

GUIDE BOOKS TO LITERATURE

Engleman and McTurnan

JUNIOR HIGH SCHOOL
Book One

Book One



*"All of Life and Literature lie buried within
the pages of a printed book."*

GUIDE BOOKS TO LITERATURE

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JUNIOR HIGH SCHOOL BOOK ONE

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TEACHERS' FOREWORD

THE Junior High School opens new doors of opportunity. This is particularly true in the field of Literature. If the pupil has had the right kind of training, he is now able to secure thought quickly and accurately from the printed pages—the *first objective* in reading. The aim and purpose of this book is to discover to boys and girls the joy of reading—the *second objective*.

It is generally agreed that we get the greatest good from reading when we read voluntarily—"required reading" may inform but it does not *educate* in the largest sense. In order for us to find pleasure in reading, the material must be not only *good literature*—it must be *interesting*. There must be that appeal to the imagination which grips and holds our attention by the sheer joy of reading. This has been kept constantly in mind in organizing the material for this book. While it contains many of the indispensable classics that are, and should be, the heritage of each succeeding generation, there is an unusually large amount of fresh material that opens new windows that look upon thrilling scenes of adventure, achievement and heroism.

Attention is called to the wide variety of the selections—in subject matter, in length, in literary form, in appeal to the imagination and in ethical content. Infinite variety is a great stimulant to interest. Many of the shorter selections are included not as "lessons" to be studied but for the tonic of their pointed message. Another unique quality of the book is the new emphasis it lays on ethical teaching. It has been widely recognized that the education of the last one hundred years has developed the head at the expense of the heart. This fact is strikingly illustrated by the marvelous development in Science and Industry, and the

"moral slump" in which the whole world finds itself at the present moment. Unless moral education keeps pace with material advancement, our boasted civilization will go the way of all those that have preceded ours. In order to call attention to the danger, and contribute ever so little to the "national defense," we have included a considerable number of selections of a distinctly ethical and moral quality. The titles of the section headings, themselves, hold a challenge to higher ideals and right emotional reactions. This is illustrated by such suggestive titles as "Heroes of Peace," "The Common Good," "Getting on in the World," and "Literature and Home Life." The fact that this ethical teaching is usually done by suggestion and indirection, will, we believe, make it all the more effective.

To secure the right emphasis, and hold the pupil's attention, the book has been arranged in Five Parts, each of which presents and carries out a general theme.

Another device that has been used to stimulate thought is concealed within the "Aids to Understanding." These are not dry biographical sketches of authors—but real "aids" to the understanding of the selection to be read.

Perhaps the most unique feature, however, is found in the "Test and Study Activities" which are not so fearsome as they sound. Assuming that the pupil has completed his "word study," and read the selection silently and understandingly, he comes face to face at the close with a challenge that compels thought. These "Test and Study Activities" stimulate thinking and thought getting.

While the educational philosophy of the Junior High School is still in the formative state, a serious effort has been made both in organization and material, to have this book conform to the standards set by the highest authorities on Junior High School literature.

J. O. Engleman

Lawrence McTurnan



CONTENTS

PART ONE

Citizenship and Service

	PAGE
<i>Introduction—An American.....</i>	13
 1. The Spirit of Freedom	
PAUL REVERE..... <i>The Old South Leaflet</i>	15
PAUL REVERE'S RIDE.... <i>Henry W. Longfellow</i>	20
IN FREEDOM'S NAME.. <i>Thomas Buchanan Read</i>	25
SIGNERS OF THE DECLARATION.....	
..... <i>Frances Margaret Fox</i>	28
THE DECLARATION OF INDEPENDENCE.....	
..... <i>Thomas Jefferson</i>	36
THE AMERICAN FLAG.. <i>Joseph Rodman Drake</i>	42
THE ATHENIAN BOYS' OATH <i>Anonymous</i>	45
THE BROKEN SWORD..... <i>Edwin Markham</i>	46
PERSEVERANCE..... <i>Johann von Goethe</i>	46
 2. The Common Good	
THE MEN TO MAKE A STATE.....	
..... <i>George Washington Doane</i>	47
LIBERTY AND LAW..... <i>Lawrence McTurnan</i>	51
MANNERS..... <i>Ralph Waldo Emerson</i>	57
SHERIFF ROOSEVELT AND THE THIEVES.....	
..... <i>Hermann Hagedorn</i>	58

	PAGE
THE HOME AND THE REPUBLIC. <i>Henry W. Grady</i>	65
FOR OTHERS..... <i>Anonymous</i>	67
NOBILITY..... <i>Alice Cary</i>	68
OUR HEROES..... <i>Phoebe Cary</i>	70

3. Heroes of Peace

CHRISTOPHER COLUMBUS.....	71
The Discoverer..... <i>Washington Irving</i>	71
Columbus..... <i>Joaquin Miller</i>	82
LOUIS PASTEUR..... <i>Lawrence McTurnan</i>	84
DAVID LIVINGSTONE.....	93
An Adventure with a Lion. <i>David Livingstone</i>	93
JACOB RIIS..... <i>Lawrence McTurnan</i>	97

4. Love of Country

AMERICA THE BEAUTIFUL.. <i>Katherine Lee Bates</i>	103
LOVE OF COUNTRY..... <i>Sir Walter Scott</i>	105
AMERICANISM..... <i>Theodore Roosevelt</i>	106
AMERICA'S UNKNOWN SOLDIER.....	
..... <i>Warren G. Harding</i>	109
MAKERS OF THE FLAG..... <i>Franklin K. Lane</i>	115
A LETTER TO MRS. BIXBY.... <i>Abraham Lincoln</i>	118
OLD IRONSIDES..... <i>Oliver Wendell Holmes</i>	119
THE CODE OF THE FLAG.....	
..... <i>Daughters of the American Revolution</i>	121
I AM AN AMERICAN..... <i>Elias Lieberman</i>	124
FREEDOM..... <i>James Russell Lowell</i>	126

5. Stories of Achievement

HOW THE BRITNELL CUP WENT FROM HILTON.	
..... <i>An English Story</i>	127
A MESSAGE TO GARCIA..... <i>Elbert Hubbard</i>	134
WORK: A SONG OF TRIUMPH... <i>Angela Morgan</i>	140
DON'T DIE ON THIRD..... <i>William J. Cameron</i>	142
MARY LYON..... <i>Edith Horton</i>	148

	PAGE
JOHN MAYNARD-PILOT.....	<i>John B. Gough</i> 157
HIS OLD FATHER SATISFIED.....	<i>Anonymous</i> 159
<i>Things to Remember</i>	160

PART TWO

History in the Making

<i>Introduction—The Makers of History</i>	161
1. Stories from History	
SONG OF MARION'S MEN.....	<i>William Cullen Bryant</i> 163
ROBERT THE BRUCE.....	<i>Sir Walter Scott</i> 166
THE CHARGE OF THE LIGHT BRIGADE.....	
.....	<i>Alfred Lord Tennyson</i> 180
WOLFE'S VICTORY AND DEATH.....	<i>Francis Parkman</i> 183
AN INCIDENT OF THE FRENCH CAMP.....	
.....	<i>Robert Browning</i> 189
2. An Historical Novel	
THE SPY.....	<i>James Fenimore Cooper</i> 191
PRESS ON!.....	<i>Park Benjamin</i> 228
3. History in Orations	
LIBERTY OR DEATH.....	<i>Patrick Henry</i> 229
THE BUNKER HILL ORATION....	<i>Daniel Webster</i> 234
WARREN'S ADDRESS AT THE BATTLE OF BUNKER HILL.....	<i>John Pierpont</i> 242
ABRAHAM LINCOLN.....	<i>Woodrow Wilson</i> 243
FIRST IN WAR, FIRST IN PEACE.....	<i>Henry Lee</i> 249
THE GETTYSBURG SPEECH....	<i>Abraham Lincoln</i> 252
4. The World War and Its Ideals	
AMERICA DECLARES WAR.....	<i>Woodrow Wilson</i> 255
IN FLANDERS FIELDS.....	<i>John D. McCrae</i> 263
IN FLANDERS FIELDS—AN ANSWER.....	
.....	<i>C. B. Galbreath</i> 264

	PAGE
THE LOST BATTALION.....	<i>Wilbur Forest</i> 265
EARNEST SERVICE.....	<i>Justine R. Cook</i> 278
YOUNG FELLOW, MY LAD....	<i>Robert W. Service</i> 280
UNSUBDUED.....	<i>S. E. Kiser</i> 282
WHAT DO WE PLANT?.....	<i>Henry Abbey</i> 283
<i>Things to Remember</i>	284

PART THREE

The Great Out-Doors

<i>Introduction—The Call of Nature</i>	285
 1. The Wonders and Beauties of Nature	
THE BATTLE OF THE ANTS..	<i>Henry D. Thoreau</i> 287
THE SAGACITY OF THE SPIDER.	<i>Oliver Goldsmith</i> 291
MY DOGS IN ALASKA.....	<i>S. Hall Young</i> 297
THE DEATH OF THE FLOWERS.....	
.....	<i>William Cullen Bryant</i> 306
TO THE FRINGED GENTIAN.....	
.....	<i>William Cullen Bryant</i> 308
WOODMAN, SPARE THAT TREE.	<i>George P. Morris</i> 310
COLOR IN THE WHEAT.....	<i>Hamlin Garland</i> 311
 2. The Spirit of Adventure	
GERARD AND THE BEAR.....	<i>Charles R. Reade</i> 313
A LION HUNT IN A SEWER...	<i>Frank C. Bostock</i> 318
HORSE MAGIC.....	<i>Ralph Stock</i> 328
AN EXCITING ADVENTURE WITH A BEAR.....	
.....	<i>Theodore Roosevelt</i> 333
CLIMBING A MOUNTAIN WITH JOHN MUIR.....	
.....	<i>S. Hall Young</i> 348
THE SINKING OF THE TITANIC....	<i>Harold Bride</i> 362
THE STORY OF THE SALMON.....	<i>Rex Beach</i> 370
<i>Things to Remember</i>	376

PART FOUR

Literature of the Imagination

	PAGE
<i>Introduction—Ideals That Inspire</i>	377
1. Inspirational Literature	
THE HERITAGE..... <i>James Russell Lowell</i>	379
SOMEBODY SAID IT COULDN'T BE DONE.....	
..... <i>Edgar A. Guest</i>	382
STEP BY STEP (Gradatim)..... <i>J. G. Holland</i>	384
SONG OF THE CHATTAHOOCHEE.. <i>Sidney Lanier</i>	386
THE BUILDERS... <i>Henry Wadsworth Longfellow</i>	388
OPPORTUNITY..... <i>Walter Malone</i>	390
HIDDEN TREASURE..... <i>Charles R. Reade</i>	392
THE HOUSE BY THE SIDE OF THE ROAD.....	
..... <i>Sam Walter Foss</i>	396
WORK..... <i>Henry van Dyke</i>	397
2. Getting on in the World	
JUST A JOB..... <i>Edgar A. Guest</i>	399
YOU AND YOUR JOB..... <i>Calvin Dill Wilson</i>	401
STAND ON YOUR OWN FOOTING.....	
..... <i>Orison Swett Marden</i>	407
SAM PASCO AND NAPOLEON... <i>Sam Walter Foss</i>	412
FOR A' THAT AND A' THAT..... <i>Robert Burns</i>	414
GET OUT OR GET IN LINE..... <i>Elbert Hubbard</i>	417
THE THINKER..... <i>Berton Braley</i>	423
LOOK AT THE FISH AGAIN!.. <i>Samuel H. Scudder</i>	425
THE JOY OF EFFORT..... <i>Calvin Dill Wilson</i>	430
GOOD RULES FOR BOYS.....	434
3. Masterpieces in Short Stories	
THE WHISTLE..... <i>Benjamin Franklin</i>	435
THE GREAT STONE FACE.. <i>Nathaniel Hawthorne</i>	438
RIP VAN WINKLE..... <i>Washington Irving</i>	458
A CHILD'S DREAM OF A STAR... <i>Charles Dickens</i>	478

	PAGE
THE HOOSIER SCHOOLMASTER. <i>Edward Eggleston</i>	482
THE CONCORD HYMN. . . . <i>Ralph Waldo Emerson</i>	496
<i>Things to Remember</i>	498

PART FIVE

Literature that Never Grows Old

Introduction—What Makes Great Literature Great 499

1. The Literature of Home Life

MOTHER.....	<i>Orison Swett Marden</i>	501
BEAUTIFUL HANDS.....	<i>Mrs. Ellen H. M. Gates</i>	505
THE BRAVEST BATTLE.....	<i>Joaquin Miller</i>	507
THE HOUSE WITH NOBODY IN IT..	<i>Joyce Kilmer</i>	508
SNOWBOUND.....	<i>John Greenleaf Whittier</i>	511
I REMEMBER, I REMEMBER.....	<i>Thomas Hood</i>	533
THE CHILDREN'S HOUR.....		
.....	<i>Henry Wadsworth Longfellow</i>	534
THE ART OF LIVING.....	<i>Samuel Smiles</i>	536

2. Ideals in Literature

THE CHAMBERED NAUTILUS	545
..... <i>Oliver Wendell Holmes</i>	
THE COURTSHIP OF MILES STANDISH.....	547
..... <i>Henry Wadsworth Longfellow</i>	
EACH DAY IS A NEW BEGINNING. <i>Susan Coolidge</i>	604
WILLIAM TELL AND THE APPLE.....	606
..... <i>Friedrich Schiller</i>	

3. Wise Sayings of Wise Men

SAYINGS OF THRIFT.....	<i>Benjamin Franklin</i>	615
THE TWENTY-THIRD PSALM....	<i>From the Bible</i>	617
GOLDEN SAYINGS OF EPICETUS.....	<i>Epictetus</i>	618
<i>Things to Remember.....</i>		622
<i>The Joy of Reading.....</i>		623
<i>Words to Learn.....</i>		624

PART ONE

CITIZENSHIP AND SERVICE

An American

TO be an American is the highest honor in citizenship that can come to any man. One may become a citizen of America by birth or naturalization and yet not be a true American in spirit. To be a real American one must believe in and be loyal to those ideals which have dominated America from the beginning and made her what she is.

He must believe in the spirit of freedom, as did the pioneers of colonial days—who not only demanded freedom for themselves, but were willing to grant it to others.

He must believe in the common good of the common people and be willing to forego if necessary certain things for himself if they injure other people or the common welfare.

He must believe in education as the privilege and duty of all. He must know the history and hero stories of America, and the sacrifices that have been made so that he may enjoy the blessings of freedom.

To be a real American, he must love America above any other country in the world and be willing to vote whenever opportunity offers, to accept public office as a public trust, and to serve the common cause in every way possible. He must honor the American flag as the symbol of his country and protect it from harm or discredit.

To be a real American, he must live in the Spirit of America, for the honor of America, and in helpful cooperation with all other Americans.



*Men who "A thoroughfare for Freedom beat
Across the Wilderness!"*



THE SPIRIT OF FREEDOM

The Central Thought

The spirit of freedom does not mean freedom to do as we please. If every boy and every girl did as he or she pleased on the playground, in the school or in the home, there could be no playing or working or living together. It is necessary to make rules and to obey rules to preserve order, and protect the rights and opportunities of all.

The spirit of freedom really means freedom to play and work and grow just as long as we do not injure others. Keep this central thought in mind as you read the following selections.

PAUL REVERE

WORDS FOR YOU TO LEARN

To appreciate this biographical sketch of Paul Revere fully you must be familiar with each word used in it. Some of the more difficult words are listed here. You will find their meaning and pronunciation in **Words to Learn** page 624.

artistic

divers

enrich

Huguenot

evacuation

genius

munitions

Guernsey

privateer

sufficed

romantic

caricatures

AIDS TO UNDERSTANDING

This is the story of the life of Paul Revere, one of our early American patriots. Long before he made his midnight ride which Longfellow commemorated in his stirring poem, Revere was known as a substantial and patriotic citizen.

Paul Revere was one of the leaders of the Boston Tea Party, and gladly served his country whenever opportunity offered. He was forty years old and recognized as an expert horseman, when he was chosen by General Warren to warn the farmers between Boston and Lexington of the approach of the English troops. Paul Revere crossed the Charles River in a boat to Charlestown, where he waited for the signal that was to start him on his wild seventeen mile ride to Lexington. At the same time William Dawes rode by way of Roxbury to warn the farmers along the southern route. When Revere reached the house where John Hancock and Samuel Adams were sleeping, the guard at the door called out: "Don't make so much noise!"

"Noise!" shouted Paul Revere, "You'll soon hear noise enough. The Regulars are coming!"

A bronze tablet beside the road now marks the point at which Paul Revere was forced to turn back to escape capture by the English troops.

PAUL REVERE

PAUL REVERE really lived, and his "midnight ride" actually took place. Longfellow obtained the facts, which furnished the inspiration for his famous poem, from a letter which Paul Revere wrote about twenty-two years after the events it describes. This letter was based on a deposition which Revere made shortly after the ride.

Paul Revere was, in fact, one of the most versatile men of his generation: patriot, politician and soldier, goldsmith and silversmith, artist and engraver, mechanic and inventor, bell founder, industrial pioneer, and contributor to the efficiency of the American navy and merchant marine. Like most American patriots of 1776, he could do many things besides talk and fight.

Paul Revere was the son of a French Huguenot, Apollos Rivoire, who emigrated from Guernsey to Boston early in the eighteenth century. Born in Boston on December 21, 1734, Paul learned his father's trade of goldsmith and silversmith, and eventually inherited his business. As a