ten fingers on his own two hands.

A POEM TO BE READ

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

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

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

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

The boy would bend his face down
On his one little sound right knee,

And he'd guess where she was hiding,
In guesses One, Two, and Three!

"You are in the china closet!"

He would cry, and laugh with glee.
It was not the china closet;
But he had Two and Three.

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

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

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

And they never stirred from their places,
Right under the maple tree —
This old, old, old, old lady,
And the boy with the lame little knee.

This dear, dear, dear old lady,
And the boy who was half past three.

— H. C. BUNNER.

LESSON 44

THE GARCIA FAMILY

PART I

Mary Garcia came to America when she was four years old.

Her father was a farmer in the north of Italy. He thought he could make more money in New York, and so he sold all their household furniture, and they sailed to the new country.

They had a very hard time to find work in New York, and the flat they lived in seemed very dark and crowded after sunny Italy.

Mr. Garcia went out looking for work every day. At night when he came home, he said, "In America everything is done by machinery, no one wants me!"

Then Mrs. Garcia answered, "In America every one is too busy to look out for other people. I can make fine lace and embroidery, but no one will tell me where I can sell it."

After a time, they both went to work in a cigar factory, where the wages were low and they had to work many hours each day.

Poor little Mary had to be taken care of by an old woman who did not want her to run and play, but told her she must keep quiet.

Mrs. Garcia felt very badly not to have Mary out of doors running about, and she said over and over again, "I wish we could go to the country to live; the city is not a good place for children."

One day Mary's father read in the Italian newspaper of a meeting to be held for Italians the next night at eight o'clock.

The notice said, "The United States Bureau of Commerce and Labor are holding a meeting to-morrow night to tell Italians how they can find work in the country at once."

The next night Mr. Garcia ate his supper early and went to the meeting.

He found many of his friends there and they talked together until a man came out on the platform and told them that the United States government wanted to get good men to go to the country to work and bring up their families.

He told them there are a great many com-

panies that try to get men to work for them in the country, and sometimes these companies are not good ones.

They employ padrones and do not give men fair wages.

Then the man told them that the only safe way for them to find work in the country is through the government, which will protect them.

He told them of a colony in the South where they could go and find work in the fruit orchards. There they could learn how to take care of fruit trees, and raise the fruit for market, and when they had saved enough money, they might buy small farms of their own.

This man also told them never to buy land until they had seen it and knew it was good land from which they could make a living.

When he finished telling them about this colony in the South, the man said, "How many of you men would like to go down there to work?"

Mr. Garcia and several of his friends said they would go.

Then the man told them that they must save their money to pay the railroad fare to the South. When they had saved enough, they were to come to his office and he would go with them to buy their tickets and to put them on the right train.

In about two months these men were ready to go, and were sent by the government to this colony in the South.

PART II

When Mr. and Mrs. Garcia and little Mary left New York, it was cold winter weather, so cold that they were never warm, although they wore all the thick clothes they had.

When they had traveled a long time on the train, they saw green grass, and green leaves on the trees.

Little Mary said, "Oh, mother, we have left winter behind us; it is summer here."

When they arrived at the town in which they were to live, they felt very tired, but they were happy to be in a warm, sunny, country which reminded them of Italy and its lovely climate.

They were met at the train by another man employed by the United States government to look after people coming to the colony, and he told them it was a good place to live.

The rents were not high, he said, and each family had a little house to live in.

Each man was paid his wages on Saturday night by his employer, and the money was his to use as he liked.

Mr. Garcia soon went to work, and Mary and her mother took care of the house and planted a garden.

All this happened five years ago, and now Mr. Garcia has rented a little farm ; and they hope to make enough money from the fruit and vegetables to buy the farm before long.

Mary is a big girl and goes to school. She says she is going to high school some day, and her father and mother say so too.

POEMS TO REPEAT TO THE
CHILDREN

TWINKLE, TWINKLE, LITTLE STAR

Twinkle, twinkle, little star.
How I wonder what you are,
Up above the world so high,
Like a diamond in the sky.

When the glorious sun is set,
When the grass with dew is wet,
Then you show your little light,
Twinkle, twinkle, all the night.

In the dark blue sky you keep,
And often through my curtains peep .
For you never shut your eye
Till the sun is in the sky.

As your bright and tiny spark
Lights the traveler in the dark,
Though I know not what you are,
Twinkle, twinkle, little star.

"FERRY ME"

"Ferry me across the water,
Do, boatman, do."

"If you've a penny in your purse
I'll ferry you."

"I have a penny in my purse,
And my eyes are blue;
So ferry me across the water,
Do, boatman, do."

"Step into my ferryboat,
Be they black or blue,
And for the penny in your purse,
I'll ferry you."

— CHRISTINA ROSSETTI.

THE LEAVES AND THE WIND

"Come, little leaves," said the wind one day,
"Come o'er the meadows with me to play;
Put on your dresses of red and gold,
Summer is gone and the days grow cold."

Soon as the leaves heard the wind's loud call,
Down they came fluttering, one and all;
Over the brown fields they danced and flew,
Singing the soft little songs they knew.

Dancing and whirling, the little leaves went;
Winter had called them and they were content;
Soon fast asleep in their earthy beds,
The snow laid a coverlet over their heads.

— GEORGE COOPER.

PIPPA PASSES

The year's at the Spring,
And day's at the morn;
Morning's at seven;
The hillside's dew ^{dew}pearled;
The lark's on the wing;
The snail's on the thorn;
God's in his heaven;
All's right with the world!

— ROBERT BROWNING.

WHEN THE LITTLE BOY RAN AWAY

When the little boy ran away from home,
The birds in the tree tops knew,
And they all sang "Stay," but he wandered away
Under the skies of blue,
And the wind came whispering from the tree,
"Follow me, follow me!"
And it sang him a song that was soft and sweet
And scattered the roses before his feet —
That day, that day
When the little boy ran away.

The violets whispered, "Your eyes are blue
And lovely and bright to see,
And so are mine, and I'm kin to you;
So dwell in the light with me."

But the little boy laughed, while the wind in glee
Sang, "Follow me, follow me!"
And the wind called the clouds from their home
In the skies,
And said to the violets, "Shut your eyes,"
That day, that day
When the little boy ran away.

Then the wind played leapfrog over the hills
And twisted each leaf and limb;
And all the rivers and all the hills
Were foaming mad with him;
And it was dark as the darkest night could be,
But still came the wind's voice "Follow me!"
And over the mountains and up from the hollow
Came echoing voices with, "Follow him, follow,"
That awful day
When the little boy ran away.

Then the little boy cried, "Let me go, let me go."
The thunder growled from a black cloud, "No,"
And the wind roared, "Follow me!"
And an old gray owl from a tree top flew,
Saying, "Who are you-oo?
Who are you-oo?"
And the little boy sobbed, "I'm lost away,
And I want to go home where my parents stay."
Oh, the awful day
When the little boy ran away!

Then the moon looked out from a cloud and said,
"Are you sorry you ran away?
If I light you home to your trundle bed,
Will you stay, little boy, will you stay?"
And the little boy promised—and cried and cried—
He would never leave his mother's side.
And the moonlight led him over the plain,
And his mother welcomed him home again.
But, oh, what a day
When the little boy ran away!

— UNKNOWN.

AMERICA

(To be memorized)

My country, 'tis 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!



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