

**A LANGUAGE
SERIES, BOOK ONE**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649042951

A Language Series, Book One by Robert C. Metcalf & Augustine L. Rafter

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

ROBERT C. METCALF & AUGUSTINE L. RAFTER

**A LANGUAGE
SERIES, BOOK ONE**

A
LANGUAGE SERIES

BOOK ONE

BY

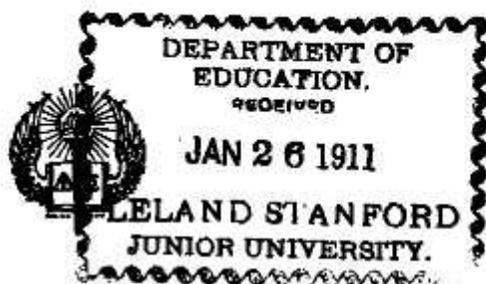
ROBERT C. METCALF, D.LITT.

EX-SUPERVISOR OF SCHOOLS, BOSTON, MASS.

AND

AUGUSTINE L. RAFTER, A.M.

ASSISTANT SUPERINTENDENT OF SCHOOLS, BOSTON, MASS.



NEW YORK.. CINCINNATI.. CHICAGO
AMERICAN BOOK COMPANY

599731

C
COPYRIGHT, 1910, BY
AMERICAN BOOK COMPANY.

ENTERED AT STATIONERS' HALL, LONDON.

M.-E. LANG. SER. BK. I.

W. P. 2

PREFACE

At the beginning of their school life, children have more or less ability to tell what they know. The English that they use in talking may not be very good, and usually they are not able to write it at all. During the first three years at school, however, they improve in speech, and learn also how to express their thoughts, in a simple way, in writing.

During this period of the child's life, a large proportion of time should be, and usually is, given to cultivating the power of observation by the study of plants, animals, and other natural objects that may be obtained in the vicinity of the school.

It is not to be expected or desired that this form of study should be methodical or thorough, but it should serve the purpose of leading the child to acquire a store of varied information for more careful study in the near future. It is agreed generally that the systematic study of the English language should begin in the fourth year of the pupil's school life, and for many reasons it is thought desirable that children should be provided at this time with a well-graded textbook in English. The main objects that have been kept in mind in the preparation of this series are :—

1. A presentation of the subject matter that will lead the pupil to express his thoughts spontaneously and with some degree of accuracy.

2. The exposition of a plan for a careful and somewhat thorough study of familiar objects.

3. A closer and more systematic correlation of observation and expression.

A reference to the table of contents will disclose the manner in which the aims thus indicated have been carried out. It is not to be assumed that the child at this period possesses a very large fund of knowledge; therefore, to the end that his knowledge may be increased, lessons on subjects suitable to his understanding are supplied in the form of pictures, such natural objects as can be obtained easily, and interesting stories and poems. Interspersed among lessons of this character are exercises for the purpose of fixing in the mind of the pupil *correct language forms*.

The order of presentation of a lesson is as follows: —

1. Furnishing the pupil with the means for acquiring correct information.

2. Skillful questioning of the pupil for the purpose of arranging properly and crystallizing this information in the mind.

3. Requiring of the pupil natural and orderly oral and written expression.

It is a truism, but worthy of note, that oral reading of choice selections from suitable literature is a powerful aid in the language work of a schoolroom, because it accustoms the ear to the sound of good English, and thus fosters its use in the speech of the pupils.

In courses of study in English, grade teachers often are advised to give frequent dictation exercises and to require the pupils to commit to memory a number of poems; but in the multiplied duties of any grade, a teacher has little

leisure to compose and to write upon the blackboard suitable dictation exercises, or to search through one or two volumes for a particular poem and then to spend time in copying it.

It is one of the purposes of this series to free the teachers, as far as possible, from unnecessary, uneconomic copying, thereby allowing them the maximum amount of time to devote to their pupils.

Book One is designed for use in the fourth, fifth, and sixth years of the elementary schools. The authors, in the preparation of this series, have had before them the new course in English, prepared under the direction of the Board of Superintendents of the City of Boston, by a committee consisting of an assistant superintendent, principals of districts, a Boston Normal School teacher, and teachers from each of the grades.

Some of the ablest teachers of English have tested the lessons of this series in their classrooms, a fact that may justify the claim that the lessons have been standardized, and that they are suitable for the grades for which they are intended.

Acknowledgment for permission to use copyrighted material is hereby made to: Mrs. B. Ellen Burke for the poem entitled *Our Flag*; Martha H. Cochran for *The Chickadee*, by Sidney Dayre; Henry Holt and Company and Miss Mary Sibley Finch for the poem called *The Blue and the Gray*, by Francis Miles Finch; Lothrop, Lee and Shepard Company for the story of Arachne, from Bulfinch's *Age of Fable*, edited by Edward Everett Hale; and the Whittaker and Ray-Wiggin Company for *Peace*, from the complete poems of Joaquin Miller. The

selections by John Burroughs, Henry Wadsworth Longfellow, Edward Rowland Sill, Harriet Beecher Stowe, and Charles Dudley Warner are used by permission of, and by special arrangement with, Houghton Mifflin Company, authorized publishers of their works.

CONTENTS

LESSON	PAGE
1. Picture Study — Observation and Oral Practice	13
2. The Squash — Observation and Oral Practice	14
3. The Squash (<i>continued</i>) — Observation and Oral Practice	15
4. The Sentence	16
5. Capital Letters	17
6. Visit to a Sick Friend — Oral Expression of an Experience	18
7. <i>You Were, not You Was</i> — Correct Language Form	20
8. Sentences that ask Questions	19
9. Picture Study — Observation and Conversation	21
10. The North Wind and the Sun — Oral and Written Work	23
11. The North Wind and the Sun (<i>continued</i>) — Dramatization	24
12. October's Party — A Poem for Reading and Conversation	26
13. <i>Set and Sit</i> — Correct Language Form	28
14. Sentences that Command	29
15. Vowels and Syllables — Diacritical Marks	30
16. The Olive Tree and the Fig Tree — Titles	32
17. Ownership or Possession	33
18. Review	34
19. Abbreviations	35
20. <i>I Wish, not I Wisht</i> — Correct Language Form	36
21. Picture Study — Oral Practice	37
22. <i>Sayed by a Spider</i> — Oral and Written Reproduction	39
23. Quotations	40
24. <i>Ought and Ought Not</i> — Correct Language Form	42
25. Capitals	43
26. Letter Writing	44
27. Homonyms	50
28. The Artist's Cats — Oral and Written Reproduction	51
29. The Christmas Tree — Study of a Poem	52
30. Picture Study — Oral and Written Practices	53
31. Sentences that Exclaim	55
32. Review	56
33. The Hyphen — Compound Words	57
34. Commas in Direct Address	59