BOOK FOUR

BY

CLARA BELLE BAKER
DIRECTOR, DEMONSTRATION SCHOOL
NATIONAL COLLEGE OF EDUCATION

AND

EDNA DEAN BAKER
PRESIDENT
NATIONAL COLLEGE OF EDUCATION

ILLUSTRATED BY
VERA STONE NORMAN

THE BOBBS-MERRILL COMPANY
INDIANAPOLIS NEW YORK
COPYRIGHT, 1939
BY THE BOBBS-MERRILL COMPANY

Printed in the United States of America
COPYRIGHT, 1924, 1929, 1939
BY THE BOBBS-MERRILL COMPANY
7B101039
SINCE the literary reader must provide a course in literature as well as a technical reading course, and must form a basis for the growth of appreciation as well as for the development of reading power, it should contain a considerable proportion of those rare bits of literature which form the classics of childhood, and which will endure so long as there are books and children. The Bobbs-Merrill Readers present in an unusually attractive form a collection of much of the finest material in child literature. The lower readers contain a charming group of the most valued nursery classics—fables, folk fairy tales, legends and rhymes, supplemented by the works of many modern artists. The upper readers contain a varied selection of older classics and modern materials, representing every type of literary reading desirable for boys and girls. These materials will be found not only excellent in literary form but of supreme interest to the boys and girls who read them. They have been prepared with reference to library records, lists made by boys and girls of favorite stories and poems, and experiences of many teachers of literature.

The selections of Book Four are arranged in six sections covering very diverse subjects. They include famous wonder tales of Greece, Arabia and Europe, humorous fairy tales and bits of wisdom, historical tales and legends, and many stories of real boys and girls engaged in wholesome activities. The stories and verses under the heading "The Little Land" present a happy literary introduction to a
scientific study of water creatures, insects and birds, which may well follow. The six selections in the “Fun” section at the end of the book present a delightful combination of authorship.

Teachers will note with pleasure that the volume contains a goodly number of longer selections which are better adapted to create sustained interest, to stimulate rapid silent reading, and to lead to the reading of complete works at home than are the very brief and fragmentary selections found in many readers. Not only does the book offer a large quantity of excellent reading material, but it introduces the child to a much wider library of delightful reading. At the end of almost every selection suggestions are given for home reading and for the use of the library. The bibliographies at the close of each section have been prepared with great care and include most of the books suitable for a fourth-grade library.

The helps for study will be found very full. The short introduction at the beginning of each section should create the proper mood for the stories in the section, and should aid the child to organize and compare what he reads. The brief story introductions give such comment upon the story as will lead to a deeper appreciation and furnish as well the information needed for the full understanding of the selection. The suggestions for study are carefully organized, the side-headings enabling both teacher and pupil to see at a glance the parts of the lesson. They provide for both silent and oral reading and from time to time for oral and written composition. The careful use of these suggestions should develop the story-telling powers, vivify the imagination, secure the continued exercise of judgment and discrimination, and aid the growth of appreciation. The
suggestions for helping the child to “picture” the story will to many teachers prove a new type of study, since this method of treatment has been too little used. Vivid imagery contributes greatly not only to the enjoyment of the story but also to the depth and clarity of the impression.

The Dictionary at the end of the book forms an easy introduction to the use of larger dictionaries. It contains words, defined in the vocabulary of a fourth-grade child, each according to its use in the reader. Brief lists of words for study with the Dictionary are placed at the end of most selections.
ACKNOWLEDGMENTS

GRATEFUL acknowledgment is made to the following publishers for the use of copyright material: to Harper and Brothers for "Little Mother Quackalina," from Solomon Crow's Christmas Pockets, by Ruth McEnery Stuart; to Macmillan Company for "Balser and the Bear," from The Bears of Blue River, by Charles Major; to Frederick A. Stokes Company for "Dr. Dolittle and the Pirates," from The Story of Dr. Dolittle, by Hugh Lofting; to Row, Peterson and Company for "Viggo and Allarm" and "The Black Pond," from The Birch and the Star, by Mrs. Gudrun Thorne-Thomsen; to Charles Scribner's Sons for "The Rock-a-by Lady" and "The Sugar-Plum Tree," by Eugene Field; to Houghton Mifflin Company for selections from Longfellow, Emerson and Hawthorne.

THE AUTHORS.
SUGGESTIONS FOR USING THIS BOOK

As each of the six sections of the book provides a pleasing variety of selections, any section may be read consecutively with profit. It is desirable often to read consecutively and compare several stories or several poems of somewhat similar type. A few selections in Book Four, however, would be especially enjoyed at a particular season: Cosette at Christmas time; Riley’s Nine Little Goblins at the Hallowe’en season; the two tales of the Revolution just before a patriotic festival; The Birds in Spring at the season when bird calls are heard everywhere. Sometimes the pupils will wish to choose the selection to be read; but the teacher should guide the choice always so that a proper balance is maintained between verse and prose, and short and very long selections.

It is the plan of the book that all prose selections shall be read silently. Those that contain vivacious dialogue or especially beautiful or rhythmic passages are recommended also for oral reading. Often the pupils may choose the passages that shall be read aloud. Verse is for the ear, and is usually more enjoyed when heard. For some very musical bits of verse an oral reading by the teacher should precede any study by the pupils, in order that the first impression may be one of delight.

Following the silent reading of a selection, there should be always some form of test of the pupil’s mastery of the selection. The treatment of different stories, however, will vary greatly. Some stories present striking pictures for
SUGGESTIONS

description; others are especially adapted for story-telling; others for the discussion of the problems presented. In the questioning that follows silent reading, it is best usually not to go into too great detail. The aim of the exercise is to make sure that the silent reading has given a grasp of the selection as a whole, and of the important parts. Occasionally the first rapid reading may be followed by a critical rereading of the selection or some part of it, in order to gain light on one of the problems presented.

The teacher will need to give the pupils help at first in the use of the Little Dictionary, and especially in the interpretation of diacritical marks. For a time the dictionary work should be conducted under the guidance of the teacher; later it may be included in the pupil’s preparation. Time should not be spent in looking for words that are already known. The pupil should first test himself by attempting to define or use in sentences the words in the study list, and should look only for those that he does not know. In all dictionary work it is well to remember that the vocabulary grows through wide reading, rather than through the memorization of dictionary definitions. The dictionary should be used merely as an aid in the fuller comprehension of the selection under study.

Many children upon reaching fourth grade have had little contact with the public library. The reading ability, however, should now be so great that the child need no longer be confined to the short selections of the school reader. On the contrary, the reader should be the gateway through which he is tempted to enter many new and interesting fields. Aside from the chosen readers, each child should be encouraged to read during the year several complete books, as well as many short stories. Whenever possible, it is
desirable that the pupils have direct contact with the library and the librarian, both in seeking information and in the quest for pleasure. It is recommended that a period each week be set aside for oral reports on books and stories that have been read at home or in the library. It is desirable also that the pupil keep a record of the books he has read, writing some brief comment upon each. Time should be allowed frequently for the oral reading of a short selection which a pupil has enjoyed at home, and wishes to share with the group. Here there is a real audience situation which leads the reader to put forth his greatest effort.
SILENT READING AND DIAGNOSTIC TESTS

The great importance of silent reading in all activities of life justifies the prominent place that it now holds in all discussions of elementary reading. Scientific experiment has shown that good silent reading habits can not be developed by oral reading methods, but that special methods and special tests must be used for efficient results. In the intermediate grades great stress must be laid upon the development of desirable habits of silent reading. In the primary grades a chief concern of the reading course is the acquisition of a vocabulary of sight words and the development of the power to pronounce new words phonetically; hence oral reading must obviously hold an important place. By the time the child reaches fourth grade, however, he should so far have mastered his phonics and should possess so large a vocabulary of sight words that his eye travels much more rapidly than his speech. An over-emphasis of oral reading in the intermediate grades may hinder the development of rapid rate in silent reading.

To aid in the development of rapid and intelligent reading, various tests have been devised. These tests measure ability in reading, and locate points of weakness or difficulty. Standard tests have been devised in visual vocabulary, speed and comprehension.

*Speed and comprehension tests.* In order intelligently to teach pupils to read we must find out what they are able to comprehend of the matter put before them. No tests have been devised or ever can be devised that will accomplish
this perfectly, yet we can get at it much more closely by using well-proved tests than by guessing or assuming.

Most of the comprehension tests consist of paragraphs of matter similar to that found in the various school texts. Questions that will test the child's comprehension from his reading are then asked. The paragraphs and questions selected for the tests are given to thousands of school pupils and the average score computed. On this basis it is easy to discover whether a given child or class is above, below or on a level with the corresponding age—or grade—average.

Various attempts have been made to test the speed of reading for the different school grades. From the nature of the case it is impossible to fix any general standard, for reading materials differ greatly in the speed with which they may be read. No doubt this fact is largely responsible for the different standards proposed by investigators who did not use identical materials. About 150 words a minute is the standard for fourth grade obtained by averaging the rates specified by four investigators.

Approved tests may usually be procured through the cooperation of the Department of Education of the State University or through the local Normal School.

Tests formulated by the teacher. The attainments in silent reading may be checked not only by standardized tests but also by tests formulated by the teacher from the material at hand. The teacher chooses a selection which is new to all of the pupils, and asks them to read it silently in their usual manner. As the pupils read, the teacher records the time upon the blackboard. The pupils are given the signal to start when the second hand of the watch is at sixty. This point is considered 0 in reckoning the time, which is recorded every fifteen seconds. As the pupils finish the
selection, each takes the time then upon the blackboard as his time. If desired, each pupil may be allowed to calculate his own rate in terms of the number of words per minute. Following the reading some test of comprehension should be given, either the reproduction of the story, or a group of simple factual questions.

The use of tests. It is frequently found that within a single grade some pupils are able to read four times as rapidly as others. The rapid readers usually stand highest also in comprehension and in vocabulary tests. Obviously it is unfair to expect all the pupils to compete in attaining the highest record. Rather let each child endeavor to raise his own record. Those who are weak in comprehension and slow in speed should form a separate class, and should do more oral reading and give more attention to explanations of meanings than the more able readers. Much reading of very easy material is always an aid to the poor reader. Some fourth-grade children would be greatly helped by a rapid reading of a number of books of second-grade difficulty. A list of suitable easy books may be secured from the librarian and recommended to such pupils for home reading.

Tests should be given as often as they are needed to aid in the correct grouping of children and in the location of individual weaknesses. Care should be taken, however, that they are not over-used. A danger is that the child may become self-conscious in his reading, and therefore find less enjoyment in it. The interest of the pupil usually should be centered in the subject-matter read rather than in his own accomplishment.

In this reader the following stories are selected from among many suitable for measuring speed and comprehension: *The Valley of Diamonds, The Clever Wife, The Black*
Comprehension will usually be tested by asking the pupil to retell the story or incidents within it, or to answer a group of questions dealing with the larger aspects of the story. The method of scoring for each selection will be determined by the teacher. The pupil may keep his own record thus:

<table>
<thead>
<tr>
<th>Date</th>
<th>Selections</th>
<th>No. Words</th>
<th>Minutes Required to Read</th>
<th>No. of Words per Minute</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Valley of Diamonds</td>
<td>1180</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Clever Wife</td>
<td>1280</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Black Pond</td>
<td>1785</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nahum Prince</td>
<td>500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Little Mother Quackalina</td>
<td>2315</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## CONTENTS

### ENCHANTMENT

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE WONDERFUL LAMP</td>
<td>Arabian Nights</td>
<td>2</td>
</tr>
<tr>
<td>ROMANCE</td>
<td>Gabriel Setoun</td>
<td>24</td>
</tr>
<tr>
<td>THE VALLEY OF DIAMONDS</td>
<td>Arabian Nights</td>
<td>26</td>
</tr>
<tr>
<td>A SEA SONG FROM THE SHORE</td>
<td>James Whitcomb Riley</td>
<td>34</td>
</tr>
<tr>
<td>THE ENCHANTED PALACE</td>
<td>Madame de Beaumont</td>
<td>37</td>
</tr>
<tr>
<td>THE FAIRIES OF THE CALDON-LOW</td>
<td>Mary Howitt</td>
<td>51</td>
</tr>
<tr>
<td>THE WINGED HORSE</td>
<td>Nathaniel Hawthorne</td>
<td>57</td>
</tr>
<tr>
<td>OH, WHERE DO THE FAIRIES HIDE?</td>
<td>Thomas Haynes Bayly</td>
<td>76</td>
</tr>
</tbody>
</table>

### WISE OLD TALES

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE EMPEROR'S NEW CLOTHES</td>
<td>Hans Christian Andersen</td>
<td>82</td>
</tr>
<tr>
<td>THE TREASURES OF A WISE MAN</td>
<td>James Whitcomb Riley</td>
<td>92</td>
</tr>
<tr>
<td>BURIED TREASURE</td>
<td>Aesop</td>
<td>94</td>
</tr>
<tr>
<td>THE TEN TALENTS</td>
<td>The Bible</td>
<td>97</td>
</tr>
<tr>
<td>THE QUAILS</td>
<td>Jatakas</td>
<td>100</td>
</tr>
<tr>
<td>THE MOUNTAIN AND the SQUIRREL</td>
<td>Ralph Waldo Emerson</td>
<td>103</td>
</tr>
<tr>
<td>THE CLEVER WIFE</td>
<td>Joseph Jacobs</td>
<td>105</td>
</tr>
<tr>
<td>THE MILLER OF THE DEE</td>
<td>Charles Mackay</td>
<td>112</td>
</tr>
</tbody>
</table>

### BOYS AND GIRLS

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSETTE</td>
<td>Victor Hugo</td>
<td>116</td>
</tr>
<tr>
<td>THE ROCK-A-BY LADY</td>
<td>Eugene Field</td>
<td>135</td>
</tr>
<tr>
<td>MONI, THE GOAT BOY</td>
<td>Johanna Spyri</td>
<td>137</td>
</tr>
</tbody>
</table>
CONTENTS

MARJORIE'S ALMANAC.................. Thomas Bailey Aldrich........ 165
VIGGO AND ALLARM.................... Gudrun Thorne-Thomsen.......... 168
THE BLACK POND...................... Gudrun Thorne-Thomsen........ 180
A BOY'S SONG......................... James Hogg.................. 191
THE FISH I DIDN'T CATCH............. John Greenleaf Whittier....... 193
THE PEDDLER'S CARAVAN.............. William Brighty Rands.......... 197
BALSER AND THE BEAR................. Charles Major............... 199
HIAWATHA'S CHILDHOOD................. Henry Wadsworth Longfellow... 208

HISTORY AND LEGEND

POCAHONTAS............. A Legend of Jamestown........ 220
NAHUM PRINCE...................... Edward Everett Hale........... 226
THE REBEL COW............. A Legend of South Carolina........ 230
YOUR FLAG AND MY FLAG.... Wilbur D. Nesbit............ 234
A HEROINE OF THE SEA.............. 237
THE SANDS OF DEE........ Charles Kingsley........ 241
THE BURNING FIELDS......... Japanese Legend........ 243

THE LITTLE LAND

THE LITTLE LAND............... Robert Louis Stevenson........ 250
THE TRAVELS OF AN ANT........ Luigi Bertelli........... 254
LADYBIRD........................ Caroline B. Southey........ 282
THE BEE AND THE FLOWER....... Alfred Tennyson........ 284
TOM, THE WATER BABY........ Charles Kingsley........ 286
WISHING............................. William Allingham........ 308
THE BIRDS IN SPRING............ Thomas Nashe............. 310
LITTLE MOTHER QUACKALINA... Ruth McEnery Stuart..... 312
ROBERT OF LINCOLN............. William Cullen Bryant..... 326

FUN

NINE LITTLE GOBLINS........ James Whitcomb Riley......... 332
DR. DOLITTLE AND THE PIRATES... Hugh Lofting........... 336
THE JUMBLIES................... Edward Lear............ 355
A MAD TEA PARTY............... Lewis Carroll........ 359
THE MAGIC FISH-BONE........ Charles Dickens........ 374
BOOK FOUR

ENCHANTMENT

There is a land to which you can never walk, nor can you ride there upon any car or ship or airplane that you have ever seen. And yet you can go there every day, and if you have the right sort of eyes, you will see wonderful things, for it is a land of marvels. There are valleys of diamonds and trees hung with rubies. There are horses with wings, and ships with golden masts, and palaces that float in the air.

This land is not real, and yet it is more real than anything you see as you walk along the street. For houses and oak trees and automobiles and men will all perish in time and disappear, but the stories of Aladdin and his Lamp, of Bellerophon and the Winged Horse, of Beauty and the Enchanted Palace, will live forever. Let us go now into this Land of Enchantment.
THE WONDERFUL LAMP

The marvelous tales in *Arabian Nights* have been told for more than a thousand years in Arabia and Persia. Perhaps the most famous tale of all is that of Aladdin and the Wonderful Lamp.

I. The Magician

Aladdin was the son of a poor tailor in one of the rich cities of China. His father died while Aladdin was yet very young; and his mother had to spin cotton night and day in order to support herself and him.

One day when he was about fifteen years old, he was playing in the streets with some of his companions. A stranger who was passing by stopped to look at him. This stranger was an African magician who was in need of the help of some young person. He knew at once that Aladdin was a lad fit for the task.

The magician first asked Aladdin’s name of some persons standing near by. Then he went up to him and said, “My lad, are you not the son of Mustapha, the tailor?”