THE QUESTION AS A FACTOR IN TEACHING

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WITH AN INTRODUCTION BY

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INTRODUCTION

In college and university instruction the question, as a factor in teaching, is of minor importance. The method of instruction being largely that of the lecture, there is little use for the question, except as a test of results, *after* the learning process is supposed to have been completed. In most textbooks for the elementary and high schools, it has the same place and rank, *following* the work of acquiring knowledge and merely testing the degree of understanding and memorization reached. In both cases getting knowledge means the getting of positive facts, and that is a task in which questions are not considered a necessary part.

The rank of the question in active life is very different. The situation is typically represented there by the arithmetical problem. No builder figures for the answer to a question until some situation has arisen that requires figuring. Answers alone, without the problems that called them forth, would be absurd. So in the field of business in general, of politics, and of scientific investigation, questions necessarily precede answers; they are prerequisite to all thinking; they supply the motive for the effort as well as the basis for the selection and organization of the data. They are the key to the situation, determining the value that shall be attached to the answer itself.

In the light of these facts the usual classroom procedure in school and college is strange indeed. The positive facts offered there in lectures and textbooks are nothing more than answers to questions of some sort, data for the solution of problems supposed to be worth solving. Yet the questions themselves are overlooked; or, if included, they are so tardy in appearance that they fail of what ought to be their main purpose, i.e., to supply motive for effort, and a basis for the selection and organization of data. At the same time the method of work in school and college, and the consequent discipline received, is valuable to the extent that it duplicates, and thus prepares for the method found most successful outside. That has to be the final basis for judging its merit.

Here is a case of extreme misfit therefore. How is it explained? There are at least two facts that help toward an explanation. The truth that all good thinking or studying is necessarily purposive, that it involves a problem or purpose as well as the facts wanted for its solution, has been little understood. Thinking has been thought of more as a general faculty, capable of application at any time to any kind of matter, without conditions. In addition, there is doubt whether children and even college students are commonly supposed to think. Their more commonly accepted object, in attending class at least, is to *remember;* to collect and retain facts that are answers to questions, perhaps, but questions that have not yet arisen; ques-

tions that may arise in some distant future. Their present purpose as students, in short, is storage; real thinking will come later, as real problems present themselves. This conception of education relieves the teacher of any necessity of patterning classroom procedure after the practice of the most effective thinking outside.

So much for the general rank of the question as a factor in instruction. What is a good question? It is unfortunate that this problem has not been far more fully discussed. Probably it will receive proper attention when the general significance of questions has come to be appreciated. Probably the most important test of any question is found in the extent to which it appeals to the student as worthy of an answer from him. In other words, its relation to the student's experiences, interests, and purposes is the first basis for judging the character of a question. Provision for motive is the first factor in all instruction, partly because motive or purpose is the biggest thing in education, and partly because the provision for motive paves the way for independent thinking and exercise of initiative on the part of the pupil. He is in a strait-jacket as a thinker until the reason for the effort is keenly felt by him.

While the relation of a question to the pupil is of first importance in judging its merits, its relation to the subject-matter is still vital. A question should certainly be clear and pointed, so that the ground it

covers, or the issue it raises, may be definite. It should usually be broad, too, requiring numerous data; otherwise ideas fail to be brought together into sufficiently large units, and organization is poor. And for the same reason any question should belong to a series, rather than stand isolated.

This brief and abstract discussion is, perhaps, long and clear enough to suggest that a large share of the problems in education center in the question.

The following work deals with the question, and fortunately from the viewpoint of practice rather than theory. It contains such questions as the authors believe should be put in the teaching of certain well-known topics in various studies. It furnishes a concrete basis for studying the general rank of the question in instruction, its peculiar purposes and possibilities, and its desirable characteristics. It suggests that lesson plans for teachers might consist of a few well-conceived questions, and that questions, rather than the answers to questions, might well be the first consideration of both teachers and pupils. It is a new treatment of general method, and of a kind that is very much needed.

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THE QUESTION AS A FACTOR IN TEACHING

CHAPTER I

THE QUESTION AS A FACTOR IN TEACHING STORIES

The term "teaching" has come to be used so loosely as to include almost everything a teacher does in the classroom. In the following discussions it is used to mean the stimulation of genuine constructive thinking directed toward a definite and desired end. This is accomplished in the main by thought-provoking questions. It is rarely accomplished by telling, by memorizing texts, or by lecturing, followed by testing. This meaning is in accord with modern educational theory but is rarely found in practice. Memory and test questions dominate the whole range of classroom work. It is not uncommon, indeed, for teachers of method, even of special method, to lecture and test, thus violating the most fundamental principle involved.

Unless general principles are seen in the concrete, it is doubtful if they are really comprehended; at least, it is difficult to understand how they can be of assistance to the teacher who, if she is teaching at all, must be teaching something. In this book, therefore, much

space is given to a series of studies in teaching stories in the first five grades. The general principles involved in the effective use of the question must necessarily be involved in these lessons. It should be kept in mind that all statements which seem justifiable to make concerning the use of the question in teaching stories have this wider significance.

A very important distinction is made, therefore, between telling stories and teaching them. Telling stories implies giving them outright, ready-made, to the children; while teaching a story implies its presentation through the consideration of its successive problems and their solution by the pupils, the children themselves building the stories. Such a distinction is not meant to suggest the elimination of the valuable exercise of story-telling from school work, but that a larger part of the time now given to it should be used for the more stimulating exercise of teaching certain stories which may be adapted to this form of treatment.

The difference in the mental attitude of the children in the two exercises is quite obvious and significant. In the one it is receptive and relatively passive, in the other it is aggressive and constructive; in the one the children are being entertained, in the other while entertaining themselves they are forcing themselves into the situations of the story and living it with the characters, developing an interest of a more active and profound quality. It is not the function of the

school merely to entertain or to amuse the pupil. Each exercise should make him stronger in ability to work, keener in insight, and sounder in feeling. Children come to school expecting to work, eager to attack problems, and they are most deeply interested when doing so at the maximum of their abilities. Telling the story appeals almost exclusively to the memory, while in teaching it the appeal is made to comparison, inference, and the constructive powers, making at the same time wide drafts on the memory to bring to hand all data that may aid in the solution of its difficulties or interpretation of its situations.

The instrument in teaching a story is the thought-compelling question. The story is not told first and then analyzed, dissected, and speculated about, after all of the most gripping situations have been nicely smoothed out for the child and his interest satisfied. A good question must be based upon information or data that the child has and must require him to use the same to answer the question so as to carry forward the story. The answer to a question furnishes additional data for further use. A good question starts lines of associations in all promising directions for helpful data which the child rejects or selects until the solution seems to him satisfactory. He then offers it tentatively to the class for consideration. It should be obvious from this that a question should permit more than one logical answer although only one may be the solution in the story. When questions are an-

swered on the instant the chances are against their being the result of much thinking.

Not all stories can be taught in the sense in which the term is here used. It is probable that not all parts of any story may be taught. Indeed, it would be a more serious defect to question on trivial points or on points that carry the thought away from the main thread of the story, than it would be to tell a part of a story that offers an opportunity for a strong question. The stories and parts of stories to be taught ought to be selected with some care. To be profitably taught the story must be reasonable, natural, or logical. No one could with any certainty foretell a fantastic or purely fanciful sequence to an impossible situation. A question on such a point would lead to mere guessing, unconsidered answers. However, there are relatively few stories that do not have situations which suggest problems, and which, so far as using stories in school is concerned, might well be discussed in a way to carry on the story and add to the interest and pleasure of the children.

After a teacher has developed some judgment and skill in conducting such a round-table discussion as this implies it will be found that the children anticipate her in raising the questions and problems of the story with almost startling insight. The rules of procedure and good sense necessary to round-table discussion in any learned society may suffice here. The fact that the teacher knows the story gives rise to the

constant danger that she may dominate the discussion unnecessarily, and makes it important that she be on her guard against doing this.

It is quite necessary that the problem or question, or difficulty, or thread of development, should be kept in mind from the beginning by the children as well as by the teacher to insure clean-cut thinking and definite progress. It is quite necessary also that this problem or aim shall be recognized by the children as their own difficulty and indeed, in good work, will often be stated by them. Unless the children do identify the problem with themselves and take a vital interest in it, the statement of an aim by the teacher becomes an empty and therefore a harmful formality.

A discussion is properly closed by taking stock of what has been accomplished. If it has not been a vital discussion the summary is perfunctory and adds to the pervading depression. It is an art to have the children feel that this review is a desirable climax to the discussion. Summaries that are made in answer to a new problem or to a new statement of the main problem or from a desire to assure one's self of the successful solution of the main problem as at first conceived are most effective.

CHAPTER II

SOME STUDIES IN TEACHING STORIES

WHENEVER *would* is used in the questions in these studies, it is assumed to mean *would be likely to* or *do you think would*. The extra words are omitted for the sake of brevity and children very quickly understand what is implied.

Whenever in these studies the direction to *read* occurs, it means that the teacher should read to the children from some standard edition of the story, Longfellow's *Hiawatha*, Stanley Waterloo's *Ab*, Defoe's *Robinson Crusoe*, *Ballads of Robin Hood*, Bryant's translation of *The Iliad*, and the Biblical version of the story of *Joseph*. The reading should follow the children's discussion of the problems and confirm or alter their decisions. They will then easily understand the reading and at the same time will gain some appreciation of the beauty of the literary form and a desire to imitate it. Editions written down to the children should be avoided. It is very desirable that children should come into contact with such literary values as the directness and rythm of the ballads of *Robin Hood*, the quaintness and simplicity of Defoe's *Robinson Crusoe*, the spirit and force of *The Iliad*.

RUMPELSTILTSKIN

Once there was a miller that was very poor, but who had a daughter that was very beautiful. It happened one day that he met the king. Wishing to make the king think he was of some importance he began to boast about his daughter. What would interest the king? Among other things he said she could spin straw into gold. What would the king say to that? What would he do? He took the maiden to his

castle, put her into a small room with a spinning wheel and plenty of straw, and locked the door. Why would he lock the door? Why would he keep the key himself? Why do you suppose he told her she should die if the straw was not spun into gold by sunrise? Who would deserve the punishment if she should fail? What would the poor maiden do?

She was in despair and wept bitterly, when suddenly the door opened and a queer little man entered. What would he ask her? When he heard what the trouble was, he said he had magic power by which he could spin the straw into gold if she would give him her bracelet. What would she do? And the dwarf? What would the king do the next morning? That night he put her into a larger room with more straw. What would happen that night? She gave the dwarf her ring. The third night the king put her into a still larger room and said that, if she spun all that straw into gold, she should become his queen. What would happen that night? But the maiden had nothing more to give. What could she do? Finally the dwarf said that he would do the spinning if she would give him her first-born child when she became queen. Why do you think she might be willing to make such a promise? After the promise what would the dwarf do? What would happen next day? What would make the queen forget the promise?

One night after a year had passed and a beautiful little child had been born to the king and queen, the

dwarf stepped suddenly into the queen's chamber. What would he say to her? What could she do? He did not want gold or jewels; he wanted the child; but said that she could keep it if she could find out his name in three days. He offered her three guesses each night. What would she do? When he came the next night what would he say? What would the queen say? What would she do all the next day? And the next night?

On the third day the queen's messengers returned. One of them had crossed a high mountain and had come into a deep wood where the foxes and the hares wished themselves good-night. Here he found a tiny little house and saw before it a fire burning. Hopping round the fire on one leg was a most ridiculous looking little creature, who cried: —

> "To-day I brew, to-morrow I bake,
> Next morning I shall the queen's child take;
> How glad I am that she does not dream
> That Rumpelstiltskin is my name!"

What did the messenger know? What would he report when he reached the palace?

What would the dwarf say the third night? Why would the queen ask other names first? What would she say for the third guess? What would you expect the dwarf to do? Rumpelstiltskin was so very angry that he just flared up and went out like a candle.

Why do you suppose the fairies did not allow Rumpelstiltskin to take the child?

HOW THE MOUSE SAVED THE LION'S LIFE

Why would a mother mouse want her children to stay near the nest? What would she say to them when they went out to play? One little mouse kept finding such nice seeds and berries that he wandered far into the hills. There he ran up on what seemed to be a great log to look about him. Alas, the log turned out to be a sleeping lion! What would he do? What would the mouse say? He did not mean to disturb the lion; had never done him any harm and could not do him any harm. The mouse even said, "Spare my life, O Lion, and the day may come when I may help you out of trouble." What would the lion say to that? Why do you suppose the lion let the mouse go free? What would the mouse say when he got home? What would his mother say to him?

Some months after this, when the lion was prowling about one night, he was caught in a strong net. What would he do? What effect would his struggling have? He was soon so entangled in the net that he could scarcely move. Let the children show by a sketch how the lion was fastened. What would he do then?

The mouse had grown so that he could roam through the fields and woods wherever he wished. How would he know that the lion was in trouble? What would he do? What would he say to the lion? Why would the lion not notice the mouse at first?

Why should the lion keep quiet? His struggles would make it difficult for the mouse to work. The roaring of the lion might be heard by the men who set the net and cause them to come before the mouse could free him. Why would this take so much time? What had the mouse better do? When some of the ropes were gnawed in two, what effect would it have on the lion? What would the lion have to say when he was free?

What had the lion learned? Tell the story that the mouse would tell to his grandchildren.

THE THREE BILLY-GOATS GRUFF

Once upon a time three billy-goats gruff, Biggest Billy-goat Gruff, Middle-sized Billy-goat Gruff, and Little Billy-goat Gruff spent their days eating the grass that grew on a hill. Let us find out how the three billy-goats gruff ran into danger and how they got out.

Just across from this hill was another hill with grass on it. What might be between? What would be across the deep brook? What would happen to all the grass where the three billy-goats were? What would they think about the other hill? Which Billy-goat Gruff would want most to go? What would he say to the others? Now, Biggest Billy-goat Gruff had heard that a Terrible Troll lived under the bridge and that he would eat an entire goat at a meal. What should Biggest Billy-goat Gruff say to Little Billy-goat Gruff?

So several days went by until Little Billy-goat Gruff grew so very very hungry that he forgot all about the Terrible Troll; he could think of nothing but the sweet, fresh, green, juicy grass that grew on the other hill, and how it would make him so nice and round and fat. What would Little Billy-goat Gruff do? What do you suppose would happen to him? Pretty soon the Terrible Troll heard something going *trip-trip, trip-trip, trip-trip* over his bridge! What would the Terrible Troll say? What would Little Billy-goat Gruff have to answer? Then the Terrible Troll came up and said: "Little Billy-goat Gruff, I am going to eat you up!" Little Billy-goat Gruff had heard Middle-sized Billy-goat Gruff say that he would have to go across soon to eat the sweet, fresh, green, juicy grass. What then could Little Billy-goat Gruff say to the Terrible Troll? The Terrible Troll was pleased at the thought of a larger goat to eat, so what would he say? What would Little Billy-goat Gruff then do?

When Middle-sized Billy-goat Gruff saw Little Billy-goat Gruff eating the sweet, fresh, green, juicy grass on the other hill, what would he think? What would he do? What would the Terrible Troll hear? *Trip-trap, trip-trap, trip-trap!* What would he want to know? What would Middle-sized Billy-goat Gruff have to tell him? Then what would the Terrible Troll do? Just then Middle-sized Billy-goat Gruff remembered that he had heard Biggest Billy-goat Gruff say that he would have to go over to the other hill soon.

What then would he say to the Terrible Troll? What would the greedy old Terrible Troll say? What would Middle-sized Billy-goat Gruff do?

When Biggest Billy-goat Gruff saw Middle-sized Billy-goat Gruff, and Little Billy-goat Gruff eating the sweet, fresh, green, juicy grass on the other hill, what would he think? What would he do? What would the Terrrible Troll hear? *Trap-trap, trap-trap, trap-trap!* What would the Terrible Troll want to know? What would Biggest Billy-goat Gruff say? What would the Terrible Troll do? But when the Terrible Troll came up, Biggest Billy-goat Gruff saw that he was not by any means so big nor so terrible as he had heard, so he gave a loud bleat, lowered his head, and plunged right against the middle of the Terrible Troll — *Bim!* — and hurled him into the swift stream which carried him away!

After that when any one was afraid to cross the bridge, what would the Biggest Billy-goat Gruff say? Why had they thought the Terrible Troll was so large?

THE STREET MUSICIANS

There was once a donkey that, having served his master faithfully for many years, grew too old and feeble for further work. What should the master do about it? But the donkey heard his master say he would have to get rid of him. What could the donkey do? Thinking that he had a strong and musical voice, he decided to become a street-musician and at once

set out for Bremen, where he hoped to make a living.

The donkey had not traveled far until he saw an old dog lying by the roadside and panting with weariness. Why would the donkey be sorry for him? What reason could a dog have for running away from the master with whom he had hunted for many years? What would he tell the donkey? The donkey asked the dog to go with him and play the drum.

Not long after they saw an old cat sitting by the roadside with a face as dismal as three days of rainy weather. What would they say to each other? The donkey thought the cat would be especially good help at night music.

Very soon the three passed a farmhouse in front of which stood a cock perched on the gate and crowing with all his might. He said he had overheard the cook say that he was to be baked the following day so he was crowing while he could. What would the three musicians say to each other? Then what would the donkey say to the cock?

As they could not reach Bremen that day, they stopped in a wood to spend the night. Where would the cat and the cock sleep? The dog and the donkey? When the cock flew to the top of the tree he looked around and saw a light not far away. What would he say? Why would they prefer going to a farmhouse?

Why would it be important for them to know who was inside? How could they find out? Why was the

donkey the first to try to look in at the window? It was too high for him alone. How could the dog help? When the dog, standing on the donkey's head, could not see, the cat sprang up on the dog's head. She could not quite reach. How could they manage it? When the cock looked in, what would the others say? He answered that he saw a table laden with good food and a band of robbers sitting around it enjoying themselves. What would the musicians think of that?

They decided to perform their music. The donkey brayed, the dog barked, the cat mewed, and the cock crowed so that the window rattled with the tremendous sound. What would the robbers do? When the robbers had fled what would the musicians do? After supper what place would each choose to sleep. The donkey went out into the yard, the dog behind the door, the cat to the warm hearth by the fireplace, and the cock perched himself on a high beam.

When would the robbers stop running? What would they want to know? How would they find out? One was sent to investigate. What would he think when he found the house dark? He saw the glowing eyes of the cat on the hearth and thought they were glowing coals of fire. What would he do? The cat did not like this and was very angry. What would she do? She flew up, spit at him, and scratched his face. What would he do? What would the dog do as he passed? And the donkey? And the cock? The robber thought the cat was a witch, the dog a man with a knife, the

donkey a monster with a wooden leg, and the cock a judge on the roof who cried, "Bring the scoundrel to me!" What made him think these things? What would he report to the other robbers? What would they do?

The musicians then found themselves in such good quarters that they would not leave, and the last heard of them was that they were still there.

What pictures could you make that would tell this story without words?

HIAWATHA

How the Little Indian Baby, Hiawatha, Grew to be a Great Chief

Hiawatha's childhood

His grandmother, old Nokomis, took care of him when he was little. Why would the grandmother take care of him? What kind of home would she have? Read: —

"By the shores of Gitche Gumee,
. . . . . .
Beat the shining Big-Sea-Water."

What kind of cradle would little Hiawatha have? How could Nokomis make it soft and comfortable? When would she hang the cradle to the limb of a tree? Why would Hiawatha like that? When would Nokomis put the cradle on her back? Why was that a good

way to carry him? What would Hiawatha like about it? What would there be to frighten Hiawatha? Why would he be afraid to cry? What would Nokomis say? How else might she quiet him and put him to sleep? Read: —

"There the wrinkled, old Nokomis
. . . . . .
Ewa-yea! my little owlet!"

Why did she call him "little owlet"? Why were his eyes so big now? Let several children sing the lullaby as they think Nokomis may have sung it. The teacher may give some musical rendering of this. She sang another song some evenings. Read: —

"Wah-wah-taysee, little fire-fly.
. . . . . .
Ere in sleep I close my eyelids!"

Which is the prettier? Let the children show how it should be sung; then the teacher may sing it.

What are your favorite stories? Who would tell Hiawatha stories? When is the best time for stories? Where would they spend the evening? How would it look all around? What sounds would they hear? The wind in the trees, the waves on the shore, katydids, frogs, owls, etc. What would Hiawatha say? What would Nokomis say? Read: —

"At the door on summer evenings,
. . . . . .
'Mudway-aushka!' said the water."

Also: —

"When he heard the owls at midnight,

. . . . . .

Talking, scolding at each other."

What would Hiawatha see as they sat before the wigwam in the evening? What would Hiawatha say about these things? This is the way old Nokomis explained to him.

Read: —

"Many things Nokomis taught him,

. . . . . .

Crowded with the ghosts, the shadows."

Also: —

"Saw the moon rise from the water,

. . . . . .

'T is her body that you see there.' "

Was that true? Why would Hiawatha be pleased to see the rainbow? What stories do you know about the rainbow? What would Hiawatha say when he saw one? Read: —

"Saw the rainbow in the heaven,

. . . . . .

Blossom in that heaven above us."

Why would Hiawatha learn more about the animals than we do? What would he know about the squirrel, the reindeer, the rabbit, the beaver? Read: —

"Then the little Hiawatha

. . . . . .

Called them 'Hiawatha's Brothers.' "

Hiawatha's hunting

Why would Hiawatha like to hunt? What animals would he hunt? What would he want the different ones for? Which would be the most difficult to find? Which the most dangerous when found? What animal would he have to hunt and kill to prove his skill? Why should it be a deer with antlers? What must he have learned before he could do this? How had he learned it all? How would he prepare for this, his greatest hunt? Read: —

"Then Iagoo, the great boaster,
. . . . . .
And the cord he made of deer-skin."

Where would Hiawatha think he could find the deer? Why would he need to start before daylight? How would the forest look in the early light? What would he see and hear? Why were they so bold this morning? Why would he not shoot any of them? Read: —

"Then he said to Hiawatha,
. . . . . .
And as one in slumber walked he."

What would Hiawatha be thinking as he walked along? Would it be better for him to be at the drinking place before or after the deer? As he approached the ford would he go slower or faster? What would he do when he got there? What would happen if he should go home without the deer? What effect would this have on him when he saw the deer? Read: —

"Hidden in the alder-bushes,

. . . . . .

As the deer came down the pathway."

What if the deer should see a twig move? Read: —

"Then, upon one knee uprising,

. . . . . .

Beat its timid heart no longer."

What would Hiawatha do? What would old Nokomis and Iagoo do? Read: —

"But the heart of Hiawátha

. . . . . .

Hailed his coming with applause."

What would Nokomis do with the skin of the deer? With its flesh? Why would they want to make a great feast? What would the people say to Hiawatha? Read: —

"From the red deer's hide Nokomis

. . . . . .

Called him Loon-Heart, Mahn-go-taysee!"

How would they have to treat Hiawatha now? What more would Hiawatha have to do before he could be called one of the men? Not long after he had a terrible battle with a giant that could not be killed.

Hiawatha's fasting

In what ways had Hiawatha shown that he was equal to the best men of his people? As a hunter? As a warrior? Before Indian boys were considered men, they all had to show that they could endure pain and

hardship by fasting seven whole days. During most of this time they prayed to the Great Spirit to guide and help them through life. Why would Hiawatha want to undertake this fasting now? What would he want the Great Spirit to help him to be? Read: —

"You shall hear how Hiawatha
. . . . . .
For advantage of the nations."

What does this tell us about Hiawatha? Why should he pray for that? Why would the depths of the forest be a good place for his fasting and praying? Why would he need to think with great care? How would he prepare the place? Read: —

"First he built a lodge for fasting,
. . . . . .
Seven whole days and nights he fasted."

What are some of the things that would be good for his people? For Hiawatha to be able to keep them in good health; for him to keep them at peace; for them to have plenty of food all the year. The first day Hiawatha walked through the woods. What would he see? What might happen if his people depended upon hunting for their food? Read: —

"On the first day of his fasting
. . . . . .
'Must our lives depend on these things?'"

The second day he wandered over the meadows. What would he see there? What might happen if his people depended upon the wild berries? Read: —

"On the next day of his fasting
. . . . . .
'Must our lives depend on these things?' "

On the third day he sat by the river. What would he see there? Why would it be unsafe to depend upon fishing for food? Read: —

"On the third day of his fasting
. . . . . .
'Must our lives depend on these things?' "

The fourth day a strange young man was sent by the Great Spirit to make his trial harder. Why would the Great Spirit want to do that? This is how the young man looked. Read: —

"And he saw a youth approaching,
. . . . . .
And his hair was soft and golden."

How would Hiawatha look by this time? Why would the Great Spirit be especially glad to answer Hiawatha's prayer. Read: —

". . . 'O, my Hiawatha!
. . . . . .
For advantage of the nations."

Why do you suppose Hiawatha's people were not so well fed in the winter as in the summer? Not so well in winter as the white people? Read: —

"From the Master of Life descending,
. . . . . .
Rise, O youth, and wrestle with me!"

Why did he say that to Hiawatha? Why was he going to make Hiawatha wrestle with him? What do you think of Hiawatha wrestling at the end of the fourth day of his fast? Why would he feel better after the struggle began? How did they wrestle? Read: —

"So they wrestled there together
. . . . . .
I will come again to try you."

Why did Mondamin smile upon Hiawatha? What would Hiawatha think about before he fell alseep? He would wonder who the strange young man was, think of his beauty, his skill as a wrestler, his strength, and what he had said. How many evenings could Mondamin come? Why would the Great Spirit wait until the last day before he allowed Hiawatha to win? What time on the seventh day would Hiawatha's fasting end? What would Nokomis do on the seventh day? Why do you suppose she came in the morning? What effect would it have on Hiawatha? What would he say to her? Read: —

"On the morrow came Nokomis,
. . . . . .
Fearing lest his strength should fail him."

What would happen at sunset on the seventh day? Read: —

"And behold! the young Mondamin,
. . . . . .
Dead he lay there in the sunset."

This is the Indian story of the way in which corn came to the red man. How was Mondamin like the corn? How did they ever happen to make such a story? Why was corn a greater blessing than any other food they had? What, then, must Hiawatha do with Mondamin? Read: —

"And victorious Hiawatha

. . . . . .

Soft and loose and light above him."

What would Hiawatha have to do all summer? How could he tell when Mondamin was ripe? What would be a good way to introduce him to his people? Read: —

"And still later, when the Autumn

. . . . . .

This new gift of the Great Spirit."

In what ways would he prepare the corn for the feast of Mondamin? What story would Hiawatha tell his people at the feast? Corn was the only grain the white people found the Indians using when they came. That is the reason we call it Indian Corn.

Hiawatha's friends

What had Hiawatha prayed for during his week of fasting? Why should Hiawatha select wise and good men for his very best friends? Why should he not select warriors for his closest friends? What effect would they have on Mondamin? On the happiness of his people? On the way other tribes would treat his

people? Among the wisest and truest men were two whom Hiawatha selected as friends. Why do you suppose the path between their wigwams was straight? Why did no grass grow upon it? Why could mischief-makers cause no trouble between them? What would they talk much about? Read: —

> "Two good friends had Hiawatha,
> . . . . . .
> How the tribes of men might prosper."

One friend was a great musician, Chibiabos. What would he sing? What effect would his different songs have? Of war? Of heroes? Of spring? Of forests? What instruments would he make? What kind of a man do you think he was? How do you think he looked? Read: —

> "Beautiful and childlike was he,
> . . . . . .
> Stately as a deer with antlers."

This is the song he sang at Hiawatha's wedding feast: —

> "And the gentle Chibiabos
> Sang in accents sweet and tender,
> . . . . . .
> Onaway! Awake, beloved!"

Why did he sing that song at the feast? Read (from "Hiawatha's Friends"): —

> "Most beloved by Hiawatha
> . . . . . .
> Softly as your words in singing."

Also: —

"All the many sounds of nature
. . . . . .
And the magic of his singing."

Another friend was the very strong man, Kwasind. Let us see how Kwasind helped the people. Read: —

"Dear, too, unto Hiawatha
. . . . . .
For his strength allied to goodness."

Why was it very important for Kwasind to be good? What good things could he do for all the people? For Hiawatha's canoe? Read (from "Hiawatha's Sailing"): —

"Then he called aloud to Kwasind
. . . . . .
To the bay of Taquamenaw."

How would Kwasind differ from other children?

"Idle in his youth was Kwasind,
. . . . . .
Much besought his guardian spirit."

What would he do much of his time? Why would he wander lonely in the meadows in summer? What would he do as he sat by the firebrands in winter? What are some of the things he might forget to do for his mother? What would she say to him? Read: —

" 'Lazy Kwasind!' said his mother,
. . . . . .
'Go and dry them in the sunshine!' "

What would Kwasind do? What would happen if he was not careful, being so very strong? Read: —

"Slowly from the ashes, Kwasind
. . . . . .
Such the strength was in his fingers."

What would he forget to do for his father? What would his father say? Read: —

" 'Lazy Kwasind,' said his father,
. . . . . .
Snapped asunder every arrow."

How much of this was true? Read: —

" 'Yet come with me to the forest,'
. . . . . .
And forbidding further passage."

What would the father do? Why do you think Kwasind would help? What would he do? Read: —

" 'We must go back,' said the old man
. . . . . .
Hurled the cedars light as lances."

What would Kwasind think about the ordinary games of the other young men? What would the young men say to him? Read: —

" 'Lazy Kwasind!' said the young men,
. . . . . .
'Let us pitch the quoit together!' "

What would Kwasind say to that? Read: —

"Lazy Kwasind made no answer,
. . . . . .
Where it still is seen in summer."

Kwasind caught Ahmeek, the King of Beavers. Why do you suppose that would be so very difficult? How do you suppose he did it? Read: —

"Once, as down that foaming river,
. . . . . .
Brought the King of all the Beavers."

How did he do it? Why did n't Kwasind talk about what he did and what he could do? What did Hiawatha like about Kwasind? What did Hiawatha like about Chibiabos? What are some of the things they would talk about together? Read: —

"And these two, as I have told you,
. . . . . .
How the tribes of men might prosper."

Hiawatha also liked the wrinkled old Iagoo. What do you know about Hiawatha's father and mother? What did old Nokomis do for the little Hiawatha? What could old Iagoo do? Read (from the "Wedding Feast"): —

"He it was who carved the cradle
. . . . . .
Sat the marvelous story-teller."

Also (from "Hiawatha's Childhood"): —

"Made a bow for Hiawatha
. . . . . .
Kill for us a deer with antlers."

Why could old Iagoo tell more stories than any of Hiawatha's younger friends? Lived longer and traveled more. Why do you suppose he could make his

stories seem bigger? When the old Iagoo heard a young man tell of some great fish he caught, what would he do? When one told of some bold deed? Some great feat of skill or strength? Some long dive? When one told some strange tale of mystery what would the old Iagoo do? What would they call him? The great story-teller, the great boaster. How did he differ from Kwasind? Why do you suppose every one liked the old Iagoo? Why was he welcome at Hiawatha's wedding feast? Read (from the "Wedding Feast"): —

"And Iagoo, the great boaster,
. . . . . .
From the Evening Star descended."

Hiawatha's sailing

Why would Hiawatha need a canoe? How could he make it light enough for him to carry? He knew that the birch bark was the best to use. What would be the best way to take the bark off? Hiawatha thought the tree could feel and think. What then would he say to the birch tree? Why do you think the birch tree would give it? Read: —

" 'Give me of your bark, O Birch Tree'
. . . . . .
Stripped it from the trunk unbroken."

Why did he make the cuts just where he did? What would he need to hold the sides of the canoe apart and to make it rigid? Read: —

" 'Give me of your boughs, O Cedar!'
. . . . . .
Bound it closely to the framework."

How could he keep the water out? Read: —

" 'Give me of your balm, O Fir Tree!'
. . . . . .
Made each crevice safe from water."

Make a large sketch of the canoe and see what it needs to make it more beautiful. How could he do that? What could he use? How could he get colors? This is what he did. Read: —

" 'Give me of your quills, O Hedgehog!'
. . . . . .
On its breast two stars resplendent."

Let the children make the girdle and stars on the blackboard, using the appropriate colors. What made the canoe so light and tough and strong and beautiful? Read: —

"Thus the Birch Canoe was builded
. . . . . .
Like a yellow water-lily."

How would Hiawatha make the canoe go? How could his people get the idea that Hiawatha made it go without a paddle? Read: —

"Paddles none had Hiawatha,
. . . . . .
Veered to right or left at pleasure."

Why would Hiawatha want the logs and rocks taken from the rivers? What would he say to Kwasind? Read: —

"Then he called aloud to Kwasind,
. . . . . .
To the bay of Taquamenaw."

How had Hiawatha helped his people again?

Hiawatha's visit to the Ancient Arrow-Maker

Why would Hiawatha be particular about the arrows he used? What kind would he want? From whom would he buy them? How could he find out who made the finest arrows? This was the ancient arrow-maker.

"In the land of the Dakotahs,
Where the Falls of Minnehaha
Flash and gleam among the oak trees,
Laugh and leap into the valley."

What would you expect Hiawatha to do? This he did, after waiting many months, on his return from a far journey. Read: —

"Only once his pace he slackened,
. . . . . .
In the land of the Dakotahs."

How could he find the arrow-maker's lodge? Why would every one know it? How could he tell when he was near it? See the paths and hear the falls. How would Hiawatha expect the wigwam to look? Read (from "Hiawatha's Wooing"): —

"Very spacious was the wigwam,

. . . . . .

As he entered at the doorway."

Why was the arrow-maker able to make it so handsome? His arrows were "keen and costly." How would the arrow-maker greet Hiawatha? What would Hiawatha say? He had heard of his splendid arrows in distant lands. He wished to see them and buy some. What would the arrow-maker do? Read (from "Hiawatha and Mudjekeewis"): —

[Showed] "his arrow-heads of sandstone

. . . . . .

Hard and polished, keen and costly."

What would Hiawatha want to know? Where he found the stones; how he chipped them; how he polished them; how long it took; what the prices were; why they differed in price, etc. Why would the arrow-maker like Hiawatha? What would he want Hiawatha to do before starting for his distant home? Who would get it ready? Read: —

"With him dwelt his dark-eyed daughter,

. . . . . .

Minnehaha, Laughing Water."

Why was she called "Minnehaha"? What had Hiawatha to think about on his way home? Most of all he thought of Minnehaha!

Read: —

"Was it then for heads of arrows,

. . . . . .

From behind the screen of branches."

Also: —

"All he told to old Nokomis,
. . . . . .
Not a word of Laughing Water."

Why did he tell her nothing of these?

Hiawatha's wooing

What had Hiawatha to remind him of his visit to the ancient arrow-maker? What would he keep thinking and wishing? Why would he be afraid to tell the old Nokomis that he wanted to marry Minnehaha? What kind of a maiden would the old Nokomis want Hiawatha to bring home? Why would she not want a stranger? What would she say to Hiawatha?

Read: —

" 'Wed a maiden of your people,
. . . . . .
Is the handsomest of strangers.' "

Also: —

" 'Bring not here an idle maiden,
. . . . . .
Feet that run on willing errands.' ".

What would Hiawatha say to that?

" 'In the land of the Dakotahs
. . . . . .
Be the sunlight of my people!' "

Why would old Nokomis not want Hiawatha to bring a maiden from another tribe, the tribe of the fierce Dakotahs? Read: —

"'Bring not to my lodge a stranger
. . . . . .
Wounds that ache and still may open!'"

What did she mean? How might bringing a maiden from the fierce Dakotahs help Hiawatha's people? What would he say then to the old Nokomis? Read:

"Laughing answered Hiawatha:
. . . . . .
'And old wounds be healed forever!'"

What preparation would Hiawatha make? Why would he wear his magic moccasins? Read: —

"Thus departed Hiawatha
. . . . . .
At each stride a mile he measured."

Why would the way seem long to Hiawatha? Read: —

"Yet the way seemed long before him
. . . . . .
'Pleasant is the voice that calls me!'"

Why would Hiawatha wish to take a handsome present? Why is a deer with antlers the most difficult for the hunter to get? Why would Minnehaha be pleased with the present? Read: —

"On the outskirts of the forest
. . . . . .
And sped forward without pausing."

How would the arrow-maker spend his time? Read: —

"At the doorway of his wigwam
. . . . . .
Arrow-heads of chalcedony."

How could Minnehaha spend her time? Read: —

"At his side in all her beauty,
. . . . . .
And the maidens of the future."

Why were the old man's thoughts of the past? Of what hunting trips would he think? Of what visitors? Read: —

"He was thinking, as he sat there,
. . . . . .
Only used their tongues for weapons."

Of what would Minnehaha be thinking? Read: —

"She was thinking of a hunter,
. . . . . .
And her eyes were very dreamy."

Why was Minnehaha not working as usual? What was Hiawatha doing about that time? Why would the father be pleased to see Hiawatha? The daughter? What would the ancient arrow-maker do when he saw Hiawatha? Read: —

"Through their thoughts they heard a footstep,
. . . . . .
'Hiawatha, you are welcome.' "

What would Minnehaha do? Read: —

"At the feet of Laughing Water
. . . . . .
'You are welcome, Hiawatha!' "

What else could she do to show her pleasure? Read:—

"Very spacious was the wigwam,
. . . . . .
Not a single word she uttered."

Why would they want to hear about Hiawatha's people? What would Hiawatha tell them? About old Nokomis? Chibiabos? Kwasind? Mondamin? What would Minnehaha do while Hiawatha was talking? Read: —

"Yes, as in a dream she listened
. . . . . .
In the pleasant land and peaceful."

What had Hiawatha said to the old Nokomis about wedding a maid from the fierce Dakotahs? What should he say to the arrow-maker? Read: —

" 'After many years of warfare,
. . . . . .
Loveliest of Dakotah women!' "

What would the arrow-maker say?
Read: —

"And the ancient arrow-maker
. . . . . .
'Let your heart speak, Minnehaha!' "

Also: —

"And the lovely Laughing Water
. . . . . .
In the land of the Dakotahs!"

What preparations would Minnehaha make for leaving? How would it be with the old man after they left? Read: —

"From the wigwam he departed,
. . . . . .
Leaving all things for the stranger!"

Why would they not travel so rapidly as did Hiawatha coming? Why had the way seemed so long to Hiawatha alone? Why would it seem short now? How could Hiawatha make the journey easy for Minnehaha?

Read: —

"Pleasant was the journey homeward
. . . . . .
Watched with sleepless eyes their slumber."

Also: —

"Thus it was they journeyed homeward
. . . . . .
In the land of handsome women."

Hiawatha's wedding feast

What do you suppose old Nokomis was doing while waiting for Hiawatha to bring Minnehaha home? What would Nokomis have to plan? What food to have; where to get it; how to prepare and serve it; whom to ask, how to invite them, and how to entertain them. What would they eat?

Read: —

"Sumptuous was the feast Nokomis
. . . . . .
Black and polished very smoothly."

Also: —

"First they ate the sturgeon, Nahma,
. . . . . .
And the wild rice of the river."

Who were some of the guests surely to be invited? Why would all want to come? What had Hiawatha done to make all of his people love him? Why would it be a good thing for Hiawatha to invite all of them? How would the guests prepare for the feast? Read: —

"She had sent through all the village,
. . . . . .
Beautiful with beads and tassels."

What would the guests do besides feast? They would congratulate Hiawatha, give greetings and good wishes to Minnehaha, talk, tell stories, sing and dance. Who could help most in such entertainment? Why would they be glad to do it? When would old Nokomis ask for the special music, stories and dancing?

Read: —

"But the gracious Hiawatha,
. . . . . .
And our guests be more contented!"

Also: —

"Then the handsome Pau-Puk-Keewis
. . . . . .
Loved the handsome Pau-Puk-Keewis."

How do you suppose the handsome Pau-Puk-Keewis was dressed? Head? Coat? Leggins? Moccasins? Face? Read:—

"He was dressed in shirt of doe-skin,
. . . . . .
And began his mystic dances."

How would they make the music? Describe the dancing. Read: —

"First he danced a solemn measure,
. . . . . .
With his fan of turkey feathers."

What was the music like? Try to sing some of the different parts of the music. Try to dance some of the steps to the music. Describe the scene while the handsome Pau-Puk-Keewis was dancing. How would they show their pleasure at the dancing?

What would they now say to Chibiabos? Read: —

"Then they said to Chibiabos,
. . . . . .
'And our guests be more contented.' "

Why would Chibiabos be glad to sing? Read: —

"And the gentle Chibiabos
. . . . . .
Sang he softly, sang in this wise."

This is the song he sang. Read: —

" 'Onaway! Awake, beloved!' "

Why did he sing that song?

What would old Iagoo think now since Pau-Puk-Keewis had danced and Chibiabos had sung so well? What would they want him to do? Why did they all like him so well? Why were his stories so interesting? Read: —

"And Iagoo, the great boaster,
. . . . . .
As this marvelous story-teller."

When would the other men seem to be like Iagoo? Why did they call some of the young men "Iagoo"? Read: —

"Thus his name became a by-word,
. . . . . .
'Here's Iagoo come among us!'"

What had the old Iagoo done for Hiawatha when he was little? Read: —

"He it was who carved the cradle,
. . . . . .
Sat the marvelous story-teller."

So what would they say to old Iagoo? Read: —

"And they said: 'O good Iagoo,
. . . . . .
From the Evening Star descended.'"

The Indians liked Iagoo's story very much, but we could not understand it very well. Read (from the "Evening Star"): —

"Such was Hiawatha's wedding,
. . . . . .
With the night and Minnehaha."

What parts of the story of the wedding feast would you like to have read again? Read several choices. Which would be the best part to use for an entertainment? How could we use it?

Hiawatha's picture writing

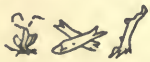
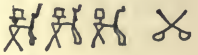
How would picture writing differ from our writing?

How would his writing materials differ from ours? Where would he get his colors?

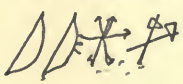
What are some of the things he would want his people to write? Why would they want to write in their cemeteries? About their great warriors? About their great hunters? To friends far away? To other tribes? Why would it be better to write than to send by word of mouth? How could they tell where Chief Little Turtle was buried? Big Turtle? Red Eagle? Great Bear? Why draw the animals upside down? How could they tell who lived in the different wigwams? To whom the different canoes belonged?

Let us see if we can do some of this writing. Whose wigwam is this?

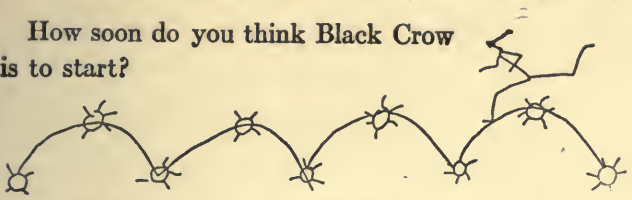
Where are the footsteps going? To whom is the letter written? What are the ones to do who get this letter?

 What are they going to do when they reach Big Turtle's wigwam?  When will the feast be? Early or late at night? 

What are they going to talk about?

 What are they going to bring?

How soon do you think Black Crow is to start?



How far away do you think the white men are? What are the white men coming for? Let us see if we can put this together in one letter. On the left white men with guns and swords going toward the right; four days' march to Big Bear's village. In center several wigwams, with camp-fire, deer, and other animals in front. Indian on right running toward wigwams with bows, arrows, tomahawks, etc.

Read: —

"In those days said Hiawatha,

. . . . . .

Lay beneath in dust and ashes."

Also: —

"Thus it was that Hiawatha

. . . . . .

On the grave-posts of his village.

AB

The main parts of this story are taken from Stanley Waterloo's *Story of Ab* with the kind permission of the publishers, Doubleday, Page & Company. The teacher would find it of great assistance to have the book for reference.

Story of the Cave-Man Ab — How he lived, how he met Many Dangers and overcame Many Difficulties

How men lived in Ab's time

Why do you suppose he was called a cave-man? What is a cave like? Use sand table with sand, stones, or clay; use blackboard. How large would the cave have to be? Where could such caves be found? What would you think about living in one? How would you make it safe? And comfortable? Why do you suppose Ab and his people lived in a cave? Why did he not live in a wigwam, like the Indians? What tools would he need to make a wigwam that he would not have to have as a cave-dweller? How long ago, then, did Ab live?

Ab's grandfathers, before his time, were afraid to live in caves. Where could they live? They were tree-dwellers. Even Ab often found it necessary to be a good climber. Why so? Why were the caves better than the trees after they were able to drive the wild animals out and keep them out? As long as Ab's forefathers were afraid of fire and could not make it, they

could not have the caves nor live in them safely. Do you know why? All wild animals are afraid of fire. How could the cave-man drive the animals out of a cave? How could he keep them out at night? Why could he not fasten them out before? How have you ever built a fire? How did the cave-man have to do it? What makes you think a fire can be made that way? Rub your hands together. Rub two sticks together until they are hot. Why would the cave-man be careful always to keep his fire going? How could he do this?

What food would the cave-man have? Berries, nuts, roots, carrots, turnips, apples, wild cherries, rabbits, birds' eggs, squirrels, deer, hogs, wild horses, wild cattle, etc. When could he have each? How could he get each? He had no implements but a few stone ones and no weapons but the stone spear and the stone axe. He could run very swiftly and throw with force and accuracy. What dangers would there be when hunting? The cave-bear, the cave-tiger, great wolves and hyenas, the rhinoceros and the mastodon were in the forests. Which of these would be the most numerous? The most dangerous? The cave-bear and tiger and the mastodon were less frequent. The others were seen very often. How could the cave-man tell when one of the fierce ones was about?

How Ab's mother saved him from a hyena when he was a tiny baby

How do you know it was not in the cave? Why would she take him out with her? What would she do with him while she was shaking trees and gathering nuts? How would she fix the nest of leaves on the ground? Why should he keep very quiet? What could she do to keep him quiet? He did not often cry as it was so likely that wild animals would hear. Ab's mother fed him, laid him in a nice nest of dry beech leaves and gave him some twigs to play with. When he grew tired of play he fell asleep. How far away would his mother go? After a while he awoke and gave a cry. What would his mother do? She ran to him, picked him up, and tossed him above her head. Then she heard the distant bark of the dreaded hyena that was following their trail. What could she do? How could she climb a tree with the baby? She took the baby under one arm, leaped into the air and caught the lowest branch of a beech tree with the other. How could she get up the rest of the way? Putting the baby Ab between her knees so that she could use both hands, she easily drew herself up on the limb, took the baby in her arm again, and was out of reach just as the hyena dashed under the tree. Why would she not be frightened as one of us would be?

For a while she teased the ugly beast. How would she do it? What danger was she still in? How could

she get help? What would she tell Ab's father in her call? How could he safely reach the tree? You remember that the cave-man had to be a very good climber, and we have just seen how easily Ab's mother climbed the tree with him. The cave-man could easily go long distances in the woods without touching the ground. How could he do that? How could Ab's father help free them? How could he get the hyena to come close enough to be killed? He broke off a huge limb, tore off the small branches and made it about two yards long. When the hyena saw him climb down to the lowest limb, it thought it was going to have a good supper and leaped right at him, but Ab's father laid it low with a lightning blow from his heavy club, sprang down and finished it with a swing of his stone axe. Then what would they all do? The mother leaped lightly down with the child and with it perched on her shoulder they hastened home to a supper of wild horse, which Ab's father had killed by rolling a large stone over a steep cliff. What had the mother found for the supper? How could she carry the nuts and berries?

What pictures does this story make you see? First — The mother leaving the cave with the baby on her shoulder or under her arm, some trees. Mother is dressed in a skin, the baby not dressed. Second — Baby on the bed of leaves, playing with a twig, mother in the distance picking up nuts, or in a tree shaking the nuts. Third — Mother tossing the baby. Many other pictures may be described and drawn.

What they did when they got home

Where do you think the father had left the haunch of wild horse? How large a door do you think the cave had? How could he make it so small? How could he close it when they left it in the daytime? They were glad to find the stone still there. What would they find inside besides the meat? How had he kept the fire? How could he get it ready for the meat? How could he get rid of most of the smoke? The hole in the roof had been very hard to make. How do you think he had done it? Why would you think that was not a very good fireplace? What do you think One-Ear, Ab's father, liked about it?

Where was the meat in the cave? How would they get it ready to cook? From the collection of stones the teacher or class may have, children should select those that would be best for a stone knife. How would they use such a knife? How would they cook the meat? How would they prepare the nuts? How would they eat? Why would they have good appetites? How would they get ready for bed? What kind of a bed would they have? Why would they to go bed early? What would we not like about living that way? Why did One-Ear think he had a very happy home? How was Hiawatha's home better than Ab's? How would the cave-man make the all-night fire? How could they be safe on rainy nights? Which would they prefer?

Some things Ab had to learn

Why did cave families probably not live very close together? Good caves were rare; most of the hunting was better done alone or in pairs; too many people hunting in one neighborhood soon spoiled the hunting. On what occasions would the cave-men want to get together? They probably came together when there was great danger from an enemy or to hunt the cave-bear, the cave-tiger or the mastodon. How then would Ab spend most of his time when a boy of your age? He had a younger brother and a baby sister. How could they be safe when father and mother were away all day? Ab was old enough to keep the outside fire going; or if it was a rainy day the door was blocked by the large stone.

Why was there not much work to do? How could Ab sharpen his mother's bone needle? How could she sew with a needle that had no eye? How could Ab make the thread for his mother? Why would it be good for him to do those things? How far away from the cave would the children go? Why could Ab go farther? Why could he not go very far? What would he enjoy about being out in the trees? He found berries at times and nuts and eggs; it was fun to sway in the treetops and to swing from tree to tree. He enjoyed finding that he could do all these things better and better. Why could he do them all so much better than we can?

How Ab found a playmate

One day when he was nine years old and felt that he was quite a man, he was swaying in a tall treetop near the cave. The other treetops far and near were still, when suddenly Ab's quick, sharp eye saw one of them in the distance begin to sway to and fro also. What would Ab do? He stopped swaying, climbed down a little bit, drew behind the tree stem, and watched closely to make out what it was. It turned out to be a strange boy of about his own age. Why would this interest him? How could he get acquainted with the boy? He started swinging from tree to tree toward the boy. What would he do when the trees were too far apart? When he had gone a little over half way, he heard a rustle a few trees ahead of him! What would he do? He drew behind the trunk of the tree and the noise stopped. He waited for a long time. When he peeped out he saw a brown bump on a tree a few yards away. When it moved he saw it was the boy. They both came out and sat where they could see each other. Why do you suppose they watched each other for a while before getting closer and speaking? What would they say to each other?

Ab said, "Who are you?"

"I am Oak; who are you?"

"I am Ab; I am not afraid of you."

"I am not afraid of you."

"Where do you live?"

"I live in the cave on the hill; my father is Hill-top."

"I live in the cave by the river; my father is One-Ear."

Why was that a good introduction? They went to the river, climbed up on a high rock where they were safe, and threw stones into the river.

How Ab and Oak tried to capture a wild horse and how they got more than they bargained for

Why would they be particularly anxious to do this? If they succeeded what would their fathers say when a big hunt was planned? How had One-Ear killed the horse the day he killed that hyena? Why did Ab and Oak not plan to do it that way? How do you think they might do it? They decided to make a trap. What kind of a trap could it be? They decided to dig a pit into which a wild horse might fall. How could they expect a wild horse to be so foolish or careless? How strong would the covering have to be? What tools could the boys get for the work? They found some clam shells that made very good shovels, without handles of course, and not so large as we should like. How large would they plan to make the pit?

The next question was where to dig it. Should it be in the woods, in an open plain, in the valley by the river, or up on the hills? The wild horses did not like to feed in the open plain by day, for they could be seen for a long distance and their enemies could creep

upon them through the tall grass, but at night these fields were their favorite feeding places. There were several of these grassy plains not far away. The boys chose one near the river and about a mile away from One-Ear's cave. Show on a map which should be started on the blackboard. Where would it be best to have the pit, near the woods or near the center? Which would be safer for the boys? About a two-minute run from the woods was a clump of trees; one was quite large. How could that help? How far was it from the woods? How would they keep from being surprised in such a dangerous place? What would have to be done with the dirt from the pit? They had great difficulty, very hard work, and a very great fright. Teacher should tell or read about the digging and the sea serpent. This was enough to discourage most ordinary boys and many men, but Ab and Oak were not ordinary boys. They went back to work and finally finished the trap just as you said it should be. What would they do then? Teacher should read or tell of the capture of the young rhinoceros and of the fight between the mother and Saber-Tooth! What reasons have we now for thinking that the boys will be treated very much like men?

How Ab and Oak captured other animals

Ab and Oak spent most of their time hunting, but they did not often catch a young rhinoceros. One day Ab came running home with a gray, fluffy young

wolf cub in each hand! The cave-wolf mother was a very fierce animal. How do you suppose he had managed it? How could he carry them safely? How could he keep them from running away? As they grew larger they bit Bark and Beechleaf so severely that One-Ear made Ab turn them out. Why do you suppose they stayed around the cave instead of running away? Why do you suppose these two wolves did not like it when other wolves came around? How do you suppose Ab found that out? One morning Ab found four baby wolves with one of them near the cave! Why would these be safer for the children than the others had been? How could Ab get them to follow him? Why would he like to have them do so? How could they help him hunt? Why would Ab not want very many young wolves? When would they have to be given away? How do our dogs differ from Ab's dogs?

Ab became very skillful at hunting birds, especially the wild ducks. How do you suppose he did it? They fed in flocks in the river near the shore or near an island. Sometimes he crept up close to them; sometimes he hid close to the river and waited for them to come near. He was quite sure to get one out of the flock whenever he threw a stone. How do you suppose he was able to coax them up close enough for him to throw? What kind of a trap could he make to catch a wild duck or a grouse? What kind of bait would he use? How else could he get these birds? How could he hunt the wild hogs, especially the pigs?

Ab and Oak had less trouble to find those animals that were not so good to eat. Which ones were they? Why were they easier to find? Which ones would the boys flee from? How could they fight the others? It should be borne in mind in the foregoing discussion that Ab had only a spear with a stone head; a stone axe; sinew and strips of skin for string; skill in throwing, speed in running; knowledge of the food, feeding places, calls, and habits of the animals to be hunted; and cunning to use all of his resources. After the discussion, in which the teacher will correct misunderstandings and will give a good deal of information, she should read the latter part of chapter ten.

What old Mok taught Ab

About that time the crippled old Mok came to live in One-Ear's cave. How do you suppose he became crippled? How would it show that he had been one of the big men? Why do you suppose any of the cave-people would be glad to have old Mok live with them? As a great hunter, he must have been learned in all the things the cave-people needed to know and skilled in all the things in which they needed to be skilled. Why would Ab and Mok probably like each other very much? Read from chapter ten what they did together.

How the first bow and arrow were made

What weapons and tools had the cave-man learned to make? Stone-headed spear, stone axe, flint scraper with wood or bone handle, a sort of hatchet, a bone needle without an eye. How do you think they used the spear in hunting? How did they use the stone axe in hunting? Which was the better for hunting? In what ways would the bow and arrow be better than the spear? Bark, Ab's little brother, made the first bow and arrow. He did it while playing with and teasing his sister Beechleaf. How do you think he did it? The children can probably tell each step and how he played each time. The teacher should then confirm what the children have said by telling or reading to where Beechleaf screams. What should Ab find out before he punishes Bark? How can Bark best tell him how it happened? Why is another accident likely? How must this bow and arrow be changed to make it good to hunt with? Read about his taking it to old Mok and about his first hunt.

How Ab made the first kettle

How did Red Spot cook the meat for the family? What other ways have we? Why did she never boil it? What kind of a kettle do you think Ab could make with his tools? It was decided to make a stone boiling pot. How could he go about it? What kind of stone would he use for the kettle? For digging it out?

How large should it be? How could they carry the water to put into the kettle? How could they heat the water? Try this. Read or tell the story.

How the cave-men killed the mammoth

Why could the cave-families not live very close together? When do you think it would be necessary for all of the cave-men to get together? What were the animals that had to be hunted that way? How could all the cave-men find out when to come? Which would disturb the people more, — to know that the great, hairy mammoth was in the neighborhood, or Saber-Tooth? How would they know about each being there? Which one would they be the more anxious to kill?

Near the cave of Hilltop was a level stretch of woodland, partially open, that ran to the edge of a precipice of over a hundred feet. One day the good news came that the herd of mammoths was in this wood. Why would the cave-men wait until they were there? They decided to try to drive one of them over the precipice with fire. How would they prepare? How approach? What is the danger? How attempt to stampede the mammoths? Read or tell about the mammoth hunt, and the feast, omitting the love story.

How Ab killed Saber-Tooth

The killing of Saber-Tooth was very different. How could the cave-people know that he was near? Read to where Ab climbed the tree and dropped the peb-

bles. What was he planning to do? How could he weight the spear so that it would strike straight? How fasten it to the limb? How release it? Read how Saber-Tooth came and was killed. Which will cause the greater rejoicing, killing the mammoth or killing Saber-Tooth? How will they rejoice? What could Ab get from this and all the rest of his hunting that he might like to hang up in his cave? What could he get that he might like to wear? What sort of an ornament could he make from the tiger's claws? Why would he like to wear this? Who else might properly wear it? What would you think of one of the men who would not go to help kill Saber-Tooth wearing one of his claws in an earring or necklace? What ornaments would Red Spot or Beechleaf wear that Ab would not care to wear?

Things for the children to do while studying the story of Ab

Make up the dance of fear; of the tiger hunt; of the tiger trap; of the death of the tiger; of the rejoicing. The dance of fear of the women, of their suspense, of their joining the men in the rejoicing.

Make up the song of the news of the tiger; of the fear of the men; of the women; of the plan of the men; of the killing of the tiger sung by the men; of the women hearing the men returning; of the rejoicing of the men and women together. Work out appropriate melody for each phase.

Make pictures, cuttings, and models to illustrate the many vivid situations in the story; make utensils and weapons; using the blackboard, pencil, crayon, clay, colors, and scissors.

Make stone axes, spears, scrapers, etc.; selecting stones of appropriate shapes and sticks that will do for handles. Fasten the stones to the handles in different ways.

Make a stone boiling kettle, or find a stone already shaped or hollowed that would serve as a kettle for the sand table.

Dress dolls to represent the cave-family. Get skins or pieces of leather out of which clothing for the dolls could be made. Sew them with the kind of needle and thread Red Spot used.

Make a collection of stones and find out the names. Tell what ones would be useful to Ab.

Collect wild fruits, nuts and seeds that Ab may have thought good to eat.

Collect any trophies, pieces of ivory, carved bones, or horn, pretty pebbles, or berries that might have been valued as ornaments. Make some necklaces or bracelets.

Collect pictures of caves, dense forests, cliffs, traps, primitive utensils or weapons, which may serve to make some part of the story vivid.

As the story progresses let the children build the scene in the sand table, showing the caves, river, plains, forests, cliffs, especially mentioned trees, all in appropriate size and location.

Take an excursion to a place where the whole story might be imagined to have occurred. Make a fire and cook part of the luncheon over it. Boil water and some eggs by putting heated stones in the water. Lift the hot stones with improvised wooden tongs.

Collect pictures, cuttings, etc., into booklets with very brief compositions supplementing the pictures. Bind the books and make an appropriate cover design.

A final entertainment may well be given at which the children could tell the story to the audience as they had worked it out in class. Parts could be told, parts read from their own booklets, parts dramatized, and parts shown by pictures, all culminating in their dances and songs. The visitors could examine the sand table, maps, tools, implements and weapons. The children should explain where the different things were found, how they were made, and how the cave-people used them. This should not be the result of a number of rehearsals with the accompanying danger of artificiality and self-consciousness, but the natural and childlike culmination of a series of interesting studies.

ROBINSON CRUSOE

This story offers a surprising number of opportunities for children to see the need of, and to gain experience in the use of, facts required in other subjects in the third-grade curriculum. They will have need to make maps to different scales according to definite measurements when they work out Crusoe's habitation. They will acquire some facts

about the climate of tropical countries; they will realize some of the differences between civilized and uncivilized peoples; they will appreciate the relation of the different occupations of man and their relation to their own lives. In their map and sand table or out-of-door construction work, the children must gain a working knowledge of the terms: map, continent, mainland, island, hill, mountain, slope, bay, creek, inlet, canal, and harbor. The children will frequently need to use the facts of linear and dry measure, and of the calendar.

As to the ethical quality of the story, it is too apparent to need mention. It probably culminates in the discussion of the question on page 83, "In what ways is Robinson Crusoe a better man than when he landed on the island?"

How a Man named Robinson Crusoe lived alone for Many Years on an Island in a Great Sea

How he came to be cast upon this island

What are some of the things we buy in shops that he could not buy? Meat, bread and cake, clothes, dishes and implements. What kinds of work do people do for you that he could not have done for him? Housework, carpentering and work of all the trades, work of farm and dairy, lumbering, work of the minister and of the physician. What other things do you think he would miss? Then why do you think he came to do this?

Robinson Crusoe's father was an elderly man with a comfortable income. His eldest son had been killed in the army. The second son had run away from home and the father never knew what became of him.

Robinson was the third and only one left. What kind of an education would he have? What would his father wish him to do? What could he do for this only son? Give him a home, food, money, friends, opportunities for pleasant work. What ideas may Robinson have gained from his older brothers? Strange to say these were the ideas strongest in Robinson's mind. Above all things else he wanted to go to sea. What would his father say to him when he knew this? What tell him about his brothers? What advice give him? What would his mother say? Read some of the father's counsel. For a time he obeyed his parents and remained at home, but his thoughts were always on going to sea. He lived in York, an inland town in England. What would he know about going to sea? Nothing very definite; perhaps tales of adventure and fun; possibly of great riches and treasure to be gained. What are the things he would not know?

One day as he was visiting in a seaport town, he met a friend about to sail for London. On being invited to go, he accepted at once without ever sending word to his parents. What does this tell about him? The first night out a heavy wind blew. Robinson was scared and seasick. Of what would he think? What would he decide? But in the morning his friend and the sailors laughed at the light wind and Robinson was soon making merry with the rest. Before they reached London, however, a terrible storm arose,

such as the sailors had never experienced. The ship was wrecked but they all got to shore. What now would you expect Robinson to do? What welcome could he expect from his parents if he went home sorry? What would his young friends and neighbors in York say about him? To him? When he thought of these things he decided to go to sea again. This is what he said later about this decision: "I have since often observed how [young people] are not ashamed to sin, and yet are ashamed to repent; not ashamed of the action for which they might justly be esteemed fools, but are ashamed of returning, which only can make them be esteemed wise men."

After a time he had an opportunity to sail in a ship going to a southern coast. When they had been at sea for some time, a violent storm came on lasting many days. It drove them far from their course so that no one on the vessel knew where they were, and finally the ship hit upon a sand bar about a mile from a strange coast. What would the eleven men on the ship fear? What would they do? What would be the danger in the small life-boat in such a storm? It was overturned in the waves, as they feared, and all the men perished except Robinson Crusoe.

After a terrible struggle with the waves he got to shore near nightfall. What would he have with him? He had only some clothing, a knife, a pipe, and tobacco. What did he know about this land? What dangers might there be? Where could he most safely

spend the night? What kind of a tree choose? "Thick bushy fir tree." How could he make himself comfortable? How safe from falling should he go to sleep? What could he take for defense? How did it come about then that Robinson Crusoe had to live alone on an island?

How Robinson Crusoe spent his first day alone

What would he look for first in the morning? He saw he was on a sandy plain; an inlet or river, about one-half mile broad, at his right; and a high hill about a mile inland that shut off further view. The storm had abated but in the night had driven the ship further on the sand bar and she stood nearly upright not more than a quarter of a mile from shore. What would he think about their having left the ship? Why not sit and grieve over this? Why would he choose to explore the ship before exploring the island? Ship might go to pieces; need of food; might get some weapons to make safer an adventure on land. How could he get to the ship? How get on board? What look for first? He found the ship had bulged and some water was in her, but the side that stood highest out of water contained the ship's provisions, so they were dry. What other things would he look for after eating? He found bread, rice, three Dutch cheeses, five pieces of dried goat's flesh, a little corn, and several cases of liquors. The barley and wheat on board had been eaten by the rats. Then he got together some clothes; found two

fowling pieces and two pistols in the cabin, the carpenter's chest and a bag of gold. Why would he consider the carpenter's chest more valuable than the gold? What would he need for his guns? After much search he found a bag of shot and two barrels of dry powder. Now what is his problem? How would he meet it? Read how he made the raft. Children make miniature rafts. The waves were still rolling and would wash over the raft. How could he plan to keep the things dry? Read what he did. How would he propel this raft? What would be his difficulty in landing? How would the inlet help? What kind of a place could he choose to land? How, even there, could he keep the raft from tipping and chests from sliding off? He guided the raft to a flat piece of ground when the tide was highest and propped up the outer end with his broken oars. As the tide went out it left the raft high and dry on land.

It was then afternoon. What would he need to know next? What kind of land; whether inhabited; any wild beasts; where best to live; where to find fresh water. How would he prepare for this exploration? Where would he go? Read what he saw from the hill. As he returned he shot at a great bird. He wrote: "I had no sooner fired than out from all parts of the wood there arose an innumerable number of fowls of many sorts, making a confused screaming, but not one of them of any kind that I knew." What did that tell him about the fowls? First gun they had ever heard.

What about the country? Entirely strange to him; probably uninhabited.

On his return how could he prepare for the night? How could he use the chests and boards he had brought on the raft? Why was this hut better than a tree? What would he eat for supper? What in his past life would he have to think over before he went to sleep. What would he think about the future?

How he spent the next twelve days

What more did Robinson Crusoe know this second night about his condition? How long did it seem probable that he would have to remain? What needs would arise? How could these best be supplied? What harm might come to the ship? So what had he better do? He decided to lay aside all else and get from the ship everything he could possibly use. What things should he select the second day? The third? Why would he decide to prepare a new raft each day? Less time to make a new one than to propel the old one back to the ship; each raft was made of masts, boards, and ropes which he would need on shore. How could he make himself more comfortable and safe the second night? Why was it important to make a large shelter at once? What things would he put inside? Make sketches showing how you would arrange the tent outside and inside. Read Crusoe's description.

In these twelve days he made eleven trips to the

ship. On the last trip a storm was rising and he had to leave the ship in haste without a raft. Read, "Accordingly I let myself down —" to end of chapter. Let us make a list of all the wealth he had secured. Correct and supplement these lists from Crusoe's own list: —

First Day

Rice
3 Dutch cheeses
5 pieces dry goat's flesh
5 gallons liquors
1 carpenter's chest
A little clothing
2 fowling pieces
2 pistols
1 small bag of shot
2 barrels dry powder
2 saws
1 axe
1 hammer

Second Day

1 dog (swam ashore)
3 bags of nails and spikes
1 great screw jack
1 dozen or more hatchets
1 grindstone
2 iron crows (crowbars)
2 bbls. musket bullets (probably kegs)
7 muskets
1 fowling piece with powder
1 large bag small shot
Some clothes
1 small sail
1 hammock
Some bedding

Which of these would be permanent? Which not? How long would they last? Why were each of these things chosen?

Third Day

Ship's rigging, ropes, twine, canvas, sails, the barrel of wet powder

Next Six Trips

1 great hogshead of bread
3 runlets liquors
1 box sugar
1 bbl. fine flour
Pens, ink, paper, compasses, mathematical instruments, Bible, other books, 2 cats.

How could he handle the hogshead of bread? The barrel of flour?

The Tenth Trip	*The Eleventh and Last Trip*
Ship's cables	2 razors
" iron work	1 pr. large scissors
" big sails	1 doz. knives and forks
	36 pounds in money (about $180)

How could he bring the great cables? Sails? How large pieces would he cut? How would this raft-load compare with the others? It did upset when he tried to land, and all went into the water. How much of it could he get again? Why not the iron?

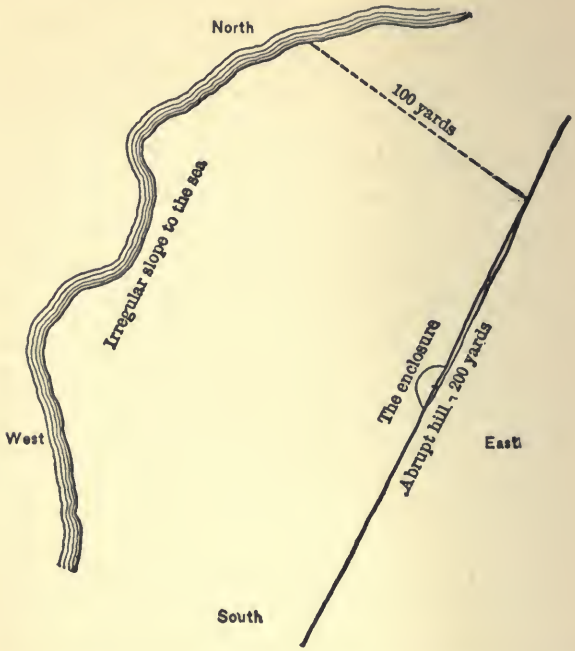
Why did he leave the money until last? Why take it at all? What are some of the common things he lacks? What will be Crusoe's next problem?

The teacher would have at this time a fine opportunity to correlate by teaching in arithmetic the measures and abbreviations used in the above list.

How Robinson Crusoe prepared a place to live and keep safe his possessions

What would be his first problem? Should he make a tent or cave? Where should he make it? What would he consider in choosing a place? Fresh water; shelter from the sun; secure from dangerous men or beasts; near the sea so that he could see a passing ship. Read about the place he selected. Make a map of the place, with accurate scale, 1 inch = 25 yards.

Why was this northwest exposure good? Of what use could the hill be? The small beginning of a cave? He decided to make a tent as well as a cave. Where should he place it? How could he make his home safe



on the side away from the hill? How far from his tent should his fence or fortification be? In what shape? How high would it need to be? Of what materials could he make it? Stone, earth, board fence, picket fence. What would Robinson Crusoe have to consider in deciding which of these to use? Time it would take; difficulty of getting different materials; what he had which he could use; what would be the best protection from savages or wild animals; which would be least conspicuous; his own skill in working with the

different materials; what tools he had. Plan it as you think he would do it. After full discussion read the part giving size, shape, material, and construction of the fortification. How did his own plan meet his needs? His materials? His ability?

Let us make a map now of this fortified enclosure to a larger scale; ½ inch to 1 yard. How much larger is this scale? Compare the two maps. Just what part of the first map is the second? What is the value of making it on a larger scale? How could Robinson Crusoe do his measuring? After the map is

done, have the children represent this on the sand table or on a larger scale in the school yard and add to it as the work progresses.

How would he plan to get in and out? Why not a gate? Have children make a rope ladder. Where would he put his tent? How large would it be? Large enough to sleep in and to keep dry all his stores. Of what would he make it? How arrange so it would keep dry inside? How long a time would all this take? What other things would he have to do during this work? He wrote: "I began to order my times of work. Every morning I walked out with my gun for two or three hours, if it did not rain; then employed myself to work until eleven o'clock; then eat what I had to live on; and from twelve to two I lay down to sleep, the weather being excessive hot; and then in the evening to work again."

Robinson Crusoe knew that in this climate there were two rainy seasons a year lasting about two months each. One ended shortly after the ship disappeared in the middle of October. When might he expect the next to end? Middle of April. Then when would it begin? Middle of February. By the end of the second rainy season, he had his wall completed, tent made, possessions inside, entrance to wall closed and rope ladder made. How would he spend his time during the rainy season and very hot days? Make his cave; put things in order; make furniture. What would he feel to be the greatest need? What imple-

ments would he need for extending this cave that were not in his possession? Consult lists. What could he use instead of a pickaxe? Iron crowbar. How could he make a shovel? Read Crusoe's description of how he made it. How could he carry out the dirt and stones? What would be the chief difficulty in making a wheelbarrow? A large basket? Read of his trials and the making of a hod. Where could he put the earth and stones to advantage? He wrote: "I laid them up within my fence in the nature of a terrace so that it raised the ground within about a foot and a half." What advantage in this?

How large would he make this cave? How high? He wrote: "I worked to make this room or cave spacious enough to accommodate me as a warehouse, a kitchen, a dining-room and a cellar; as for my lodging, I kept to the tent." Later Crusoe wrote: "I worked sideways to the right hand into the rock; and then, turning to the right again, worked quite out, and made me a door to come out on the outside of my fortification." How long must this passage have been? What advantage in having this passage? Just before he thought the cave was finished, a great portion of stones and sand fell from the ceiling. Why would it frighten him? How could he make it safe? Read Crusoe's description of this. What would he still have to do to make the cave orderly and homelike? He put up large boards for shelves, drove wooden pegs into the sides of the cave, and arranged all his

goods in a convenient way. What would he put on the different shelves? Look over lists. What hang up? Picture to yourself how it all looked when finished. Read Crusoe's description. After living here a year or more, through two rainy seasons, he found he needed greater protection for his tent. How could he most easily cover it? Raised rafters from top of fortification leaning to the rock. Thatched it over with boughs of trees.

Describe Robinson Crusoe's house. This may be done by use of maps, sand table or out-of-doors construction, and words. A visitor in the classroom, the principal, or a visit from another class, might well be the motive for this description.

Some of the other things Robinson Crusoe did during this time to make his life more comfortable

What was his greatest need all this time? What food had he? What other kinds would he need? What means had he for getting them? What was his habit each day? What difference did it make that he was in a strange country? In one of his first trips he recognized some goats. What food could they give him? What difficulty would he have in getting them? Very shy, wild, and swift of foot, always in herds. He sent his dog after them. Why do you suppose the dog failed? What then must Robinson Crusoe do? He watched their haunts and habits and discovered that if he was on the plain below and they on the rocks

above they always saw him and ran, but if they were feeding on the plain and he could get up on the rocks quietly they did not see him. Read about his first goat and her kid. How long could he make this meat last? Eat some fresh; dry the rest. How could he cook it? Later he lamed a young goat and took her home. Why would it be a great advantage to keep her alive? Give him milk. What could he do to keep and tame her? Put her leg into splints, feed her, pet her; it would be some time before she could run.

At another time he shot some ducks and one day when he was down by the shore he found a great tortoise. How would this give him variety? Fish, flesh, and game. On opening the turtle, he found many turtle eggs in her. How could he cook these? They were a great delicacy as were some young pigeons which he found. How could he get these? Watch the old pigeons and learn where their nests were.

Look through your list of his possessions and see what other things he must have needed. Why would he want a table? A chair? Why not a whole set of chairs? Of what could he make them? Why would it take him a long time? How could boys taught in schools to-day do it better? Why was time not important to Robinson Crusoe? Read how he made his chairs. Of what could he make dishes? What clay choose? How shape them? How bake them? How many and what shapes and sizes would he make?

Why would n't they hold the goat's milk? Read about his trials in making a cask. When would he have to go to bed? Of what could he make a candle? A candlestick, or something to hold the hardened tallow? How often would he burn this?

How could he tell the time of day? Days? Weeks? Months? He wrote: "After I had been there about ten or twelve days, it came into my thoughts that I should lose my reckoning of time." Why? What could he do to keep track of the days and months? Read Crusoe's plan for a calendar. Children make a calendar like Crusoe's and keep it for a time. In what different ways would it help him to keep a journal? How long could he keep this?

How Robinson Crusoe met with new troubles

Read from Crusoe's journal about the earthquake, its result upon the ship, and his new possessions from the ship. Why should he want the boards? Great ship's timbers? Iron?

What may have been Crusoe's thought and feeling all through the first nine months when he thought about himself and his condition? Who was really to blame for all his loneliness and trouble? One day in June Robinson Crusoe had a severe chill. Why was that strange? He was in a climate where weather was always warm. This chill was followed by headache and fever. What would he know? Why would it be very serious for him to be ill? No medicine; no one

to take care of him; no fresh food or water. For six days he was very ill. After that he was ill one day and fairly well the next and so on for some time. What would he do on the days when he was better? What would he fear when he was very ill? What would he think about? What dream about? Read Crusoe's account of his terrible dream. How would this affect him? In this terrible fear and loneliness he wanted to pray but he had not done so for so long he had forgotten how. What could he say? "Lord, look upon me. Lord, have pity upon me!" As he thought over all his life, what would he wish most? He recalled his father's counsel. What was it? God would not bless him; would punish him. How had this been true? This made him very sad indeed.

When he was looking in his chest one day, he found the Bible he had brought from the ship. He opened it and read, "Call on me in the day of trouble and I will deliver you." What is the promise? What would he do? Day after day he prayed and read the Bible and thought about it, and as the days went on he found the chills less frequent and himself growing stronger. What deliverance had he had? How would it make him feel? He was too weak for his accustomed work. As he sat through the day, what would he see and think about? The sea and its power; the earth; the animals; himself, his food, and shelter. What questions would come to him? How would he answer them? How would all this change his feeling? His

thoughts? He said in his journal: "My condition began now to be, not less miserable as to my way of living, yet much easier to my mind. . . . I had a great deal of comfort within which till now I knew nothing of."

Robinson Crusoe had now been ten months on the island. How had he provided for his clothing? His food? His shelter? Other comforts? What now were his thoughts about his condition? What reasons had he to believe there were no other people on the island? No fierce wild animals? What reasons would he have for making some trips of exploration? Wish to know more about the other parts of the island; might find other foods; little or no fear now, for himself or for his home while away. Read about his various trips, his making his summer home, the foods found. Why would the dried grapes and limes be such a great addition to his food supply? They were wholesome; would keep well through the year; furnish variety to meat, eggs, and bread; healthful. What now would he have for breakfast? For dinner? For supper? How would he feel about his tent and cave on his return from a several days' trip?

How Crusoe began to raise grain

What troubles would you expect him to have? No seed; not know when to plant; no suitable tools for working the ground or gathering the crop; difficult to protect the crop while growing. One day after the

first rainy season, Crusoe was surprised to find some tiny, green shoots growing on the plain outside his fence. As he watched them week after week twenty fine heads of European barley and some thirty stray stalks of rice developed. How could it have got there? He recalled that he had shaken out the sacks there that had contained the barley and rice on the ship. What had become of the barley? What would he do when the grain ripened? He saved it with great care that he might plant it to raise more. At what time had he better plant it? What did he know now about the seasons? Let us make his calendar of seasons, from the time he arrived on the island, 1659: —

Last of September Half of October	Rainy
Half of October November December January Half of February	Dry
Half of February March Half of April	Rainy
Half of April May June July Half of August	Dry

He decided to plant early in May. What season was this? Where would he plant? How could he prepare the ground? While working the ground with his wooden spade he decided to plant only about two thirds of his rice and barley? Why? What do you know about the needs of grain that Crusoe did not think about? When his grain did not come up he suspected it was because of the lack of moisture. When, then, should he plant? Early in August he sowed again, this time up near his bower because the ground seemed better. How much would he plant now? How much would he have left? About ten stalks of rice and seven of barley. He saved half of this. How large a crop would he have? In all he had about half a peck of each. The next season with great pains and labor he sowed a larger field near his bower. This crop secmed most promising until Crusoe discovered two serious enemies, hares and fowls. How could he protect it from the hares? From the fowls? Read what he did. In what will he put his grain when ripe? Read about the basket-making.

When Crusoe had gathered a good crop of grain into his baskets, how would he plan to use it? Save out a good proportion of seed; eat the rest. What new problems now confronted him? How would he reap his grain? How thresh it? How grind it into meal? What kind of a mill would you suggest? Show or have children describe a mortar and pestle used in grinding spices. How is it used? Why does the ves-

sel have to be hard? Why deep? He could find no large hollow stone to use. Why not take a large, soft stone and hollow it out? Stone would crumble with the corn when he began to grind. What then could he do? Read what he did. How could he use fire to help hollow it out? Why would this make it better? Smoother; grind corn more easily; lose less. Why would he need to sift it? How could he make a sieve? Read. When he had his meal ready, what next?

How Robinson Crusoe made cooking dishes

What dishes did he make first? What kind of clay did he use? How did he shape them? How harden them? Why would he have to be very careful in cleaning or washing them? How has Robinson Crusoe cooked his meat up to this time? His flour? What kind of cooked meat would he long for? Why would the possession of plenty of rice and flour for bread, increase this need? What was his problem? How to make dishes that would hold water and that would withstand fire for cooking and baking. How do people do this?

Robinson Crusoe did not know anything at all about burning or glazing pottery. One day, however, he discovered some broken pieces of one of his plates in the fire. He saw that they got red hot and looked hard. What would he do? How test them? When he had raked them out and found that they were really hard and would not soften in water, he was overjoyed. Describe just how you think he made

his new pots and pipkins. Read the three paragraphs of his own description. What do you think he would do first with his new cooking utensils? He thought his kid broth the best thing he ever tasted.

He still had several things to do before he could bake bread. What were they? How large and what shape would the baking-pans be? How would he make an oven? Knowing he could get no yeast, he decided to make bread without it. Read Crusoe's description of his baking bread, his baking-pans and oven. Later he learned to make butter and cheese from goats' milk. How could he do these things? What now could he have for breakfast? For dinner? For supper? What comforts would he have while eating? Table, chair, and dishes, in comfortable and safe cave. What companions had he? He had also captured a parrot. How could this be more comfort to him than goats, cats, or even his dog? What would he teach the parrot to say? What real need did Robinson Crusoe still have at the end of his third year?

Have the children select clay, make dishes, and bake them in the sun. Try baking them in an outdoor fire. Possibly they can make some baking pans and an oven, grind some corn meal, and bake a corn cake.

How Robinson Crusoe built a boat

With all the comforts that he had, why should he wish to do this? Why did he provide for the other things first? From the other side of the island he had

seen land about forty miles away. He hoped that this was the mainland. Why would that, even though strange to him, seem better than an island? What dangers were ahead if he did get started? Dangers of the sea; of unknown, barren land when he reached it; of savages or even cannibals. Robinson Crusoe did not seem to think of these things, so anxious was he again to reach civilization.

What kind of a boat would he decide to make? Why would a "dug out" or canoe shaped from a log, seem best? How large would he wish to make it? Large enough to carry all his goods and food and sail over forty miles of rough sea. He chose an immense cedar tree five feet, ten inches in diameter at the base and four feet, eleven inches at the other end, twenty-two feet away. Why cedar? Measure this off in the school room or on the playground. Compare with the largest tree in the vicinity. Get the diameter of a growing tree by taking one third of its circumference. How long would it take him to hew this down? What would he have to do next? How long would it take him to cut off the top and limbs? What next? Next? How long for each? Robinson Crusoe wrote that it took: —

20 days to hew down the tree.
14 days to cut off the branches.
1 month to shape the bottom and outside.
3 months to dig out the inside.

How can we find how long it took? Change months to days or vice versa. It took over five months or

nearly half a year. Why would he be willing to persist so long? What would he be thinking as he worked?

Where would he have to build this? The place where he felled the cedar was about one hundred yards from the creek. How many feet? Measure the distance in the school yard. There was another difficulty. While the land the boat lay on was much higher than the surface of the creek, there was a hill between it and the creek. Show this by a sketch.

What now was his problem? How could he meet it? First he tried to dig through the hill so that it would be down hill to the water. How wide a space would he need to dig? How long? After this was done he could not get his boat into the water. What reason do you see for this? What do you think he would try next? He thought he might dig a canal up to the boat. How would this help? After he had been digging for several days he at last began to think how long it would take. Let us see. How long must the canal be? Three hundred feet, and twenty-two feet, — the length of the boat. How wide? How deep? The water of the creek was much lower than the level of the land the boat was on. It would have to be dug lower than the surface of the creek if the water was made to go to the boat. Robinson Crusoe figured this out and decided that at the rate he could work, it would take him ten or twelve years. Why will he give it up? How

much time had he already spent on this? Of what worth was it? What must happen to the boat on which he had spent all that time and hard labor? As he thought it over, what would he say to himself? He said: "This grieved me heartily; and now I saw, though too late, the folly of beginning a work before we count the cost, and before we judge rightly of our own strength to go through with it."

This failure was in Robinson Crusoe's fifth year on the island. What would it decide for him? He began to think things over. He was owner and king of the whole island. No one would dispute his command. He could do what he chose. How should he spend his time? How much grain should he raise? How many turtles or goats kill? How many trees fell? How many grapes pick and dry? How many lemons gather? Why was his gold of no avail? He would have given it all for sixpennyworth of carrot or turnip seed, a few beans or peas, or a bottle of ink. How did his possessions compare with his needs? How much of all this could he enjoy? In what sense was he as wealthy as any one can ever be? He wrote: "The nature and experience of things dictated to me . . . that all the good things of this world are no farther good to us than they are for our use; and that . . . we enjoy just as much as we can use and no more." What effect would these thoughts have upon Robinson Crusoe? How might his condition have been worse? How did his condition compare with what he originally deserved? Upon

what now did it depend? So he decided to work patiently to supply his needs and to be contented and thankful in his solitary life.

How Robinson Crusoe provided new clothing for himself

There was little new in the second five years on the island except his need for clothes. Why had this need not occurred sooner? What was the climate on the island? Why would he need clothing in the rainy seasons? Why clothing at all in the dry seasons? Why had he avoided going out in the middle of the day? He found that the hot sun would burn and blister his skin, that loose clothes which let the air circulate under were much cooler than going without. When all the seamen's clothes wore out what materials could he use? What advantage in clothes of goat skin with hair outside in time of rain? In dry season? How would he fashion these garments? What would be his difficulties in sewing? Why would he especially need head covering? Make a pattern of the hat you think he designed. His greatest trouble was in making an umbrella. Why would he need this in all seasons? Of what could he make it? What difficulties would that present?

When he traveled abroad for a few days, what would he need to take with him? How could he adjust his clothes to carry powder, shot, saw, hatchet, etc.? Read Crusoe's description of his clothes and how he

made them, also his description of himself in the first of the chapter on *Footprint in the Sand*. Try to describe one day in Crusoe's life during his sixth year on the island: how he looked, how his home appeared, what he ate, how he spent his time.

Let us make a list of the occupations in which Crusoe has gained some degree of skill: —

I. Agriculture.
   1. Raising barley and rice.
   2. Raising goats, for meat and milk.
   3. Making butter and cheese.
   4. Drying and preserving foods.
   5. Making fences.

II. Lumbering.
   1. Making boards.
   2. Felling trees.

III. Manufacturing.
   1. Making a boat, a boat-builder.
   2. Fitting up cave, a carpenter.
   3. Making furniture, a carpenter.
   4. Making clothes, a tailor.
   5. Making dishes, a potter.
   6. Making baskets, a basket-maker.
   7. Making rope ladder.
   8. Making tools.

IV. Mining.
   Digging cave.

Why did he not engage in commerce? What other occupations had he? Cook, baker, teacher (of parrot), hunter. Read Crusoe's résumé of his life and duties in chapter entitled *My Companions*. In what ways is Robinson Crusoe a better man than when he landed on the island? What was the one great thing he lacked?

How Robinson Crusoe obtained a human companion after he had lived alone for twenty-five years

One day when Robinson Crusoe was about to return from the other side of the island he saw the print of a man's foot on the sand. What would he do? After he had looked on every side and listened he returned to examine it again. It was not his fancy,—the plain print of a man's foot—toes, heel, and all—was there. Then he began to be terribly frightened. Why? What would he do? He was so scared and ran so fast that he never knew afterward how he got into his castle,— whether by the rope ladder or by the hole in the rock. Why would he not sleep that night? Of what would he be thinking?

For three days and nights he never left his cave nor peeped abroad. Why would he need then to go out? How would he go when he went to milk his goats and get provisions? Of what would he be afraid? He said, "The fear of danger is ten thousand times more terrifying than danger itself when apparent to the eyes." Why did he think this? As nothing new occurred and his fear lessened, he began to think it perhaps was his own footprint. How could he find out? When he found it was made by a much larger foot than his own, what conclusion must he draw? Some human being must have been on the island. Where could he have come from? So far as Robinson Crusoe knew, the mainland may have been inhabited by savages and prob-

ably cannibals,—men who ate their enemies. What causes might have brought them to his island? Crusoe thought the canoes might have been driven there by wind or they might have come over there for a feast.

In either case, what effect would it have on Crusoe's life? On the amount of provisions raised? Kept in store? On his use of his muskets? On his traveling about? On his equipment when going about? On his thoughts? What preparations and plans would he make against possible attack? Read extracts giving some of his thoughts and plans.

During the years of these preparations Crusoe several times found places where a number of people had been on the other side of his island, found remains of fires and human bones scattered about; but not until he had been twenty-five years on the island did he see any of the people themselves. Read of the rescue of Friday up to where Friday buries the dead savages. What reasons would there be for the savages not coming back for some time? They were superstitious; thought their men were killed by thunder and lightning; thought the island inhabited by evil and dangerous spirits.

Why had Crusoe little to fear from this savage? Friday owed his life to Crusoe; he was afraid of Crusoe's gun; he gave signs of allegiance. What were the things Crusoe would do for his man Friday? How would he teach him to eat? How teach him it is horrible to eat

men? Where should he arrange for him to sleep? How make him understand this? What words would he teach Friday first? How would he teach him these words? Why would he load his gun secretly for some time? When would he show Friday how to load it? In what ways would Friday make more work? What work would Crusoe teach him to do? How would he do this teaching? So it was that Robinson Crusoe gained the last thing he needed, — human companionship.

He and Friday lived there happily for many years, until finally a ship landed at the island and they were taken to England. The rest of his adventures you can read for yourself.

ROBIN HOOD

Teachers will probably wish to increase their knowledge of these stories by further reading. Material for this is abundant. The old ballads themselves which are often quoted here may be read, or some of the many books of stories based upon them.

A casual reading of Robin Hood might lead one to think the story unethical, teaching children to admire outlaws. A thoughtful study, however, must lead to the conviction that it is highly ethical. The first story justifies the choice of life made by Robin Hood and his band, if indeed there was a choice. In the decisions which King Richard reaches concerning them in the next to the last story are summarized the many admirable and desirable qualities which they possessed, while few traits can be found to deplore in these very human men.

Stories of the Famous Archer, Robin Hood, and his Band of Merry Bowmen, who Long Years ago dwelt deep in the Forest of Sherwood

How they came to live in the forest

How do you suppose that happened? They may have done it because they loved the life; they may have done something wrong; or they may have had enemies.

The Saxon forefathers of Robin Hood were of noble blood and some say his father was Earl of Huntingdon. They had long possessed the land in peace and happiness, but now the Norman conquerors had come. What changes would that bring to the Saxons as to their best houses and lands? As to their work? Their taxes? How would they be treated by the Normans? Where do you think people got their meat in those days? What would the Normans do about that? How would they try to keep the Saxons from killing the deer and other wild animals, — from poaching, as they called it? These guards or caretakers were called foresters. What kind of men would be selected? How would they dress? What would they do if they caught a Saxon poacher? They were usually rough, cruel men, excellent archers, and when on duty were clad in Lincoln green. Poachers were punished most harshly, one of the lightest punishments being to cut off an ear.

What parts of the country would be the last con-

quered? Where would the Saxons go who could not endure such treatment? How would they get food? What right would they have to do that? What danger would there be in it? One day the foresters found where a deer had just been killed. What would they do when they found that the tracks led to the house of Robin Hood's father in the edge of the forest where a feast was in progress? In the very midst of the Saxon merrymaking an arrow whizzed through the window and knocked the harp from the hands of an aged minstrel. What would the Saxons do? What wish to know? The foresters said they had been shouting for food and a resting place, but had received no answer. Robin Hood, who was peeping from an upper window, saw one of the foresters fit an arrow to his bow. What did the forester mean to do? Robin Hood sped an arrow which pinned the forester's hand to his bow and all of the foresters disappeared. What effect would that have? Not long after this there was a fight and many foresters fell, as well as many of the Saxon band including Robin Hood's father. Robin Hood escaped.

So he came to live in the forest. Why would others be likely to come? At times his band numbered upward of five score strong men. Why would it change from time to time? How could they get food? How get food not found in the forest? How get money they needed? What would they think about taking money from the rich Norman lords, churchmen, magistrates and

knights? They seldom harmed these people and seldom lost an opportunity to lighten their purses. Why would they be easier on some than on others? Some who were kindly and honest they even helped. They loved to catch some proud old Norman lord and bring him against his will to feast with them in the Greenwood. Why would they do this? How keep him from knowing the way to their hiding place? How could they entertain him while there? What would the Normans call Robin Hood and his men? What would they try to do? Who would befriend him? The poor who dwelt about Sherwood feared him at first when they heard of his bold deeds, but when no harm came to them, and when in need they often found meat and money at their doors, they felt quite differently. Moreover most of the poor people were Saxons.

What sort of place would they select for their forest home? It was a remote lovely open spot, an acre or more in extent, carpeted with grass and flowers, surrounded by so dense a growth of interlacing trees that it was believed no one else had ever seen it. Standing out a few paces from the other trees as if it were their leader was a splendid oak. This tree they called the Greenwood Tree and many a merry feast was had by these bold bowmen seated in safety upon the moss within its shade, for they were not at all cast down by their cruel treatment.

What rules would Robin Hood need to make to govern his band about the treatment of the poor? Of

women? Of children? Of honest yeomen? The old ballad says: —

"But Robin Hood so gentle was,
And bore so brave a mind,
If any in distress did pass,
To them he was so kind,

"That he would give and lend to them,
To help them in their need;
This made all poor men pray for him,
And wish he well might speed.

"The widow and the fatherless,
He would send means unto;
And those whom famine did oppress
Found him a friendly foe.

"Nor would he do a woman wrong,
But see her safe convey'd:
He would protect with power strong
All those who craved his aid."

What kind of men would Robin Hood wish to add to his band? How could he find out truly whether they were brave? Good archers? Good with the broad sword? Skillful with the quarter staff? When he heard of such a man what would he do? How would he get him to like it after he had joined? Many a tale has been told of these stirring adventures in Sherwood Forest. How did it come about that these men ever lived there?

How Robin Hood found his right-hand man

Up rose Robin Hood one fair morn and said: —

" 'We've had no adventure these fourteen long days
Therefore now abroad will I go.' "

What did he mean to do? What preparation should he make? Why disguise himself?

"Bold Robin Hood said to his jolly bowmen,
'Pray tarry you here in this grove;
And see that you all observe well my call,
While through the forest I rove.

"Now should I be beat, and cannot treat,
My horn I will presently blow.' "

What did he mean? How could he let them know if in danger? Why did he not take some of his companions along? In what part of Sherwood would he be most likely to find adventure? Bidding his men adieu, he walked briskly into the leafy forest, taking his way over hill and vale, until finally his path dipped down toward a deep stream spanned by a single log. As Robin Hood neared this narrow bridge he saw a lusty stranger approaching it from the opposite side, striding along like a giant and carrying no weapon but a large stick, or quarter staff. Which would give way for the other to cross? As Robin Hood still advanced, the stranger shouted, "Get thee back, varlet, or I'll hurl thee into the stream!" What would Robin Hood say to that? How could they settle it? Where? Robin Hood was

carrying his long bow. Why was that unfair? What would the tall stranger say?

"They happened to meet on a long narrow bridge,
And neither of them would give way;
Quoth bold Robin Hood, and sturdily stood,
'I'll show you right Nottingham play.'

" 'Thou talk'st like a coward,' the stranger reply'd;
'Well armed with a long bow you stand,
To shoot at my breast, while I, I protest,
Have nought but a staff in my hand.' "

What would Robin Hood do?

" 'The name of a coward,' quoth Robin, 'I scorn,
Therefore my long bow I'll lay by;
And now, for thy sake, a staff will I take,
The truth of thy manhood to try.'

"Then Robin Hood stept to a thicket of trees,
And chose him a staff of ground oak."

Why would the tall stranger not cross while Robin Hood was cutting his stout oak staff? How would they use these staves in their stout battle? Holding the quarter staff near the middle with both hands, one may lunge or parry either to the right or left. What now do you expect to happen? Robin Hood said: —

" 'Lo, see my staff is lusty and tough,
Now here on the bridge we will play;
Whoever falls in, the other shall win
The battle, and so we'll away.'

" 'With all my whole heart,' the stranger reply'd,
'I scorn in the least to give out';
This said they fell to't without more dispute
And their staffs they did flourish about.

"At first Robin he gave the stranger a bang,
So hard that it made his bones ring.
The stranger he said, 'This must be repaid,
I'll give you as good as you bring.'

"Then to it each goes, and followed their blows
As if they'd been threshing of corn.

. . . . . .

"The stranger gave Robin a crack on the crown,
Which caused the blood to appear;
Then Robin enraged, more fiercely engag'd,
And follow'd his blows more severe.

"So thick and so fast did he lay it on him.
With a passionate fury and ire;
At every stroke he made him to smoke
As if he had been all on fire.

"O then into fury the stranger he grew,
And gave him a terrible look;
And with it a blow that laid him full low,
And tumbled him into the brook."

What would the tall stranger say to Robin Hood? What would Robin Hood answer? What would he do?

" 'I prithee, good fellow, O where art thou now?'
The stranger in laughter he cry'd.
Quoth bold Robin Hood, 'Good faith, in the flood,
And floating along with the tide.

" 'I needs must acknowledge thou art a brave soul,
With thee I'll no longer contend;
For needs must I say, thou hast got the day,
Our battle shall be at an end.'

"Then unto the bank he did presently wade,
And pull'd himself out by a thorn;
Which done, at the last he blow'd a loud blast
Straightway on his fine bugle horn."

Why did he do that? What would the men see when they came? What want to know? What would Robin Hood tell them? When they heard what had happened to their master, what would they want to do? What would Robin Hood say to their giving the tall stranger a drubbing and a ducking?

> . . . "Robin Hood cries,
> 'He's a stout fellow; forbear.
>
> " 'There's no one shall wrong thee, friend, be not afraid;
> These bowmen upon me do wait;
> There's threescore and nine; if thou wilt be mine,
> Thou shalt have my livery straight,
>
> " 'And other accoutrements fit for a man;
> Speak up, jolly blade, never fear.
> I'll teach you also the use of the bow,
> To shoot at the fat fallow deer.'
>
> " 'O, here is my hand,' the stranger reply'd,
> I'll serve you with all my whole heart.' "

When the men heard Robin Hood's fair words and heard the tall stranger accept Robin Hood's invitation to join his band, they shouted their approval. What did they know about the tall stranger? What else would they want to know? His skill in other sports and his name. Why do you think they all laughed when he said that his name was John Little? Will Stutely laughed loudest of all and quoth he, "Now that thou comest to the Greenwood Tree and weareth the Lincoln green, we must rechristen thee!

We'll call thee Little John!" And the men laughed again till the forest rang. Which was the better name?

Why would the next few days be gayer around the Greenwood Tree? How would they celebrate the coming of Little John? What sports? What food? What songs? Where would Little John sit? What would happen if they played roughly with Little John? What all would they find out about him? And so it turned out that Little John became Robin Hood's best man and always sat at his right hand at their merry feasts.

How did Little John come to be one of Robin Hood's band and his right-hand man?

How the Sheriff of Nottingham made a plan to capture Robin Hood, and how it worked

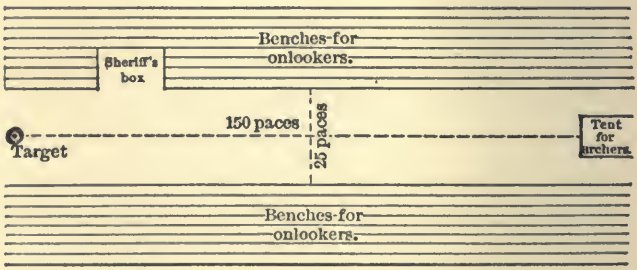
Why did the Sheriff wish to capture Robin Hood? Why did he not send his men into the forest to take him? Why was not Robin Hood reported when from time to time he came out of the forest? How then could the Sheriff plan to capture him? He announced a shooting match in Nottingham.

"An arrow with a golden head
And shaft of silver white"

was offered as a prize to the best archer in the whole countryside. How would the Sheriff's announcement read? Where would it be posted? Robin Hood saw

one of these in Lincoln Town. What would his men say when he reported this? What do you think they would do about it?

The day of the great match dawned clear and bright. Who would be coming into Nottingham? Where from? How would they look? How would the field of contest be arranged for these sight-seers and archers? Let us make a diagram of this. Where place the target? How large would you expect this target to be? How marked? What would the marks mean? It was probably circular and about two feet in diameter. In the center was a small black circle, the bull's-eye. Around this a white circle, then a black one, then another white one. How high would this target be placed? The range was to be one hundred fifty paces. Where would the archers stand? Behind the archers was a large tent gay with flags and streamers. What was this for? The range was twenty-five paces broad. Where would be the benches for the onlookers? How placed? Where would the Sheriff sit with his dame and followers? How would this be set apart?



The match had been so widely proclaimed that the Sheriff found nearly a hundred archers assembled near the tent. What would he look for? What say to his companions? How would they explain not seeing Robin Hood? Large crowd; people moving about; many foresters dressed in Lincoln green. Soon the herald announced the rules for the shooting. What rules would you suggest for handling so many archers? The herald stood forth and called in a loud voice, "Each man shall shoot once from yon mark to the target one hundred fifty paces distant. From all these the best eight shall shoot a second round. The four best of these shall shoot a third time and the silver arrow shall belong to the winner." Now, let us be sure that we know the rules. What were they?

When would the Sheriff expect to recognize Robin Hood? When the eight best were chosen the Sheriff's men reported to him that two were Norman foresters; two were well known and famous archers, — Gilbert of the White Hand and William of Trent; two of the men with peacock's feathers in their caps said they came from London Town and each was too small to be Robin Hood; the seventh wore a raven's feather in his cap and refused to tell whence he came; while the eighth was dressed wholly in red with a red feather. He, however, had gray hair and beard, while every one knew well that Robin Hood's hair was the Saxon yellow. What would the Sheriff say about Robin Hood at this report?

" 'Ay,' quoth the Sheriff, and scratched his head,
'I thought he would have been here;
I thought he would, but tho he's bold
He durst not now appear.' "

And now began the contest of the best eight, and finer shooting was never seen in Nottingham. The four winners were proclaimed to be William of Trent, a Norman forester, Red-feather and Raven's-feather. For which ones would the people shout? What would they cry? "Hey for William!" "My belt on the Red-feather!" "Ho, the Raven's feather wins!" Which one would be the Sheriff's favorite? What could he do to get the Norman to shoot better? Why would this part of the match be the most exciting? The teacher should read, or otherwise give, some vivid description of the shooting of the four best archers and the winning of the prize by the man wearing the red feather.

What would the Sheriff say as he presented the arrow? How could he use such an excellent archer? What then would he ask? What would the gray-haired stranger answer as to his name? As to accepting service with the Sheriff?

How would the Sheriff feel about the success of his shooting match? What are some of the things the guests in Nottingham that evening would say about the Norman forester and William of Trent? About the gray-haired stranger with the red feather? About Robin Hood? While they were saying these things, a blunt arrow was shot into the town and fell rattling

among the men surrounding the Sheriff. A small scroll was removed from the arrow and handed to the Sheriff. What do you think was written upon this scroll? The Sheriff unrolled it and read: —

"Now, hearken well, my gentlemen,
To deeds of Robin Hood:
The silver arrow hangs to-night
On a tree in Sweet Sherwood."

That night was gathered in Sherwood Forest a merry motley band. How do you suppose the others had been disguised? When the leader of them all threw off his red garments, showing fresh Lincoln green beneath, and shook the red feather from his cap, he said, "The clothes are easily changed, but powder in the hair taketh much trouble to remove."

What had been the Sheriff's plan? How had it worked?

How Robin Hood turned butcher

Why would Robin Hood have to be especially careful after the shooting match? Nearly a year passed therefore before Robin Hood or any of his band ventured outside of Sherwood Forest near Nottingham. How could they spend this time most profitably? All this practice made them wonderfully skilled in archery, wrestling, in the use of the quarter-staff, and in all feats of skill and strength.

Why was it important for Robin Hood to know what was going on outside the forest? How could he safely

visit Nottingham? So at peep of dawn one fine day in June, Robin Hood, disguised as a beggar and with cudgel in hand, strode blithely along the highroad at the edge of Sherwood where he came upon a young butcher driving a new cart all laden with sweet fresh meat. How would they greet each other? What would Robin Hood want to know? He learned that the young butcher was on his way to Nottingham, where he hoped to sell his meat in the market. What would the butcher want to know? Would Robin Hood tell his name? What do you think the butcher would say when he heard that it was Robin Hood? What would Robin Hood say when he saw how frightened the butcher was? The butcher ought to know that Robin Hood would not harm an honest man.

It came into Robin Hood's mind that it would be a merry adventure to turn butcher for a day, and perhaps that would be even a better disguise than his own. What would he enjoy about it? How could he play butcher? What then would he say to the young man? When the butcher agreed to sell what would they do? As the butcher saw Robin Hood drive merrily away toward Nottingham Town what would he do? He might go home and tell of his unusual experience, or he might think it would be fun to go to Nottingham to see what happened. What danger would this be to Robin Hood? How could he make it safe? With a bugle blast he called Will Stutely and gave the butcher over

to him. How long would he be detained? What would Robin Hood do upon arriving at the market place? When his meat was arranged how could he attract customers? How would his prices compare with those of the other butchers? Why do you suppose he had different prices for different customers? He clanged his steel and heavy cleaver and sang out his prices most merrily. What would he say in such a song? What effect would this have upon the sale of his meat? What would the other butchers think?

All the butchers had to dine at the Guild Hall on market days and the Sheriff never failed to charge each a round price for the same. Why would this new butcher be invited? What do you think about his going? What would the Sheriff hear about the new butcher as the guests began to arrive? How had this stranger injured the business of the butchers that day? What would the butchers think about the price of the dinner that evening? What reason is there for thinking Robin Hood would be sorry for that? How could he make it right?

" 'Come, brothers, be merry,' said jolly Robin,
'Let us eat and never give o'er;
For the shot I will pay, ere I go my way,
If it costs five pounds and more.' "

How would the Sheriff think he might use such a prodigal butcher to his own advantage? So he had the new butcher sit by his side and asked him many questions.

" 'Hast thou any horn beasts,' the Sheriff he said,
'Good fellow to sell unto me?'
'Yes, that I have, good Master Sheriff
I have hundreds two or three.

" 'And a hundred acres of good free land
If you please it to see;
And I'll make you as good assurance of it
As ever my father made me.' "

What would the Sheriff think the young butcher meant? What did he mean? Why would the Sheriff offer only a small price for the cattle? What do you think Robin Hood then began to plan to do with the Sheriff? How could he get the Sheriff to go to Sherwood Forest? What then would he say about the low price of two hundred pounds the Sheriff offered? Why would the young butcher insist that the Sheriff take the money with him?

Early the next morning the Sheriff, with the two hundred gold pieces in his pouch, met the young spendthrift outside one of the gates of Nottingham. They set off briskly in the direction of Sherwood Forest; the young man, riding the butcher's gray nag, had much ado to keep alongside the Sheriff's mighty bay. What thoughts would come into the Sheriff's mind as he followed his guide into Sherwood?

"Away then the Sheriff and Robin did ride,
To the forest of Merry Sherwood.
Then the Sheriff did say, 'God save us this day,
From a man they call Robin Hood!' "

As they made a sharp turn a herd of a hundred red deer sped across their path. What would the butcher say? What would the Sheriff do? How could Robin Hood prevent his escape? Robin Hood blew three clear blasts on his bugle. What would happen? What would Robin Hood say to the men when they appeared? How could they entertain the Sheriff while the feast was being prepared? What effect would the trial at archery, and the sight of the silver arrow hanging from the Greenwood Tree, have on the Sheriff? Why would Robin Hood order the archery to cease? Why would the Sheriff enjoy the rest of the entertainment? Where would he be placed at the feast? What would the men sing? Why would the Sheriff begin to feel safe about himself and his gold pieces? As evening approached, what would the Sheriff want to do? Since he had had such a fine time and such a fine dinner, what would he say? Robin Hood said it was the custom for their wealthy guests to pay. What would the Sheriff say? What do you think Robin Hood proposed to charge him? What would he say? What effect would this have on the Sheriff? What good reason have some of the men for not liking the Sheriff? What could Robin Hood remind him of that would make him more willing to hand out the two hundred gold pieces? Would you have the money counted? Which horse would the Sheriff ride away? How could they keep him from finding the Greenwood Tree again?

What had been the Sheriff's plan with the young

butcher? How had it turned out? What good advice could Robin Hood give the Sheriff as he left him at the edge of Sherwood? Why would it be some time before this story would be known in Nottingham?

How Robin Hood changed a sad wedding into a merry one

One day Robin Hood was much surprised to find, deep in the forest glades, young Allan of the Dale walking with downcast eyes, fetching a sigh at every step, and playing doleful tunes on his harp. Ordinarily Allan was—

"A youngster clothed in scarlet red
As fine as fine might be
And he did frisk it o'er the plain
And chant a roun-de-lay."

What would Robin Hood say to him? Allan answered:—

"'Yesterday I should have married a maid
But she was from me ta'en
And chosen to be an old knight's delight
Whereby my poor heart is slain.'"

Why would it seem wrong to Robin Hood for an old infirm Norman knight to wed fair Ellen the next day? How do you think the knight had won the consent of Ellen's father? Why would Robin Hood wish to help Allan? What plan could they make?

The next day was dark and the church looked gloomy enough as the old monk opened the doors for

the wedding. Why would there be few guests? Why had the Norman bridegroom few friends around that country? Why would Ellen's friends refuse to attend? Soon the old knight appeared, his crutch rapping gruesomely on the flags of the church floor as he scolded his attendants. With him was Ellen's father and the Bishop of Hereford, who was to marry them. What business must be settled between Ellen's father and the bridegroom? They haggled and bargained, but finally the bag containing the gold for the purchase of Ellen was placed before the altar.

While they were absorbed in this a gay young man all dressed in scarlet, with a harp hanging at his side, wandered into the church. What would the Bishop ask him? What would the harper answer?

"'What hast thou here?' the Bishop then said,
'I prithee now tell unto me.'
'I am a bold harper,' quoth Allan-a-Dale,
'And the best in the North country.'

"'O welcome, O welcome,' the Bishop he said,
'That music best pleaseth me;'
'You shall have no music,' quoth Allan-a-Dale,
'Till the bride and the bridegroom I see.'"

Why was the Bishop so glad to have music? Why did the harper refuse to play at once? Why did he sit down in a dark corner? At the same time at another door a man dressed in Lincoln green came in and sat quietly down in the back of the church.

How would Ellen look as she came into the church

with her mother? How walk? How would she be dressed? Why would she not see the harper? The old Norman knight led Ellen to the Bishop, and he began the ceremony by saying, "If any here knoweth reason why this man and maid should not wed, speak now." What do you think would happen?

"'This is not a fit match,' quoth bold Robin Hood,
'That you do seem to make here,
For since we are come into the church,
The bride shall choose her own dear.'

"Then Robin Hood put his horn to his mouth,
And blew blasts two or three;
When four and twenty bowmen bold
Came leaping over the lee."

Then the gay young harper stepped to Ellen's side.

"'This is thy true love,' Robin Hood said,
'Young Allan, as I hear say,
And you shall be married at this same time,
Before we depart away.'"

How would the Norman bridegroom's objection be met? What would the Bishop say about it? How would Robin Hood compel him to marry them? When the Bishop said, "Who gives this maid?" what would Ellen's father do? Who would give her away?

"'Who gives this maid?' said the Bishop then.
Quoth Robin Hood, 'That do I;
And he that takes her from Allan-a-Dale,
Full dearly he shall her buy.'"

What did he mean? When the ceremony was over what would Robin Hood do with the bag of gold?

How would the bride look now? Allan-a-Dale? Who would not look so happy? What had the knight lost? Ellen's father? Why should the Bishop have a long face? What would Robin Hood say about these long faces? He decided to have the sour ones dance. How could this be done? So Allan struck a merry tune from his harp, Robin Hood twirled his quarter staff threateningly, and the three began to dance. The exercise was unaccustomed, the dancers were reluctant, and they were quite stiff and awkward at first; but as the music grew faster, as they became warmed with the exercise, and as they caught the spirit of the general merriment, they began to vie with each other to see which one could cut the liveliest capers.

"And thus having ended this merry wedding,
The bride looked like a queen,
And so they returned to the merry greenwood
Amongst the leaves so green."

Tell the story of how it came about that Robin Hood and his band always had a harper whenever they wished to make merry.

- *How Robin Hood added a stout tinker to his band*

Why would it be easy to find men willing to join Robin Hood's band? Which ones would he want? How could he know? When he heard of a stout Saxon yeoman deft with the cudgels, broad sword or long bow, what would you expect him to do? Sometimes he met them when he least expected and some more

clever than they looked. One of the old songs or ballads tells us: —

"How Robin by a wile
The tinker he did cheat
But at the length as you shall hear
The tinker did him beat,

"Whereby the two did so agree
They after lived in love and unity."

'T was of a summer's morn that Robin Hood met the tinker along the edge of Sherwood and neither knew the other. What would they say to each other? Robin Hood said: —

"Sad news I hear there is abroad,
I fear all is not well."

What could the tinker say? Why was a tinker who traveled from place to place a good man for Robin Hood to meet? When would it be best for Robin Hood to tell the tinker the "sad news?" Then Robin Hood said: —

"'As for the news,' quoth Robin Hood,
'It is but as I hear,
Two tinkers were set in the stocks,
For drinking ale and beer.'"

Why did Robin Hood say that? What would the tinker say? But Robin Hood was so merry that the tinker could not be angry long and —

"'All the news I have,' the tinker said,
'I hear it is for good,
It is to seek a bold outlaw,
Which they call Robin Hood.

"'I have a warrant from the king,
To take him when I can.'"

How do you suppose the Sheriff had been able to get the tinker to try to capture Robin Hood single-handed? What would the tinker want to know? What could Robin Hood tell him about his size and hair and about the danger? What would the tinker say about the danger? Why would Robin Hood wish very much to get the warrant away from the tinker? It would be a merry jest to send it back to the Sheriff with a note written on it by himself. The tinker was careful not to show the warrant.

"'Let me see that warrant,' said Robin Hood,
'I'll see if it be right;
And I will do the best I can
For to help take him this night.'

"'That will I not,' the tinker said,
'None with it will I trust,
And where he is if you'll not tell,
Take him by force I must.'"

So they walked along right merrily, the tinker carrying a good stout crab-tree staff and Robin Hood his trusty blade, until they came to a friendly Saxon inn hard by Nottingham, much visited by Robin Hood's band, and nothing loath they entered and began to drink so lustily —

"That the tinker he forgot
What thing he was about to do;
It fell so to his lot,
That fast asleep the tinker dropt."

What would the tinker discover upon awakening? What would he want to know about the stranger? What would he say when the innkeeper told him that the stranger was the bold Robin Hood? Why had he not told him before? What would the tinker do? What would the innkeeper say about pay when he started to leave? What had he probably said about pay when Robin Hood left? What would Robin Hood think about the innkeeper being paid twice? Would Robin Hood take the sleeping tinker's money too when he took the warrant? If he did how could the innkeeper get his double pay? The tinker said:—

> "'Or else take here my working bag,
> And my good hammer too;
> And if that I light but on the knave,
> I will then soon pay you.'"

Not long after, the tinker came upon Robin Hood a-hunting of the king's deer. Upon the spot they fell to basting each other quite lustily. The woods resounded with their mighty strokes for a full hour. Robin Hood was sorely pressed, cried "'a' mercy," and begged the tinker give o'er beating him. What would the tinker say to that? But the tinker looked away a moment and Robin Hood blew his horn. What would Little John and Will Stutely want to do when they came up? Why would Robin Hood not want them to double on the tinker? Why not baste his sides at all? Why would Robin Hood want the tinker in his band? What could he offer him? What would the

tinker enjoy about such a life? Why should the tinker join the band? Robin Hood was lame for many a day, but he never tired of telling the story of how the jolly tinker came to join his band. What was the story?

How King Richard came to Sherwood Forest

All these things took many years and Robin Hood had grown from a lad of fifteen to a man of maturity. A new ruler, King Richard of the Lion's Heart, had come to the throne of England. How do you suppose he came to be called "the lion-hearted"? Many years he had spent in far-away lands. In his strife for good he had passed through stirring adventures; he had overcome great dangers; he had known many men both good and bad. In what way would this fit him well for ruling? What knowledge did he lack? How would he gain this knowledge of his own country and people? How would Nottingham prepare for such a visit? Why would Robin Hood and his men wish to be there that day? Why would they admire this king? What might they hope from him? Why would you not expect the Sheriff to try to capture any of the outlaws that day? Why do you suppose Robin Hood was anxious to have no disturbance that day? How could he prevent it?

That night a great feast was spread in the Guild Hall and the Sheriff of Nottingham sat beside King Richard. What would King Richard want to know? What would the Sheriff say when he inquired about

Robin Hood? Young Sir Henry of the Lea, whose father had been helped by Robin Hood in time of need, offered to tell the king of some of Robin Hood's adventures. What ones would he tell? What would the king desire? How could the king arrange to see Robin Hood and his men? The king dressed himself as an abbot, five of his knights put on the garb of monks, and they rode along the edge of Sherwood Forest. Why would they put money in their purses? What would happen? What would Robin Hood say to the supposed abbot when he took his horse's rein?

> "'Abbot,' says he, 'abide,
> I am bound to rob such knaves as you,
> That live in pomp and pride.'"

What would the abbot say?

> "'We are messengers from the king,'
> The king himself did say."

And Robin Hood?

> "'God save the king,' said Robin Hood,
> 'And all that wish him well.'"

Then the abbot accused Robin Hood of being a traitor who could not mean what he had just said. How would Robin Hood answer?

> "'For I never yet hurt any man
> That honest is or true.'"

What now would Robin Hood wish to do for the king's messenger? During the feast what would the abbot and Robin Hood talk about? What would the

abbot wish to see after the dinner? What would Robin Hood and his men be able to show him? The final contest was in archery. They set up a willow wand as a target at the end of a long range and any one who missed must stand and take a buffet. How would the men take Robin Hood's buffet when they missed? During the finest archery the king had ever seen, Robin Hood himself shot a crooked arrow and missed the mark. What would the men demand? Robin Hood said he deserved his buffet, but it must come from his guest, the abbot. Why would he be surprised when the abbot's buffet tumbled him to the ground? As Robin Hood and his men looked in astonishment at this powerful abbot, King Richard threw off his disguise and stood before them. What would they all do?

What do you think King Richard would do about Robin Hood and his men? Why had he heard about them when he was in distant lands? What would he know about them from the stories told at the Sheriff's feast? Which would seem to King Richard the shrewder man, Robin Hood or the Sheriff of Nottingham? Which the better man? Which would be the more valuable servant to a good king? What more had he learned about Robin Hood and his men in this journey to the forest? What then are all the good things he knows about them? Strong, fine, healthy men; excelling in all outdoor sports and skill; wise in woodcraft; clever enough to outwit their enemies; giving and taking fair

play; exercising a strong sense of justice in their dealings with rich and poor, good and bad; thoroughly loyal to a good king. What are the bad things he knows about them? Why had Robin Hood come to Sherwood Forest? Why had others joined him? What must be the king's conclusions?

How can King Richard make good use of these men? How would they compare as king's foresters with those the Sheriff of Nottingham engaged? Why would the king choose Little John, Allan-a-Dale and Robin Hood to go with him? How would the men take leave of each other? How would the king regard Robin Hood? What position would you expect him to attain? So Robin Hood was given his rightful title, Earl of Huntingdon, became chief of the king's bodyguard, and served him faithfully for many years.

The death of Robin Hood, showing how he was taken ill and how he was buried near Kirkley Hall

How would Robin Hood's life at the king's court differ from what it had been in Sherwood? The air? The sounds? The sights? The occupations? The freedom? The adventure and excitement? What would he often think? How could one tell that he had such thoughts? King Richard of the Lion's Heart died and another came in his place. What effect would that have? What if the new king were good to him? Robin Hood was getting to be an old man and had served faithfully for many years. Why would the king let

him return to Sherwood Forest? Robin Hood promised never to draw bow against true subject of the king. The king laughed and asked about the fallow deer, but Robin Hood did not answer.

Where would Robin Hood go? How would he find things at the Greenwood Tree? He blew three blasts upon his bugle. Upon what occasions had he done that before? This time forest and hill caught up and repeated the notes until they were lost in the distant glades. He blew again but there was no response. A third time he blew, and Little John rushed into his arms. What would they say to each other? Little John had heard of Robin Hood's return to the forest and could not live without his master. What places would they visit together? What would these visits make them think? What effect would it have on Robin Hood's health?

"When Robin Hood and Little John
Went o'er yon bank of broom,
Said Robin Hood to Little John,
'We have shot full many a round;

"'But I am not able to shoot one shot more,
My arrows will not flee.'"

What did he mean to say to Little John? What do you think had made him ill? Why would most of the abbeys and the best nurses probably be Norman? What had Robin Hood done that would make it dangerous for him to go to one of these? A cousin of Robin Hood's was abbess in Kirkley Hall. Why would that

seem safe? Little John was not allowed inside the gate. But as to Robin Hood: —

"She blooded him in the vein of the arm,
And locked him up in a room;
Then did he bleed all the live-long day
Until the next day at noon.

"He then bethought him of his bugle horn,
Which hung low down to his knee,
He set his horn unto his mouth,
And blew out weak blasts three."

What would Little John think at being left at the gate? What would the weak blasts make him think? What would he do? Nothing could hold him now; he splintered the gate and smashed door after door until he stood at Robin Hood's side. What would he see? What would he soon know from Robin Hood? What would he do?

"'A boon, a boon?' cries Little John,
'Master I beg of thee,
It is to burn fair Kirkley-hall,
And all their nunnery.'"

What would Robin Hood say to that?

"'Now nay, now nay,' quoth Robin Hood,
'That boon I'll not grant thee;
I never hurt woman in all my life,
Nor at my end shall it be.

"'But give me my bent bow in my hand,
And a broad arrow I'll let flee;
And where this arrow is taken up,
There shall my grave digg'd be.

"'Lay me a green sod under my head,
And another at my feet;
. . . . . .

And lay my bent bow by my side,
Which was my music sweet;
And make my grave of gravel and green,
Which is most right and sweet.

"'Let me have length and breadth enough,
With a green sod under my head;
That they may say when I am dead,
Here lies bold Robin Hood.'"

What then would Little John do?

"These things he readily promised him,
Which did bold Robin please;
And then he buried bold Robin Hood
Near to the fair Kirkleys."

Why do you suppose no one knows exactly where he was buried? Why do you suppose several different places are pointed out as his burial place? No one really knows where or how he died, but this story is the one most frequently told. And no one knows exactly what was written on the stone that covered his grave. What do you think should have been? Let the children write several epitaphs and choose the best. This is one of the best. See if you can read it.

"Hear undernead dis laitl(e) stean
laiz robert earl of Huntingtun
near arcir ver az hie sa geud
(never) (archer) (was) (good)
au pipl kauld im robin heud
(people) (called)
sich arcirs az hi au iz men
(such) (and)
vil england nivr si agen.
(never)
obiit 24 dekembris 1247."

THE ILIAD

All reading references are to Bryant's translation of *The Iliad*. Material for the first part of the story, up to *How serious trouble came to the Greeks*, and for *How Troy was finally taken*, may be found in Bulfinch's *Age of Fable* or Guerber's *Myths of Greece and Rome*. Those parts have been chosen which are most often referred to, which seem to be the most vitally interesting to children, and which make a continuous story. The part played by the gods has been purposely omitted. This makes the story much less complicated and better fitted for school use.

Why the Great City of Troy was besieged and how it was finally taken

How a wedding among the gods started the trouble

A long time ago people did not believe in one God as we do now. They thought there were many gods: one who drove the sun through the sky each day to give light and heat; another who lived in the sea and caused the great waves to rise and sink; a goddess who cared for the trees and flowers and made the grass grow. They thought, too, that there was a great father god, Jupiter, a goddess, Eris, whose business it was to make trouble, and many others.

At one time a god and goddess were to be married. Who would be invited to the wedding? Why not Eris? What would Eris do? Just how do you think she would make trouble? When the guests were assembled at the wedding feast, Eris caused an apple made of gold to be thrown into their midst. Upon this apple was written,

"For the most beautiful." How would that make trouble? When the confusion had somewhat subsided all had given up the claim to the apple except the three most powerful goddesses. These were Minerva, the goddess who made men wise; Venus, the goddess of love; and Juno, who gave men riches and power. How could they settle the question? They asked Jupiter to decide. What reasons would he have for not wishing to do so? He sent them for a decision to Paris, a shepherd, who was tending his flocks on a hill not far away. What do you think the goddesses would say to Paris? Minerva offered to make Paris the wisest man in all the world if he would say the apple should be hers; Juno promised him wealth and power above all men if the apple should be hers; and Venus said he should have for his wife the most beautiful woman in the world if he would declare that she deserved the golden apple. Why was this not right? What do you think Paris would decide? How ought he to decide? Instead of trying to discover which one was most beautiful, Paris thought only of which gift he would prefer, and finally gave the apple to Venus.

How Venus's promise to Paris was fulfilled

What was promised to the shepherd boy, Paris? Why does this seem strange? What, then, do you need to know next? Who the most beautiful woman was, and how a poor shepherd boy could win her. The most beautiful woman was the Greek, Helen. Her beauty

brought many suitors for her hand. While these, the greatest of the Greek warriors and chiefs, awaited her decision they entered into an agreement suggested by Ulysses. They took an oath together that when Helen had made her choice from among them, all the others would defend Helen and her husband from any injury and be ready to avenge their cause if need should arise. Helen chose Menelaus, and the other suitors went to their homes.

In order to learn how a poor shepherd boy won Helen, we must go back in our story. Many years before the decision of Paris, a child was born to the king and queen of Troy. How would King Priam feel about this son? People believed in prophets in those days. One of them prophesied that if this prince lived and grew up, he would cause the destruction of Troy. What ought Priam to do? When he finally decided to give up the child, what directions would he give the servant? What ought the servant to do? When the baby smiled at him, what would be the servant's thoughts? Instead of obeying orders he placed the child under a tree in the depths of the forest and ran home. What did he think would happen? But a shepherd heard the child's cries, took him to his home, and brought him up to help tend his flocks. Who do you suppose this was?

Some time after the decision about the apple, when Paris was grown, he learned that he was a prince. What would he do? How would King Priam receive this

handsome, stalwart son? Many years had passed, the child was grown, Troy was safe, so the prophecy was thought to have been false. What opportunities have his brothers and sisters had which Paris had missed? So Paris wished to travel and visit other lands. How would King Priam fit him out for the journey? How would this prince, traveling in such magnificence, be received where he visits? He finally came to the court of Menelaus in Greece. After being his guest for some time, Paris persuaded Helen to leave Menelaus, go with him to Troy, and be his wife. Now what would Menelaus wish to do? From whom could he expect aid?

How Menelaus got one of Helen's former suitors to join the expedition against Troy

Several years had elapsed since the agreement of the suitors. What reasons can you see why some of them might not wish to go? Ulysses had married, had a young son and pleasant home. When he heard the messenger was coming to demand that he go to fight against Troy what could he do to avoid keeping his agreement? Ulysses probably thought of many of the plans you have suggested. He finally decided however to harness a horse and a cow to a plough, plough up the sand on the seashore, and sow salt in the furrow. When the messenger saw what Ulysses was doing what would he think? How could he find out if he was really insane? The messenger put the infant son of

Ulysses on the sand directly in front of the strange team. What would Ulysses do? What would the messenger know? What say to Ulysses? So Ulysses gathered together his followers and servants and prepared to join the expedition. The teacher may tell how Ulysses got Achilles to go.

How the prophecy begins to be fulfilled

What connection is there between these stories and the prophecy at the birth of Paris? What preparations would the Greeks make? Collect ships, men, armor, food, etc., ready to sail for the far-distant Troy. What Greeks do you know? Why would they not choose Menelaus as leader? Why not Ulysses? Achilles? Neither did they choose the mighty Ajax, nor wise old Nestor; but Agamemnon, the brother of Menelaus, was chosen.

What Trojans do you know? Priam was an old man and his oldest son, Hector, was leader of the Trojans. Lead the children to make a mental picture of the walled city, great plain in front leading down to the sea, Greek ships in harbors, Greek tents on the plain near the sea, many small unprotected villages near Troy. Make a sketch of this on the blackboard. The Greeks fought with the Trojans on this plain for nine years. What were the Greeks trying to do? Conquer the city and take back Helen. What would the Trojans try to do? Protect their city and either destroy the Greeks or discourage them so that they would re-

turn to Greece. Thus far neither had been successful. How would the Greeks get supplies during all this time? Conquer small villages and take food, clothes, armor, jewels and women as slaves. What would they do with these spoils when they went back to their tents? Divide among the leaders. So it was at the beginning of the tenth year of the war.

How serious trouble came to the Greeks

(Book 1, lines 1–436)

Among other things two beautiful women had been taken at the sacking of a village. One of them, Briseis, fell to the lot of Achilles, and to Agamemnon was given Chryseis, the daughter of a priest of Apollo. What would the priest do? How do you think Agamemnon would answer? Read lines 34–42. What now could the priest do? Read lines 46–55. How do you think Apollo would avenge him? What would the Greeks do when the animals and men were dying? Why would Calchas, the soothsayer, be called upon to speak at the council? Why would Calchas be afraid to tell what the trouble was? Read lines 96–106. What should the Greek chiefs do? Read Achilles' offer of protection, lines 107–118. What would Calchas then tell? What do you think Agamemnon would say to the other Greeks? To Achilles? What could Achilles suggest to make it fair? When they next took a city, Agamemnon should have double share. Read Agamemnon's answer, lines 171–184. What would Achilles now answer?

Read lines 209–223, Agamemnon's reply, lines 225–243, and Achilles' final threat, lines 306–312. What now will be done by Agamemnon? By Achilles? When Chryseis was returned to her father the pestilence ceased. Whom do you think most to blame in this quarrel? How would it affect the tenth year of the war? The Greeks lost the aid of one of their greatest warriors with all his men.

How Hector made a plan to end the war

(Book III, lines 1–468; 550–566)

Even though the loss of Achilles put the Greeks at a disadvantage, the contest continued without any decisive victory for either side. What would be the effect of this long siege on the Trojans? What plan could Hector suggest to help matters? Sometimes wars were decided by a battle between two champions, one from each side. Compare with David and Goliath. What Greek and what Trojan should join in this single combat? So Hector proposed. Read lines 109–129. Just how was this to decide the war if Paris won? If Menelaus won? What arrangements must they make for the combat? Position of combatants, terms, etc. Whom would you choose to measure the space and make arrangements? Hector and Ulysses did this. Children here picture the position of two armies, of the combatants, of Hector and Ulysses making arrangements. How would they decide who should hurl the first spear? How would Paris and Menelaus prepare

for the combat? Read lines 392–425. Who do you think would be the conqueror? Read lines 426–456. Just then the band that held the helmet to Paris' chin broke. What would happen to Menelaus? The Greeks' and Trojans' eyes were on him as he fell backward heavily to the ground. This, and a sudden fog, enabled Paris to steal away unseen through the Trojan hosts back within the walls of Troy. What will Menelaus do when he recovers from his fall? Read lines 550–557.

While these things were going on, who were left in the city? Women and the old men. Which ones would be particularly interested in this combat? Where would they go to see it? What do you think Priam would say when he saw Helen coming toward him on the wall? Read lines 204–209. What questions would the aged Priam ask Helen about the Greek warriors? How could he point out the different ones? Read lines 209–213. What would Helen answer? Read lines 222–227. Which of the other ones would Priam notice? Read lines 243–249. What then would Helen answer? Read lines 250–254, and Priam's recollection of them, lines 255–280. Read Priam's question about another, lines 282–284, and Helen's answer, lines 286–287. What does this show of Priam's feeling toward the Greeks? Of Helen's feeling? What does it add to our knowledge of the different men?

What had the Greeks and Trojans agreed about this single combat? Who would claim the victory? What

would the Trojans say about it? Menelaus did not kill Paris. How would this affect the attitude of the Greeks and Trojans toward each other?

How Hector prepared to meet the anger of the Greeks

(Book VI, lines 130–150; 312–394; 478–640)

What kind of battle would result? What should Hector do to meet the fierce onslaught of the Greeks? Read lines 141–147. How did he think the women and old men could aid? As Hector entered the gates of the city who would meet him? With what questions? What could he say to these anxious women? When he reached the palace he met his mother first. What would she say to him? Read lines 331–341. What would Hector answer? Read lines 342–345. What would he ask her to do? Gather together the matrons and pray for the Trojan armies.

Whom would Hector then seek? What would he do when he found his infant son with the mother? Why would the baby refuse to go to his father? Hector was in full armor with plumed helmet. What do you think Hector would do? He removed his helmet, tossed and played with his son, and prayed for him. What would this prayer be? Read the description of this scene, lines 597–619. What would Andromache now say to Hector? What would Hector answer? Read lines 551–555; 564–571; and 620–629.

> "Thus speaking, mighty Hector took again
> His helmet, shadowed with the horse-hair plume,"

and returned to the raging battle. The teacher may here read of the single combat between Hector and Ajax and its result in Book VII, lines 73–398.

How the Greeks planned to protect themselves and their possessions

(Book VII; lines 400–600)

After this battle (or combat, if that is read) the Greeks and Trojans each held councils. In the Trojan council the wise Antenor said: "Now we wage the war after our faith is broken, and I deem we cannot prosper till we make amends." In what sense had their faith been broken? What amends might be suggested? "Send we the Argive Helen back with all her treasures." What would be said about this? What would Paris say? Read lines 452–460. They also decided to ask for a truce to give time to bury their dead. Give the speech the Trojan messenger would make to the Greek council. What answer would the Greeks make? Read lines 484–499; 500–513. How would this affect the fighting of the Trojans?

What plan could the Greeks then make for their greater protection? If the Trojans pressed nearer to the Greek camp, what would be the danger? Suppose they took the camp, where could the Greeks go? How could the Trojans harm the Greek ships? By throwing firebrands. After discussing these things, they decided to build a fortification about the camp. Make a blackboard sketch showing the situation; the shore, the

ships, the Greek camp, etc. Have pupils add to the sketch as they agree on the building of the fortification.

Where would they decide to build the wall? Of what materials? What reason would they have for taking the earth and stones from just outside the fortification? How could they make this trench more dangerous? Pointed stakes. How would they arrange to get in and out? How arrange to see what was going on around Troy and on the plain? Read lines 540–550.

How Agamemnon begged Achilles to return, and the result

(Book VIII, lines 610–692; Book IX, lines 1–887)

During the next day's battle the Trojans pushed the Greeks back behind their fortifications and found themselves at night before the Greek wall. What

would they lose by returning to Troy that night? What orders then would Hector give? What must be brought down from the city? Food for men and horses, blankets, etc. What preparations will they make for the night? Have pupils picture the temporary camp. Read Book VIII, lines 672–692, and Book IX, line 1.

As these watch fires blazed through the night before the walls, what would the Greeks do? What different plans might be suggested in this council? In what way might the Greeks get help? Who was to blame for Achilles not being there? Aged Nestor dared to counsel that Achilles be asked to return. How do you think Agamemnon would take his advice? What must he do to act on it? Read his offer, Book IX, lines 136–165. Why would they choose Ulysses and Ajax to send on this embassy? How would you expect Achilles to receive these guests? What would they say to him? What do you think Achilles would answer? Read Book IX, lines 463–471.

How Achilles was finally persuaded to help

(Book XV; lines 405 to the end, and Book XVI)

What were the Trojans doing during this night? The Greeks? Which would be more ready for battle in the early morning? Trojans exultant, rested; Greeks wearied by council, worried, disappointed that Achilles refused to return. What would you expect to happen? Read parts of the description of the battle, Book XV, lines 429–434; 440–444; 507–512; 600–604; 615–618; 626–633; 635–652; 831–850; 883–946.

"Such was the struggle." While this battle was raging, what would Achilles and his friend Patroclus be doing in their tents apart from the others? What now could save the Greeks? Patroclus won the consent of Achilles to take his men, the Myrmidons, and join the Greeks. How could they deceive the Trojans into thinking it was Achilles? What advantage in this? What advice would Achilles give Patroclus before going? Read Book XVI, lines 103–112. What effect will the coming of Patroclus and the Myrmidons have? Dismay to the Trojans; new courage to the Greeks. The Trojans were routed and rushed wildly back to the city. What would the Greeks do? Under what leader? At the walls Hector turned and slew Patroclus and took the armor of Achilles which he wore. How do you think this news will affect Achilles?

How Achilles and Agamemnon become reconciled and the result

(Book XVIII, lines 1–171; Book XIX, lines 47–516; Book XXII, lines 1–208; 308–510)

What must Achilles do before joining the Greeks in battle? When he returned to the Greek camp what would he say to Agamemnon? What reply do you think Agamemnon would make? What would Achilles do now about the offer of gifts? Read Book XIX, lines 47–91; 165–189.

What would be Achilles' main purpose as they again go forth to battle? They pressed forward almost to the

walls of Troy. There Hector turned and met Achilles alone. Which one was more ready for the combat? Hector wearied from many battles; Achilles fresh. Read Book XXII, lines 171–175; 196–201. What must be the result? Read Book XXII, lines 308–336. Possibly read lines 407–449. Tell or read Achilles' treatment of Hector's body, lines 486–499. How would Hector's death affect his parents and family? The Trojan armies? The fate of Troy?

How the mighty Hector was honored at his death

(Book XXIV)

Achilles took the body of Hector back to his own tents. How could the Trojans recover this? The aged Priam decided to go to the Greek camp with rich gifts to ransom the body. Why would all the Trojans object to this? What would he take with him? What do you think he would say to Achilles? How would you expect Achilles to answer? Read lines 243–266; 276–279; 285–305; 608–622; 628–661; 730–761; 836–850.

Who would meet Priam when he returned? What would they say and do? As they mourned for Hector, what do you think Andromache would say? What would Hecuba say? What would Helen say? Read Andromache's lament, lines 920–946, Hecuba's lament, lines 947–954, Helen's lament, lines 967–987. What does Helen's lament tell us about Hector? Read lines 989–1022. "Such was the mighty Hector's burial rite."

How Troy was finally taken

What do we still wish to know? What do you think would happen? How do you think it was done? Let us first see what resulted when two of the Greeks secretly entered Troy. During these ten years Achilles had seen and loved Polyxena, a beautiful daughter of Priam. During a truce he went into Troy to ask King Priam for her hand. What reasons might Priam have for listening to his suit? This might be a way of making peace between the Trojans and Greeks. In the meantime Paris had learned something which we need to know. The teacher or some child may tell the story of Thetis making Achilles invulnerable. When Achilles was in the city, what would you expect of Paris? The teacher may tell of the poisoned arrow and Achilles' death.

Ulysses, also, decided to go into the city to see if there might not be some other way to take the city than by fighting. How would he dare to go? He disguised himself as a beggar. How would he dress? Act? To whom would he talk? What would he say? What would he wish to find out? Weakness of walls; low places in walls; number and habits of soldiers; etc. How could he get this information? He met Helen and she recognized him. What do you think she would do about it? She not only protected him, but told him one of the Trojan superstitions. They had in the city a statue to Minerva called the Palladium. They

believed that it had fallen from heaven and that Troy could not be taken so long as this statue remained within her walls. What questions would Ulysses then ask? He learned where the Palladium was; at what time there were no people near it; how heavy and how bulky it was; where and how he and a comrade could steal unobserved into the city. The next night Diomed and Ulysses stole into the city, secured the Palladium, and carried it back to the Greek camp. What effect would this have on the Trojans?

Then the Greeks assembled in council and Ulysses presented his plan. He proposed that they build a huge wooden horse as a pretended peace offering to Minerva for having stolen her statue; that they conceal within this one hundred men; and that the rest of the Greeks go aboard their ships and set sail as if bound for Greece. He argued that the Trojans would feel safe when the Greeks were out of sight and would drag the wooden horse into Troy. Then at night the Greeks could come out of the horse within the city and open the gates for the entrance of the others who would return in their ships under cover of darkness. What questions and objections would the Greeks raise to this plan? 1. Who would take the risk of staying in the horse? Ulysses offered to stay as leader and one hundred others were easily persuaded. 2. How could the Trojans know that the horse was intended for a peace offering? They decided that one Greek could remain and say he was deserted. He could pretend great

anger at the Greeks and so pretend to reveal their secrets; then at the proper time he could signal the ships for their return. What characteristics should this man have? They chose Sinon, who was fearless and a good actor. 3. Suppose the plan should fail? How would Ulysses answer that objection?

The Greeks decided to attempt this plan. How large must the horse be built? How arranged within? How would the men get in and out? How arrange so they could breathe? What else must be inside the horse besides the hundred men? Where would they store armor and provisions? Where would they build the horse? At what time of the day would those in the ships set sail? What do you think the Trojans would do about it?

Imagine the scene when one morning it was reported in Troy that the Greek ships were away out at sea. What else would be reported? Why would it be such a great treat for all the Trojans to come forth on the plain? What would they talk about? What would they do? Soon some Trojan guards found Sinon and came dragging him toward the crowd. What questions would the people ask him? What answers would Sinon make? How would he act? When King Priam promised him protection what story would he tell?

What effect would this have on the Trojans? Why would some still object to taking the horse into the city? Cassandra, a daughter of Priam, was a prophetess — but it was her fate that no one should ever

believe what she prophesied. What would be the effect of her words as she cried out, "If you take the horse into the city, Troy is doomed"? Another wise Trojan, Laocoön, threw his spear at the horse, saying, "I fear the Greeks even when they bring us gifts." What would the men in the horse do? What would Ulysses do? When the Trojans heard a hollow groan issue from the horse, what effect would it have? As the people stood back, fearful and silent, a strange thing occurred. Three great serpents came up on the plain, caught Laocoön, wound themselves around him and his sons, and crushed them. What would the Trojans think that meant? What would happen? Wild clamor; the mob dragged and pushed the horse to the walls; tore down the sides of the gates, and pulled the horse into the city. How would they spend the evening? The deep sleep following the feast was the opportunity for the Greeks within the horse. What would they do? What would Sinon do? What would happen? The city was easily taken. The Greeks took jewels, rich garments, many slaves, and Helen; set fire to the city and sailed for their Grecian homes. Such was the fall of Troy.

What men and women have you become acquainted with in this story? Which one do you admire most? Justify your choice.

JOSEPH

How the Seventeen-Year-Old Joseph came to be sold into Slavery by his Ten Older Brothers and how they later had to go to him for Assistance

How the brothers came to hate him

What possible reasons can you suggest? What do you suppose they thought of him when a baby? How would they show their love or admiration for him in infancy? How would they show it in childhood? What stories would they tell him? What songs would they teach him? What toys would they make and teach him to use? How would they show their love for him as a youth, say from ten years on? What pets would be selected for him? Which lamb? Which kid? Which young riding camel? Which young Arabian horse? What tasks allowed? What tasks not imposed? What clothes? How different from the coats of the rest of the brothers who wore rough sheep skins with holes cut for the arms? What skins would be selected for Joseph? How made to fit? How colored? How ornamented? If made of cloth, where secured? What do you know about his clothes? Who would be the more active in these matters, the parents or the brothers? With the above discussion, information should be given by the teacher as to the type of life and the occupations of the family.

What danger would there be for Joseph in this treatment? How could one tell whether he was being spoiled? What would it make him think? Say? How would it make him act? What should his father do? Why do you suppose he did not? Who would notice it first, the brothers or the parents? What do you think the brothers should do about it? When Joseph came into the field where they were, what kind of tasks would they now ask him to do? What would the brothers do if Joseph refused? What would Joseph say to his father? What would happen when Joseph came out again? What reasons are there for thinking that even with all of the interesting things to do, it might not be a pleasant family to visit for a week? How had all this come about? Who was most to blame for it?

Let us see how Jacob's property helped to make trouble. What property do you think he had? Many herds of sheep, goats, cattle, camels, and horses, with much wealth growing out of them. It will give some idea of Jacob's wealth to know that at one time he made his brother Esau a present of 220 goats, 220 sheep, 60 camels, 50 cattle, and 30 asses. How would all these be cared for? A large number of shepherds would be necessary to control the flocks and herds, to keep them moving to the best pastures, to keep them separated; others to keep them marked, and to take care of the products, wool, milk, and cheeses; and a large number of trained men of war to protect them from attack by hostile tribes or peoples. Jacob's

grandfather had six hundred trained men of war. How would you estimate from this the number of people that Jacob controlled? The children should see that the trained men would include most of the strong men from seventeen or eighteen years of age to thirty or thirty-five. This would exclude all the women, the children, the men over this age, and the weak ones, perhaps about nine tenths of all the people. What would be Jacob's relation to all these people? He was the ruler, the king, the chief of the tribe, and was called the Patriarch.

If Jacob should die, how should the property be divided among the twelve sons? What should become of the rulership? The children will see after consideration that dividing the rulership would not be advisable. How should the property of the one who became ruler compare with the property received by the other sons? As a rule, which one of the sons should become the new ruler or chief or patriarch? Where does this custom exist to-day? This was called the birthright in Jacob's time and to-day we have the crown prince or the heir to the throne.

This custom had been broken once. Jacob himself had an older brother, Esau. The mother, Rebecca, loved Jacob most and was very anxious to have Isaac, the father, give him the birthright, but as Isaac did not wish to do it, Rebecca used deception. Read the story or tell the substance graphically to the class. Genesis 27, 1–29.

What reason is there for thinking that all of Jacob's sons knew about this? Why would it seem easier for Joseph to get the birthright than it was for Jacob? Which ones of the sons would think about this most? How would their thoughts differ? If the eldest son worried about this much, what might happen when he went to sleep. What are some of the things Reuben might dream? He might dream of Jacob and Esau; he might dream that he was Esau and that he was just about to kill Joseph, possibly trying to catch Joseph who ran away. Reuben may have had such dreams, but his dreams have not been preserved. What dreams might Joseph have? He too might dream about the birthright. How would his dreams differ from Reuben's? They would be happy dreams. He would dream that the birthright was his. Read or tell the dream about the sheaves. What was the dream really about? Do you think he would tell this to his brothers? He did. What do you think the brothers would say? Read the second dream. What was he dreaming about this time? Do you think he would tell this second dream? He did tell it to his brothers and also to his father. Which would be the angrier? His brothers were the angrier, but even his father scolded him. Nevertheless, Jacob thought it rather bright in him, he "observed the saying."

What would the brothers now know about Joseph's ambition? He expected to secure the birthright. How serious a matter was this? Suppose a younger son of

an emperor or king wished to supplant the crown prince, and told his scheme to his friends who could bring their followers to help him. If he were caught, how would he be punished? Who would attend to the matter? Who should do it in the case of Joseph? Why would Jacob not do it? Joseph was his favorite son and the son of his favorite wife; he would remember his own experience. Who then must, if it is done?

We started out to find why Joseph's brothers hated him. Point out the steps by which this came about.

How the brothers came to sell Joseph

Tell of Joseph's being sent to learn how the brothers and flocks were getting along. When the brothers saw him coming over the hill, what would it recall to their minds? The unpleasant relationship which had existed between them. Joseph's ambition and his insolence as it seemed to them in flaunting it before them. How would such a conversation affect their feeling towards him? It was suggested that this was a good opportunity to kill him. What would they talk over before he arrived? If they should kill Joseph, upon whom would the greatest suspicion rest? What effect would that have on Reuben's eagerness to have him killed? Reuben decided to back out altogether. What would be the best way for him to do this? Suppose he told them he would not allow Joseph to be touched, what would they say?

Possibly you know what they did decide to do.

What was Reuben's plan? Reuben thought he would save Joseph and not let the other brothers know. What did he wish the brothers to think? What do you think of that plan? What did it show about Reuben? How a lack of moral courage? Having this plan, what would Reuben say to the brothers as Joseph came down the slope? Read Reuben's words. What reason did he give? Why do you think the brothers agreed to that? It would be unpleasant to choke, or club, or knife him to death. Let him die of hunger and thirst. Which way would be the worst? What does this show of the brothers? Whom were they considering when they consented to change their plans, Joseph or themselves? What was Reuben's reason for putting Joseph into the pit? What was the brothers' reason? What did they think Reuben's reason was? When Joseph came up, how would he greet them? How would they receive him? They surrounded him, seized him roughly, pinioned his arms behind him and swung him down into the pit.

How do you think all that has happened would affect their supper? They might enjoy it for they had accomplished what they had long desired. In the midst of the meal a caravan appeared in the distance. What idea might the sight of the caravan suggest to them? What arguments would occur to them for selling Joseph? What conversation do you think would take place before the matter was settled? Who would do the talking? The caravan leader and the brothers.

After greetings what would the brothers say? "We see that you have slaves in your caravan; do you want another?" What reply would the leader make? "Let me see what you have to sell." How would they get Joseph out of the pit? What would they do when he stepped on the ground? When Joseph saw what they intended, what would he do? How would the struggle result? They would bind him and show him to the leader. What arguments could the brothers use to secure a good price? They could say that his temper was pleasant; call attention to his strength and youth; speak of his beauty and fine health; of his unusual intelligence. They finally agreed upon twenty pieces of silver. Why was this a good bargain? If the caravan chief had been clever enough to size up the situation and had said, "I have all the slaves that I can handle but I will take him for accommodation," what would the brothers have said? Or suppose the leader had said, "I will take him, but you must give me ten shekels for doing it." What would the brothers have done?

Reuben was not present when Joseph was sold. Why would he not return until after dark? What would he do? What would be his feelings when he found Joseph gone? Read or tell Genesis 37, 29–30. Now what did this tell the brothers about Reuben's plan? From this what seems to have been his reason for wishing to save Joseph? If Reuben had really been determined to save Joseph, what could he have done?

Whom did the brothers think the sale of Joseph

would most benefit? How did they think Reuben would feel about it? What would they think about having done such a terrible thing when they learned that Reuben was not pleased? Suggest all of the things that would increase their remorse over what they had done. How would it affect their feeling when they thought of breaking the news to their father? As they worked over the plan for deceiving him? When they saw his anguish? When the neighbors would speak of the terrible accident? As year after year went by, what would be the effect of this remorse on their conduct? Toward their father? Toward each other? Toward their neighbors? Toward their cattle even? What would be the effect upon their industry and honesty? In what sense did the brothers tell the father a falsehood? Why do you suppose that God did not prevent this crime? Can you see any reasons for thinking that it was better as it was?

How Joseph changed on his journey to Egypt

Why was Joseph a great prize as a slave? What precautions would the men take to keep him from escaping? If the caravan leaders were in haste, how would Joseph travel? What would they do with him at night? Who would be the last to go to sleep? What thoughts would Joseph have to keep him awake? Suppose he asked himself squarely who was to blame, what would he have to answer? What acts of his own must he think blameworthy? What must he say to himself

honestly when he thought of the coat of many colors? "I should have said, 'Now, father, never mind about that, do not give me finer clothing than my brothers have.'" Suppose the first dream came up in his thoughts, will he justify or condemn himself? How about his telling the second dream? Suppose he now asked himself, "Were my brothers justified in thinking I was ambitious for the succession?" How would he answer this question? How would he reach that conclusion? What would he have to say then about his brothers' conduct that day? Why should his thoughts not dwell on the wickedness of his brothers? What then would be his answer to the question as to who was chiefly to blame?

Why would Joseph think that God had permitted such a calamity? Had God ceased to love him? What then did he think God was trying to accomplish in him? What resolutions would Joseph make after he thought this out?

What did Joseph have to look forward to? He would be sold into slavery. Why would Joseph prefer to be sold to a rich man? What could he do to bring this about? He must make himself valuable; he must look around for things to do and not wait to be told. What effect would that have upon the way he would be treated?

Joseph had worked out his own blame in the matter; he saw how God could still love him; he saw how he could influence his prospects in Egypt. How would all

this affect his state of mind? It would calm him and he could sleep. Why had he had no pleasure in the journey so far? What pleasure would he be able to get out of the rest of the trip? He would be passing through new scenes; there would be an interest in thinking of the new things he would see in Egypt. What part of the road was familiar to him? The caravan probably passed very near his home. The road over which they passed, already many centuries old, wound along the crest of the ridge between the Dead Sea and the Mediterranean, and gave now a glimpse of one and now a glimpse of the other in the far distance.

How Joseph prospered in Potiphar's house

What would take place when they arrived in Egypt? Picture the slave market to which Joseph was taken for sale. Give a conversation between Joseph's owner and a wealthy man who looked at him, letting them fail to come to terms. Give a conversation between the owner and a rude, brutal-looking man who wanted to buy; the owner would not sell. Another wealthy man came along and put up the price. The owner sold.

Who bought Joseph? Potiphar was the commander-in-chief of the army, holding one of the most distinguished positions in the realm. Why would this be a piece of good fortune? Potiphar's was one of the largest households in the kingdom, numbering many hundred members. How would such a household be

managed? It would have to be organized in some such way as a large factory is now organized, with supervisors, foremen, etc. As a new slave, where would Joseph have to begin?

What difficulties would there be in the way of his advancement? He did not know the language; knew nothing of the household customs; would meet with the jealousy of the other slaves. What could Joseph do to guarantee the most rapid promotion? He must learn the language; he must be very careful and conscientious in his work, always obedient and cheerful to his superiors. As he was promoted from time to time, what should be his attitude toward his inferiors? There was constant need of using his best judgment in meeting situations. Step by step he rose to be head of the household. As such what would be his duties? Joseph had charge of all purchases for the house. He was responsible for the care of the horses and other animals. He assigned the work to the slaves, and arranged for their promotions. He had charge of Potiphar's country house, landed estates, and revenues. He had oversight of the jailor and guards; settled the disputes of slaves and meted out punishment to them. What reason is there for thinking that all these matters were well managed? If they had not been wisely and justly dealt with, the matter would have been carried to Potiphar, to his annoyance, and he would have given the position to some one with sufficient insight into human nature and affairs to handle the situation

successfully. What would be the temptations in this position? To show favoritism; having charge of large funds he might be tempted to dishonesty. What reason have you for thinking that Joseph did not yield to these temptations? He won promotion; Potiphar left everything to him. "And Joseph found grace in his [master's] sight and he served him, and he made him overseer in his house, and all that he had he put into Joseph's hand . . . and he knew not aught he had, save the bread which he did eat."

Is there any one in your acquaintance who has a better position, so far as comfort, freedom and remuneration go, than Joseph had? If so, in what respect better? How would Joseph dress? What living quarters would he have? What kind of food? What facilities for travel? What funds at his disposal? What would be the attitude of the other slaves toward him? What would be the attitude of Potiphar's friends toward Joseph? What was the one drawback to Joseph's position? What things had Joseph learned in the difficult school in which God had placed him? What positive evidences had he that God had not forsaken him? He had risen from the position of the lowest slave to the highest position in the household. He had succeeded in winning the respect of Potiphar. He had been compelled to use all the powers he had, and had learned to use them for good.

How Joseph came to grief

How had things gone with Joseph in Potiphar's house? What was the principal drawback in his position? What power had Potiphar over him? It was in Potiphar's power to humiliate him, to have him whipped, to sell him, even to take his life. Besides Potiphar, whom would he have to obey? Potiphar's wife and children. Suppose Potiphar's wife should order him to do something he thought was wrong, what would Joseph do? If he refused, what would happen? Who would have to administer this punishment? What would Potiphar want to know before he did this? What would Potiphar's wife say? What would Joseph say? Which statement must Potiphar accept? So Joseph was thrown into prison. Who knew of Joseph's innocence? Potiphar's wife, but she lied; Joseph himself, but was not believed; God, but he allowed him to suffer.

Where do you suppose the prison was? In a castle under Potiphar's authority where the king's prisoners were detained. What reason have you for thinking that the keeper of the prison knew Joseph? Which had probably held the higher position? When Joseph was brought to prison what would the keeper want to know? What would Joseph tell him? Which story would the keeper be likely to believe? As an inferior he would be likely to know his superiors well; he knew Joseph's career; he also knew the reputation of Poti-

phar's wife among the servants. What effect would this have on the keeper's reception and treatment of Joseph? How could he make prison life more pleasant and easy for Joseph? Picture Joseph's life; the amount of liberty he was allowed; his duties in receiving and dismissing the prisoners. What stories would the new prisoners tell Joseph when they came in? What would they say about being sent to prison? Why would Joseph be likely to know whether or not they were wrongly sentenced? He was a judge of men. They were servants of other prominent families whom Joseph had probably known or members of Potiphar's household who had probably been under his supervision. Let us see how Joseph interpreted the dreams of two of the prisoners. It was the custom in Egypt, and is still customary in monarchies, for the Pharaoh, on his birthday, to settle the cases of certain prisoners, freeing some and having others executed. What effect would the approach of Pharaoh's birthday have upon the prisoners? What would they think about during the day? What effect would this have upon their sleep? What kind of dreams would the guilty ones probably have? The innocent ones? One prisoner had this dream. Read or tell the butler's dream. How would you interpret the dream? One had this dream. Read or tell the baker's dream. Interpret this. Let us see how Joseph interpreted these dreams. Read or tell Joseph's interpretation. What would he then ask of the butler? What advantage did Joseph have over

us in interpreting the dreams? He knew the men and their standing in the community. Read or tell the fate of the butler and the baker.

How Joseph was released from prison and became Pharaoh's chief counselor

How do you think the power wielded by a Pharaoh differed from that wielded by our President? What effect would that have upon people's conduct before him? How would officials, perhaps even high ones, gain audience with him? What things would they talk about? How would the conversations begin? Why would the butler need to be particularly careful for his own sake? For Joseph's sake? What then would he have to do? Why would Joseph nevertheless think much about the butler?

Find from your geographies what the crops of Egypt are, and their size. Find the amount of rainfall. How do you account for the fertility? After suggestions are made, read in the geography. The Nile is sometimes pictured as a god with a great horn out of which he pours many kinds of fruits. Explain it. In what sense does Egypt herself rise out of the Nile? How would the crops differ from year to year? What experience had Joseph probably had with crop-growing and crop failures? How do you suppose Joseph managed so that Potiphar was just as happy and prosperous during the seasons when crops were lean as when they were fat? How could he be even more prosperous during the lean

years? Why were not all estates managed that way? Why should such matters as these in Egypt concern Pharaoh?

About two years after Joseph interpreted the butler's dream, Pharaoh had two dreams which troubled him much. Why would dreams trouble a man more then than they would now? This was the first dream. Tell or read Genesis 41, 1–4. And the second dream: Genesis 41, 5–7. Why would these dreams trouble Pharaoh? How would he go about it to have them explained? Tell what you think the butler sees, thinks, and does. He sees the king's gayly dressed messengers ride forth on their fine steeds; sees the great priests and magicians drive up to the palace in their splendid equipages, stay a while, and drive away with downcast attitudes; he sees the king's countenance change and all seems to go wrong about the palace; the king is sorely troubled. Why could the butler venture to speak? How would he do it? What would he tell Pharaoh?

Tell what you think would happen. The messenger would hasten; Joseph would be summoned. How would Joseph prepare? How would he be taken before Pharaoh? What would Pharaoh say to him? Read or tell Genesis 41, 15–24. How would you interpret the dreams? Read or tell Genesis 41, 25–31. What reason would he give Pharaoh for there being two dreams about the same thing? What would Pharaoh think of the interpretation? What should Pharaoh do about

the matter? This is what Joseph said to Pharaoh. Read or tell Genesis 41, 32–36.

Why would this be a very difficult task? It doubled the tax; people generally would not believe; they would prefer to use their wealth as it came. What experience had Joseph had that would make him a good man for this position in Potiphar's house? In the prison? In what ways might both of these make it difficult? Why would no one else be likely to do this work so well as Joseph? What did Pharaoh probably know about Joseph? What could Potiphar tell him? Genesis 39, 5–6. This is what the king said. Read or tell Genesis 41, 37–44.

Let us think what changes came to Joseph on that memorable day: —

Morning	*Evening*
Prisoner	Prime Minister
In a bare prison cell	In a sumptuous royal chamber
Poor	The richest man in Egypt
Honored by none	All bowed before him
A slave	A ruler next to Pharaoh

Why might he easily think he was dreaming? What were some of the things in Joseph's life that must have troubled him? The enmity of his brothers; his being sold; his being falsely accused; his being thrown into prison and his being forgotten there. What benefits could he now see in all of these? What things did he have to be thankful for during all these years? What would Joseph have said that day thirteen years before, when going over the fields to his brothers, if some

divine messenger in human form had asked him how he would like to become prime minister of Egypt? If the messenger had told him all he would have to suffer? What would Joseph think about it now? "My ways are not thy ways." What has he learned to help make and keep him a great man? To work hard for the prosperity and honor of others; to be humble and self-sacrificing; to be strictly truthful and honest; to know and to be able to manage difficult people and properties; to have faith in God. What were the dangers in his new position? What were the main things that he would say in his evening prayer about the past? About the future? What should he do about Potiphar and his wife?

What would be Joseph's work for the next seven years? What assistance would he need? What complaints would there be? What effect would they have on Joseph? Read or tell Genesis 41, 46–49. How would Joseph's work change after the seven years? What would he have to know in order to make the grain last? What records would have to be kept? Read or tell Genesis 41, 53–57.

How Joseph's dreams came true

To what extent had Joseph's own dreams been realized? What then have we still to find out? What reason is there for thinking that it would soon be fulfilled? Who would go into Egypt for grain? Why not all of the brothers? What are the chances that the

brothers and Joseph would recognize each other? Joseph may have been expecting them; he would know the faces, the dress, and the language. They thought that Joseph was either dead or a slave; they would not suspect that this highest official could be he; his dress and language would be strange and the more than twenty years would change him much more than it would them. What would the brothers do as they were brought before the mighty prince? Read or tell Genesis 42, 1–6.

How do you think Joseph should act toward the brothers? From the discussion that should follow this question, it is probable that three lines of action on the part of Joseph would be urged by the children with arguments for and against each. One way would be to say at once that he was Joseph; the brothers would be frightened and he could avenge himself and mete out the appropriate punishment of imprisonment and slavery. This would be petty, vindictive, and wicked. "Vengeance is mine," saith the Lord. What does that mean? What if the brothers had grown better; had become good men? What do you think of Joseph, as we now know him, doing that? Another way might be for Joseph to tell who he was, assure them of his forgiveness, because they probably thought they were justified, and because God had prospered him so greatly. The brothers might have been so put to shame that they would become upright and true. Or, Joseph might have waited until he found out what

kind of men they were and have acted toward them accordingly.

Which of these ways would be the best? Joseph decided on the last. What then was his problem? What was his last experience with them? How could he make them think about that? What would they think about being suspected, treated harshly, and imprisoned, in the land where Joseph was a slave? How could he tell what they were thinking?

Joseph accused them of being spies. Why should Egypt be especially particular about spies at that time? How would the brothers try to prove they were not spies? How could Joseph find out if what they said was true? Read or tell Genesis 42, 7–15. How could he be sure they would return with Benjamin? Read or tell Genesis 42, 16–17. What would the brothers think over in prison? What better plan can you suggest for getting Benjamin? Genesis 42, 18–20. Why would the brothers feel free to talk among themselves before Joseph? What would they say about the reason for all this trouble? What would Reuben especially say? What did they have to trouble them about Simeon? About Benjamin? About Jacob? About themselves? Read or tell Genesis 42, 21–28. Why could Joseph not accept his brothers' money? Why could he not refuse it?

What would the brothers tell Jacob on their return home? What would Jacob say about it? What would Jacob have to do in the end? Why should he have

sent him at once? What do you think of Jacob's action in the matter? What all would the brothers take with them? Read or tell Genesis 42, 29–38, and Genesis 43, 1–17. When they heard that they were to dine at the palace why would the brothers be uncomfortable? Read or tell Genesis 43, 18–34, and Genesis 44, 1–12. Why did the brothers make such a proposition? Why had Joseph had such a thing done? Why were the servants ordered to begin the search with the oldest? What would the brothers do when the cup is found? Read or tell Genesis 44, 13–15. Who was Jacob's favorite? What was the danger about the birthright? Why, then, did the brothers not consider this a good opportunity to get rid of Benjamin? What arguments could they have given for forsaking Benjamin? What good could the brothers do by returning? What did the return of all the brothers show Joseph? Genesis 44, 16. What would Joseph say about such a proposition? Genesis 44, 17. What would Judah say to the great prince? Read or tell Genesis 44, 18–34.

What had the test shown Joseph about the brothers? What should he do? Read or tell Genesis 45, 1–3. What effect would that have on the brothers? Why were their fears unnecessary? How could Joseph reassure them? How could he see his father? What would Pharaoh say to that? Read or tell what presents and messages he sent and how they all came and were cared for in a princely way by Joseph.

CHAPTER III

PRINCIPLES OF METHOD INVOLVED IN TEACHING STORIES

It is impossible for any large body of students of education to see a single actual recitation in such a way as to have detailed concrete material for discussion. While the studies in this volume are not stenographic reports, they are very largely the identical questions that have been repeatedly used in actual recitations, the responses of the children being omitted. Such a rich body of concrete material as this, therefore, offers an unusual opportunity for the discussion of the specific principles of method involved in teaching stories.

While it is probably true that all of the theory of teaching is involved in some way in every recitation in every subject, certain principles may be much more obviously involved in teaching stories than in teaching arithmetic; and certain principles may be so involved in one story lesson as to control the entire discussion of it, while another lesson may be controlled by quite different principles.

The questions in this chapter are presented for the purpose of centering the attention of students upon the principles mainly involved in these studies, and for the purpose of increasing the practical efficiency and critical powers of such students.

How to determine the relative values of teaching and of telling stories

What effects would be lost if a teacher should first tell a story, for example, *The Three Billy-Goats Gruff*, and then put the questions indicated in the present study? If she wished to tell the story and still get some of these effects, what thought questions could she ask? If you should choose to tell any of these stories, what further instruction would you base on them? Write out some of the best questions you would use. What thinking do they require? How do your questions compare in number and interest with those in the study given here? Which treatment seems to "analyze the story to death"? Which seems to build it up naturally and with the forward look? What relation to teaching and telling have the two forms of questions, *What did he do?* and, *What would he [be likely to] do?*

What dangers must a teacher who is an excellent story-teller guard against? What opportunities do the studies in this volume leave her for the use of this skill?

What difference would it make in the value of these studies to give the information embodied in them before the questions, instead of having the questions precede the information: as, for example, reading about Hiawatha's cradle before asking the questions? Why is it often necessary to give quite a little information before asking any questions? For example, the information about Robinson Crusoe's family in the sec-

ond paragraph of the first study. Why is this not necessary in the first paragraph of the first study in the story of *Joseph?* Select several questions from *Robinson Crusoe, The Iliad,* or *Joseph,* the children's answers to which furnish the basis for new thought questions.

Select several places in the story of *Ab* where children are given opportunity to use their own experiences and ideas in building up the story. Which, teaching or telling, gives the greater usability to the children's ideas? Which involves the consideration of the greater number of ideas? Which involves the greater number of associations? In which case would the story be the better retained? What habits does each tend to develop?

Why would a child have a keener interest in hearing Joseph's interpretation of Pharaoh's dreams after having tried to interpret them himself? What effect would such a procedure have upon his memory of that part of the story?

Point out why the story of *Joseph,* taught as in these studies, would make a stronger ethical appeal than when told — as is so generally done. Show how the teaching of *How Robinson Crusoe built a boat* would give a deeper insight into the story, and result in better moral training, than would be the case if the story were told or read.

Why does teaching a story take so much more time than telling it? How can you justify such a use of the time?

How determine the value of questions

How does thinking differ from mere guessing? What is the difference between a thought question and a question that leads only to guessing? Of which class is "*Just how do you think she* [*Eris*] *would make trouble?*" on page 118? Formulate some thought questions that might well be used in Cinderella, or some other fanciful story. Give parts that should not be questioned about, with your reasons.

What constitutes the difference in the value of two thought questions? Formulate or select four or five questions that would give the whole story of *Hiawatha's fasting.* Of what value are the additional questions in this story? Distinguish between large and small questions. Which are the large questions and what makes them large? Show how the failure to distinguish between these might be wasteful.

The story of *Joseph* as generally told begins with his dreams. In the present study over fifty questions precede the dreams while no questions at all are put on his trip to Dothan. Discuss the wisdom of this. In working over a story to teach, what distinction would you make between enriching the text and padding the story? Give illustrations. Why not ask the question, — *What are a lion's enemies?* at the beginning of the second part of *How a mouse saved a lion's life?* Why omit the story of Agamemnon's intended sacrifice of Iphigenia in the introductory studies of *The Iliad?*

Select another fable similar to *The Lion and the Mouse* and make a plan to teach it. Have another teacher criticize it. Select a short story not known by your fellow teacher and see if you can build it up in her mind by thought questions. Do not let her answer until all your questions are put, then let her tell the story as built up in her mind.

Select from any of the studies several questions that seem to you strong thought questions and show just what thinking is involved. Show what demands each one necessarily makes on the memory.

How to deal with children's answers

Give all the reasonable answers you can that might be expected to the question, "*How could he* [*Ulysses*] *avoid keeping his agreement?*" on page 121.

The following is a report of a discussion by a group of children, of the question, *How could he* [*the messenger*] *find out if he* [*Ulysses*] *were really insane?* on page 121?

"He might set fire to Ulysses' house."
"He might ask Penelope."
"Penelope would not tell."
"Maybe she did not know."
"If she did know Ulysses was pretending she would not tell."
"If she did not know she also would think him crazy."
"He might give Ulysses some medicine."
"Why would he do that?"
"Some medicine to cure him from being insane."
"He might steal Ulysses' baby and pretend to run away with it."

Which of these answers are reasonable? How do they differ from mere guesses? Not one is the answer given in the story; what then constitutes their value? What should the teacher do with such incorrect answers?

Collect answers given by your pupils that are not correct according to the story, yet that you consider more profitable than correct answers given in response to memory questions. Show in what ways these may be more creditable to both pupil and teacher.

How secure effectiveness in aims and summaries

To what extent can any one work or think profitably without a definite aim or problem or purpose? Select at least three places in *The Iliad*, where children state their own aims. Indicate places where they could be easily led to do this in *Joseph;* in *Robinson Crusoe.* Why would children be more likely to state the new problems themselves, and to raise questions in *The Iliad* or *Joseph* than in *Robin Hood?* Formulate aims for the various studies in *Hiawatha*, where no aims are stated, that you think would add to their effectiveness. Select five or six of the best lesson problems or aims in these studies. Select an equal number that do not seem so strong.

To what extent do you think the aims stated are not genuine problems of the children? Why is it more difficult to discover aims that arise out of the children's immediate needs in story lessons than it is in arithmetic or composition lessons? If you believe that chil-

dren should feel a need for all lessons, how can you justify the use of stories in school?

Find several instances in these studies in which the final question is practically the same as the aim, for example, in the first study in *Joseph.* Why is this valuable? Find several instances in which the final question or questions require a retelling of the story from a new point of view, for example, the last question in *How a mouse saved a lion's life;* or "*What pictures does this story make you see?*" in the second study in *Ab.* In what way is this a more valuable kind of summary? Find several instances in which the question or questions in summary require a knowledge of the facts not only of that study but also of preceding studies, for example, *How was Hiawatha's house better than Ab's?* in the third study in *Ab.* Find instances in which a question in the first paragraph of a study requires a review of some previous study, for example, *To what extent had Joseph's own dreams been realized?* in the last study in *Joseph;* or, *Why did the Sheriff wish to capture Robin Hood?* in the third study in *Robin Hood.* What additional drill is needed?

What opportunities are there in other school work to use these stories in a natural way? See the suggestions at the close of the studies in *Ab.* Why is this better than unmotivated repetition?

Formulate the principles of method involved in teaching stories. To what extent does your formulation agree with that of your colleagues?

CHAPTER IV

THE QUESTION AS A FACTOR IN TEACHING OTHER SUBJECTS

It should be evident from the foregoing discussions, in so far as the teaching of stories is concerned, that it is possible and desirable for pupils to spend their time in constructive thinking directed toward a definite and desired end; that the chief instrument in accomplishing this is the problem or thought question; and that by this means tremendous improvement in teaching is possible. It may be seriously questioned whether the telling of stories by teachers at all as generally practiced is time most profitably spent; or, indeed, the telling of any large amount of material in a single lesson or day unless it is for some purpose conscious and genuine to the students or pupils and not purely academic. It remains to demonstrate the fact that what has been urged concerning thought questions in the teaching of stories applies with equal force to other school subjects.

The prevalent textbook method of teaching geography, history, arithmetic, art, manual training, and domestic science, in fact all school subjects, does not differ essentially from telling. The mental attitude is relatively passive, receptive, *memoriter*, rather than aggressive, constructive, thoughtful. It is, of course,

admitted that children taught by the text-book and memory-question method, and students subjected to lecture and quiz and formal laboratory exercises, may do some thinking; the amount depending upon the natural aptitude and bent of the student. He may even be told to use his head, to think; but while the teacher thus shows his knowledge of what the student should do, he does not, as a rule, make it his business to present the material in such a way as to increase the tendency and tax the power to think. He raises few if any thought-provoking questions, does not break the subject-matter up into the problems naturally involved, is even impatient of questions raised by the child or student. Too often the child with initiative and individuality is considered slow and troublesome, while the child that remembers and is able to give back the text or lecture is considered the satisfactory pupil. In this way the natural curiosity and inquisitiveness of the child is deadened in so far as school work is concerned.

While the material of other subjects is not a story, it is a connected account of facts and inferences that are or ought to be natural, reasonable, and logical. It should be even more easy to find situations in these fields that would furnish occasions for thinking by children. It remains only for the teacher to select suitable material, see that it is broken up into the problems naturally involved, and allow the children to consider them.

These subjects are the very ones that abound in causal relationships, are rich in problem situations, rich in opportunities for thinking, and yet taught as a rule descriptively by textbook and lecture. They are, in general practice, considered as composed of so many facts to be absorbed, poured in, or hammered in, and remembered. If, instead, these facts of history, geography, nature, and the rest were considered as data, or surface symptoms, valuable only as they enable one to infer and evaluate the motives, aspirations, and purposes behind them in history; the causal relations, social, commercial, and economic influences growing out of them or revealed by them in geography and nature; it could be easily seen how rich they are in problems and opportunities for interesting, profitable, and delightful thought work by children.

As in the case of teaching stories, so it should be in the teaching of all subjects that have thought material in them. They should be taught by the use of the thought question in proportion to the opportunities afforded. The same rules of procedure hold and the same dangers exist. All advance in thought must begin with the experiences and ideas of the thinker. Questions and problems must be based on these. Many possible solutions follow a good problem. Many solutions exist for most of our own practical problems and it is often puzzling to select. Mistakes are often made and problems are usually settled by convention rather than by reason, because it is not our habit to think.

Children may arrive at a conclusion contrary to fact. This would not only serve to impress the fact, but might easily show the reason or lack of reason back of it. A fact as such, a date or a boundary for instance, can seldom be profitably thought out. It should be told when needed, and it will be remembered and will be considered important and significant, in proportion to the number of vital problems it assists in solving.

In discussing a problem it is the work of the teacher to keep the question before the class and keep the discussion to the point. Her work in preparation is to select vital, fruitful problems.

The practical possibility of the use of the thought question or problem in leading children to do aggressive, constructive thinking should be fairly obvious from the following studies. In order to emphasize the wide discrepancy between such theory and present practice several of these studies are contrasted with actual lessons, prepared and taught by regular teachers on the same topic, which represent ordinary or better than ordinary school work.

It is an easy matter to talk about the importance of questioning; it is not an easy matter, however, actually to formulate good questions. This is obvious to any one who seriously undertakes it. It is rarely, if ever, well done if left to the inspiration of the moment. Skill in such work is a matter of slow growth. First attempts may easily make the whole matter seem

ridiculous, yet the chances are that, other things being equal, a teacher will gain better results through these efforts than by routine memory work. She will have a task also of ever-increasing interest. Unless the instruction of the day in the various subjects is dominated by the thought question or problem, the value of the day's work is certainly open to question.

HISTORY

(Grade IV)

Subject — The Pilgrims.
General aim — To learn about the Pilgrims.
Specific aim — To learn why the Pilgrims left their homes and came to America.
Presentation.
Why did the Pilgrims leave England?
To what place did they go?
What was the cause of their discontent in this place?
What good things had they heard about America?
Now the Pilgrims, with their leader, sailed for England and then for America. Who was their leader?
About how many Pilgrims were there who sailed? In what boat did they sail?
What kind of a journey did they have across the Atlantic?
Where did they land? Tell me about the harbor. Before they landed what did they do that was very important?
Whom did they choose for governor?
Why is it necessary to have a governor?

The above is a lesson plan prepared by a regular teacher of the fourth grade, and is typical of the usual treatment of history topics. Judging from the questions asked, what work had been done by the children, or by the teacher and children, previous to this les-

son? What thinking is demanded by the questions? How much teaching is implied in the lesson?

Let us consider the possibilities of improvement. What would be your aim in teaching fourth grade children the story of the Pilgrims? How would this determine your selection of facts? Why might the facts alone as presented by a school text not accomplish this aim? What experiences have ten-year-old children had which they could use in building up these new and far-away ideas? The original trouble which the Pilgrims had largely concerned forms of church worship, and the obligation to support a church the forms of which they did not approve. What church forms would be represented in an ordinary class in public school to-day? What could the children tell about the differences in form between the Catholic and the Friends Church? Between the Episcopal, the Hebrew and the Baptist or Methodist? Some people to-day prefer one form and some another, but what would they say if they were compelled to pay a certain amount of money for the support of one they did not approve, when they were at the same time helping support the church of their choice? Suppose they refused to do this and were cast into prison? Suppose a religious gathering of your own friends in your own home was broken up and some sent to prison?

What ideas have children which would help them to understand the sacrifice of leaving one's own country permanently? Imagine a group of people talking

about doing this, What would they say about home? Friends? Relatives? School? Language? Customs? Good opportunities to make a living? Dangers and discomforts of travel?

Why, after all, did only a few of those oppressed leave England at first? How would the Pilgrims' difficulties compare with those of a Russian or Italian family coming to the United States to-day? In what ways is the latter much easier? How much could the children find out concerning an ocean vessel to-day, from descriptive folders, about size, number of passengers carried, sleeping quarters, amount and kinds of food carried, ice, coal, cooking and heating apparatus, length of time for a trip, etc.? What conclusions would they reach in comparing this with the Mayflower?

What is the value of discussing such details? How does it enrich our ideas about the Pilgrim father and mother? How does it make us appreciate even their intolerance when they were established in America? Why do such details as those suggested above make unnecessary such memory questions as: "To what place did they go?" "About how many Pilgrims sailed?" "In what boat?" etc. How could you justify omitting entirely from fourth grade work the trip to Holland and the sojourn there?

Make a complete plan for teaching the history lesson as suggested above, formulating all your large questions. After teaching the lesson criticize your results on the basis of the children's interest; their desire

to know more history; their knowledge of necessary historical facts. Criticize your results on the basis of the children's mental activity, whether receptive or aggressive; as to the amount and quality of actual thinking. To what extent was your success due to richer material? To what extent was it due to the use of thought questions?

COMPOSITION

(Grade IV or V)

These two lessons are based on the story of the wedding of Allan-a-Dale in *Robin Hood*. They assume that the story has been taught.

I

According to ordinary practice the teacher would ask several children to repeat the story, possibly asking some memory questions about it and inserting omissions; put the title and possibly an outline of the story upon the blackboard; give the children paper and pens and direct them to write the story.

II

Using thought questions the lesson might proceed as follows: —

Which people in the story might sometime wish to tell this tale? To whom would each one tell it? The Bishop might report to a higher authority or tell the story to some of his brethren; Ellen might explain to her friends how she came to marry Allan after all;

Robin Hood might entertain King Richard with the tale; Allan-a-Dale might put it into a ballad to sing; etc. Why would one scarcely recognize the story if the old Norman knight had to explain why he had not married?

Suppose the Bishop decides to report the case in writing to the Archbishop at once. How do you think he would be feeling about it? If he were angry how would he wish to influence the Archbishop? What points in the story, then, would he emphasize? The rights of the Norman knight; Robin Hood's strength and his lack of respect for the law, the church, and the Bishop. What parts of the story would he leave out? The age and infirmity of the Norman; the youth and beauty of Ellen and her promise to Allan. What sort of words would the Bishop choose for his report to the Archbishop? How might he begin the report? "Most Reverend Sir," or "To His Grace, the Archbishop, Greetings!" Why would such a report be brief? Give the report as you think he wrote it.

Suppose, instead, the Bishop told the story to some brethren long years afterward when Robin Hood had been pardoned by King Richard. Why might his feeling be different? What would his purpose be then? Entertain his friends. Why would this tale be longer than his report? In what respects would his language be different? What points in the story would he emphasize now? Absurd experience recalled; strangeness of the old dark church; his hope for relief through

music when the gay young harper sauntered in; odd appearance of the bridal party; Ellen's downcast looks, the quarrelsome old Norman, the few attendants; the change when Ellen recognized the harper; his own quick recognition of justice that made him marry the couple, etc. What points would he omit now? Tell the story as you think he told it. (Give opportunity for different members of the class to tell parts of this, and to discuss the effectiveness and suitability of one another's attempts.)

Let us now take the subject, "Ellen explains to her friends how she came to marry Allan." What parts of the story would she tell? Her feelings — great sadness, surprise, joy. What parts of the story would she probably forget? What parts might she never have known? Things which happened before she came to the church, her father's bargaining, etc. How would her language differ from that of the Bishop? Tell Ellen's story. (Have discussion as indicated above.)

This plan is sketchy and incomplete but it is sufficient to indicate that several valuable and interesting oral composition lessons might be based on the story, including one on ballad-making. This series of lessons could be followed by each child writing one paper, choosing his subject from those discussed in class or from a still different point of view.

Compare the two methods of procedure, I and II. Which one demands genuine composing? Reproduc-

tion? Constructive ideas? Mere memory? Which is more interesting? More stimulating? Which set of papers would be more interesting reading for the pupils? For the teacher?

Show how the method suggested in II would promote growth in composing through growth of vocabulary; selection of ideas for a definite purpose; ideas of suitability in speech and writing; ideas of making speech and writing effective. To what extent are these ideas, — choice of words, selection of ideas, suitability, and effectiveness, — the important ones in all composing? What would be the teacher's aim in plan I? What idea of composing was back of it?

In what sense was there genuine teaching of composition in II? To what extent was there any teaching of composition in I?

MANUAL TRAINING

(Grade VI)

The following is the report of the better of two lessons planned and taught for inspection by graduates of the teachers' course in a well-known polytechnic school: —

"We are going to make a post-card rack to-day, similar to this model, which I have made," the teacher said, holding the model up to view. "These are the pieces or parts of which it is composed," taking it apart, "and you can see by this how it is put together." The parts were re-assembled and the model set out in view of the class.

"I will make one for you and let you see how every part

is made so that there will be no difficulty. The drawings I have placed on the blackboard, giving the dimensions. You see there are four pieces, — two uprights, front and back, and two bases. The front upright is $3'' \times 5''$, the back is $3\frac{1}{2}'' \times 6''$ and the bases are each $1\frac{1}{8}'' \times 6''$ with $\frac{1}{4}''$ notches, $\frac{1}{2}''$ deep, $1''$ from each end. The upper corners are all rounded," and so on to the end, pointing to the working drawings on the blackboard, as he explained.

"This smaller piece is for the front. I place a dot in the middle of the top, so, $2\frac{1}{2}''$ from each side; likewise a dot on each side $2''$ from the bottom. These dots on the side I carefully connect with the dot at the top with a light line, so. Then I place the piece in the vise, so, and plane off the corners down to the line, with this plane," holding up the plane. "Be careful to drive the plane with the grain so as to make a smooth edge. It is necessary, therefore, to turn the piece in the vise before planing the other corners." The back and the two bases were made in a similar way with running comments as above.

"Now in order to make the rack prettier I will round off the upper corners. To get a good curve I will place this penny, so, and trace the curve. I use the plane as before to plane off the corners." The teacher then marked the ten upper corners and planed them all off. The model was then put together and held up to view. "Do you understand? Are there any questions now before you go to work?" *Boy.* "What is it to be used for?" *Teacher.* "To hold post cards. You will find the materials on your benches. You may go to work."

The above consumed about forty-five minutes. In the remaining forty-five minutes each boy made a fairly good rack. The teacher moved about and gave individual help.

It would be profitable at this point for the reader to make a note of what he considers the strong and

weak points in this lesson and, if he sees any faults, to reconstruct the lesson so as to make it more effective.

What mental activity would be stimulated by such a question as, — What can we make that would conveniently hold a collection of picture post cards? What would the boys suggest? It might be a sort of wall-pocket, the boy illustrating with his hands, with pieces of wood, or a rough sketch; it might be a box of the cigar-box type; it might be a box of the card catalogue type; it might be after the style of a desk book-rack, only smaller. These suggestions would probably provoke some intelligent discussion among the boys as to their relative appropriateness, attractiveness and difficulty in construction.

Since the last suggestion was the one actually used, let it be supposed to be arbitrarily or otherwise selected. What problem would follow? Shall it be made of a single base board with the uprights set in near the ends; with the uprights fastened to the base by glue, by hinges, or arranged to slide back and forth according to the number of cards; or shall it be with two small base pieces with uprights set in in this or that more or less simple way? Other and possibly better suggestions might well be expected from the boys.

Let it be supposed that, after discussion, the last suggestion has been chosen and the teacher has shown the material he has selected as perhaps the best avail-

able in the stock-room. What becomes the new problem? How long should the bases be? How far apart the notches for the uprights? What should be the relative size of the uprights? How may they be made attractive?

The foregoing are a few of the problems involved in the project. How would the use of such questions have affected the lesson? What changes in mental attitude would they have necessitated? How would the number and variety of mental images of card-racks entertained by the boys in the two lessons differ? What would they be doing with the images in the two cases? How would the two lessons differ in their effect on future taste? On initiative? On resourcefulness? On power of independent attack? On actual growth in skill in workmanship?

What connection can be traced between the type of teaching in the lesson reported and the fact that such a large proportion of workmen are more lacking in judgment than in skill? Which would be the greater handicap, lack of judgment or lack of skill? Which one is the more often neglected in teaching? How can you secure its development without the large use of thought questions? In the two methods of treatment here discussed, which do you think would yield the greater growth in skill?

What parallels can you draw between these lessons in manual training and the story lessons of chapter two? Between these and the construction work in the kin-

dergarten as you know it? Between these and laboratory work in the high school? Between these and college teaching as you know it?

READING

(Grade VIII)

The following is the first part of a plan for teaching *Julius Cæsar*, quoted from Parker's *Methods of Teaching in High Schools*, by permission of Ginn & Company, publishers. Its purpose is to state, (A) all the important facts of the lesson; and (B) the procedure, giving the main questions to be asked: —

A. I. Time and historical setting.
   1. 44 B.C. Based with remarkable faithfulness on Plutarch's narrative.
   2. The old Roman democracy was hopelessly broken down.
   3. Cæsar, the man of the hour, made himself master of the army and defeated his great rival, Pompey, in battle.
   4. Created dictator for life.
   5. Observed lenient policy toward enemies but many not grateful.

B. I. Time and historical setting.
   1. Give the date of the action of the drama.
   2. Describe the political situation at Rome.
   3. In the battle from which Cæsar had just returned, who were the contestants and what were the results?
   4. What was Cæsar's position in the states?
   5. What faction was forming against Cæsar?

What kind of questions are asked under B? What evidently has been required of the pupils before begin-

ning the reading of the play? What proportion of people generally precede the reading of one of Shakespeare's historical plays by reading from Plutarch? What proportion of high-school or eighth-grade teachers would do that if they were reading for pleasure rather than for school work? What is the ethical effect of telling children they should do what the teacher knows not one in twenty does or will do in actual life, and what she herself in all probability does not do except in preparation for teaching?

What probably was Shakespeare's main purpose in writing *Julius Cæsar?* Why did he use historical subjects for some of his plays? Why did he alter historical facts and modify old tales? Plays usually give the observer or reader a more or less complete story or episode. If the understanding of the story depends upon an historical setting, it is obvious that these facts of setting must be in the play. Does Shakespeare's *Julius Cæsar* contain all the historical setting necessary to an appreciation of the story and an understanding of the play? Why would it be much better training for students to find this setting in the play than to read about it or be told it beforehand and recite it from memory? Which way would have the better chance of being effective in later reading? When might one expect a pupil on his own initiative to read Plutarch's *Julius Cæsar?* Why not expect it of a whole class? Why not require it?

Then the teacher's problem for this part of the work

is: Can I direct the pupils' silent reading of the play by thought questions so that they will get the historical setting? So that they will feel the need of this as a part of the story? Criticize the following plan and compare it with the one quoted above, keeping these points in mind: —

A. I. Historical setting, from the first act.
1. Cæsar has succeeded the defeated Pompey as hero of the whole populace.
a. Scene 1. *2nd Citizen.* Indeed, sir, we make holiday, to see Cæsar, and to rejoice in his triumph."
b. Marullus's whole speech following, including
"Knew you not Pompey?" and
"And do you now cull out a holiday?
And do you now strew flowers in his way,
That comes in triumph over Pompey's blood?"
2. Cæsar has become more personally powerful than is consistent with old Roman ideals of freedom. He looks toward a kingship.
a. Scene 1. "*Flavius.* Who else would soar above the view of men,
And keep us all in servile fearfulness."
b. Scene 2. Manner of addressing Cæsar. "Here, my lord." "Peace, ho! Cæsar speaks." "Cæsar, my lord."
c. The two long speeches of Cassius to Brutus including, "I was born free as Cæsar; so were you"; and the tales of companionship. Also —
"What should be in that Cæsar?
Why should that name be sounded more than yours?"

"When could they say, till now, that talked of Rome,
That her wide walks encompassed but one man?"

d. Casca's tale about the offering of the crown.

3. A faction of Cæsar's former friends did not approve and were forming against him.

a. See Cassius' speeches above. Also from Scene 3.

b. "*Casca.* And I will set this foot of mine as far
As who goes farthest."

c. "*Cassius.* There's a bargain made.
Now know you, Casca, I have moved already
Some certain of the noblest minded Romans,
To undergo with me, an enterprise," etc.

B. Questions to get historical setting.

What reasons have you for thinking that this is an historical play from the title? From the list of characters? What reasons might there be for a conspiracy against Cæsar?

What historical facts are given in the first act? Why are the people having holiday? What reason does Marullus urge against this? Which stirs your sympathy, Marullus or the citizens? In what manner in scene two do the attendants address Cæsar? What does that indicate? Why should Brutus "fear the people choose Cæsar for their king"? How does the matter look to Flavius? What had been the relations between Cassius and Cæsar? How does Cassius compare Cæsar with Brutus? Why? Why does Cassius object to Cæsar being made king? How does Casca's tale about the crown affect the matter? What evidently has been the Roman ideal? What do you think Cæsar's former friends and companions propose to do about it? With what reason?

ARITHMETIC

(Grades VII or VIII)

An auto-truck factory wished to equip its salesmen with arguments that would increase the sales. How could a salesman induce merchants to change from wagons to auto-trucks? What would he have to know about each? Use blackboard and write as given by children.

1. The original cost of each.
2. The capacity of each.
3. Daily mileage.
4. Daily mileage loaded.
5. Number of ton-miles of work daily.
6. Cost of maintenance per day.
7. Cost of carrying one ton one mile.

The children may not give all of these at first; the others may be put on the blackboard as the idea is developed.

How can approximately reliable information be had on the above points, for example, mileage? How many days would you need to keep a record of distance traveled? How would you use these records to get a reliable daily mileage? What would you estimate it to be for one of your grocer's wagons? The following is a record of a one-horse wagon for eight days selected at random: 18, 24, 24, 26, 20, 23, 23, and 22 miles.

How would you expect a two-horse wagon to differ from that? A three-horse truck? Here are the records for a two-horse and a three-horse wagon for the same days. Why is it better to select the records at random?

Two-horse wagon: 24, 18, 18, 18, 20, 19, 20, and 23 miles.
Three-horse wagon: 20, 18, 16, 17, 19, 18, 16, and 20 miles.

Find the average daily mileage for each. How do you account for the difference? How do you think the average daily mileage of 1, 3, 5, and 10 ton auto-trucks would differ? Let us put them at 80, 60, 50, and 38 miles respectively. Encourage the children to look up the matter of accuracy in each case as a large part of our daily thinking is of this approximating type.

Let us place the capacities of all these different vehicles as follows: —

1 horse wagon, 1 ton.
2 horse wagon, 3 tons.
3 horse wagon, 5 tons.
1 ton truck.
3 ton truck.
5 ton truck.
10 ton truck.

Let some child look up the accuracy. How would the amount hauled vary in different parts of a city? In the soft roads of a village? What should we understand by capacity? Why is it difficult in most of such cases as the above to get any but approximate averages?

How can we get sufficiently reliable data under No. 4, the number of daily miles loaded?

Let us take the following figures: —

Wagons			*Auto-trucks*			
1 H.	2 H.	3 H.	1 T.	3 T.	5 T.	10 T.
11 mi.	10 mi.	8 mi.	40 mi.	30 mi.	25 mi.	19 mi.

A ten-ton truck traveled completely loaded from

A to B	3 mi. West	and	3 mi. North,	unloaded	6 tons.
B to C	2 mi. North	and	1 mi. East,	"	500 lbs.
C to D	2 mi. North	and	3½ mi. West,	"	700 lbs.
D to E	6½ mi. West	and	1½ mi. South,	"	1500 lbs.
E to F	1½ mi. South	and	1½ mi. East,	"	1300 lbs.
F to G	½ mi. East	and	3 mi. South,	"	2 tons.

and from

G back to A, 10 mi. East and 1 mi. South.

Seventh- and eighth-grade pupils may be able to attack this problem without the assistance of the questions that follow. How much was the load from A to B? From B to C? etc. What is the next problem? A ton-mile is the amount of work done in carrying one ton one mile. How many ton-miles of work was done from A to B? From B to C? etc. What was the total number of ton-miles done? Keep the answer. How could the trip have been planned to require less work?

Considering its maximum daily capacity at 190 ton-miles (verify this estimate later) what per cent of a full day's work was done? What was the cost per ton-mile that day? What business would be able to make a ton-mileage greater than 50 per cent of the actual mileage? For example, would it be above or below 50 per cent in each of the following cases: U.S. mail wagons in collecting mail, in transporting it between central post-office and railroad stations; baggage transfer wagons? What do you think of taking 50 per cent as the percentage to be expected as a rule?

How does the number of ton-miles compare with the

number of miles actually traveled? Find the percentage. How should this compare with the percentage found above?

Find the number of ton-miles of work a one-horse wagon will do a day according to our figures. A two-horse wagon. A three-horse wagon.

Let us make a form for tabulating the facts we are getting so as to make them easy to use: —

1 H.....
2 H.....
3 H.....
1 T.....
3 T.....
5 T.....
10 T.....

What columns do we need? Make six: 1. cost per day; 2. capacity; 3. daily mileage; 4. daily mileage loaded; 5. ton-mile; 6. cost per ton per mile. Fill out the table as far as we have the figures. (Columns 2, 3, 4, and 5 may be filled at once.) What ones remain? Which must be filled next?

What items go to make up the cost per day for horse-drawn vehicles?

First cost of horse.
First cost of wagon.
Housing.
Feed.
Driver.
Smithing.
Repairs.
Incidentals.
Depreciation (?).

Interest (?).
Tax (?).
Insurance (?).

Arrange these in the order of their probable amounts and for one-, two-, and three-horse wagons. Let the children determine the best form of tabulation.

Take these figures as a record for the month of August: —

	1 H.	*2 H.*	*3 H.*
Feed and stable	$30.	$50.	$80.
Driver	50.	50.	60.
Harness repairs	2.	3.	5.
Smithing	3.	6.	9.
Wagon repair	3.	5.	20.
One horse sick	..	10.	..
Incidentals	4.	7.	8.

Have pupils get estimates on these items from five or six men who ought to know. How should these varying estimates be used to get reliable figures? How do they compare with the above? Are the figures here given probably genuine? Why is the cost for two horses and three horses not twice and three times the cost for one? What is the daily cost for each of these wagons? Should one consider only the working days of the month? What days would the auto-maker consider? What difference would it make? How much would you add for the fact that the horses originally cost $200 each?

The following questions in this paragraph may be

too difficult for eighth-grade pupils. How would you use the fact that the horses were bought when five years old and sold for $100 each when fifteen years old? How would you find out the chance that one or more of them would die in that time? How use this probability? What would the tax and insurance amount to? Would you use insurance and probability of sickness and death as a part of the daily cost? Find depreciation and interest for a month and use it in the above list.

Using the items so far determined, find the daily cost for a one-, two-, and three-horse wagon. How can one tell when he has the correct answer?

Now how can you find the cost of carrying one ton one mile, a ton-mile, by each wagon? Why might it be necessary for a grocer to have three one-horse wagons instead of one three-horse truck?

Auto Truck

	1. Cost per day	*2. Tons carried*	*3. Miles per day*	*4. Miles per day loaded*	*5. Ton-miles*	*6. Cost of 1 ton 1 mile*
1 T.		1 T.	80			
3 T.		3 T.	60			
5 T.		5 T.	50			
10 T.		10 T.	38			

Fill in columns four and five. Which one has to be filled next? What do we have to know before we can find the cost per day of each? What items are lacking in the following list?

	1 T.	3 T.	5 T.	10 T.
Garage	$25.	$30.	$30.	$35.
Chauffeur	75.	75.	80.	80.
Gasoline	35.	80.	100.	150.
Tires (wear)	28.	30.	40.	50.
Repairs	20.	20.	30.	35.

Let children have these figures checked up by practical auto-owners and use them as in the case of wagons.

From an auto-truck catalogue decide upon the initial cost of the above trucks. How much would that add to each of the above columns of estimates? It is obvious that the capital invested in the trucks ($1000, $2000, or $3500) is costing the owners interest at the rate of probably six per cent or more. How much would that be per month for each of the trucks? What insurance would be desirable? How much would the insurance amount to per month? How much would the monthly depreciation be? How would you find the depreciation? There may be other expenses necessary to consider. When the list is complete finish the table by finding the daily cost of each type of truck and the cost of carrying one ton one mile in each.

List the points or arguments that an auto-truck salesman could make toward inducing your grocer to invest in one or more automobiles of appropriate type.

To what extent may this be considered arithmetic? How do the problems compare with seventh and eighth

grade text problems in difficulty? In disciplinary value? In influence on children's everyday use of arithmetic? In increasing children's practical accuracy in figures? In the amount of information gained by the pupils? In the desire of the children to get the correct answer? In their interest in the answer itself after getting it? To what extent is such interest desirable?

How do examples found in most texts differ from these? What distinction do you make between examples and problems? Indicate the questions in this study that are pure memory questions. Select any of the others and indicate what demands they make on the memory. Select some that make no such demands. What mental processes are involved in solving examples according to rule? Select the questions in this study that seem to require genuine thinking.

To what extent is this study based upon a problem personal to the children? Genuine to any one? To what extent does the problem lie within children's experience? Within their interests? How does it compare in apparent genuineness with those found in their textbooks? How do these facts affect the value of such work as this? What objections would you urge against making all arithmetic work of this type?

How does the investigation or research required by this study differ from that made by the historian? By the sociologist? By the economist?